An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland

Prepared by the National Children’s Bureau Northern Ireland (NCB NI) on behalf of the Safeguarding Board for Northern Ireland (SBNI)

Final Report – January 2014
Foreword

The Safeguarding Board for Northern (SBNI) was set up in 2012 to co-ordinate and ensure that children and young people in NI are kept safe. Alongside the core business, two key issues were highlighted for strategic attention – Child Sexual Exploitation and e-safety. Publication of this report from the National Children’s Bureau Northern Ireland (NCB NI) marks the first stage in the Safeguarding Board’s work on the new and emerging concern of e-safety.

The SBNI values engagement with young people and their e-safety concerns came through clearly in our consultation on the first SBNI strategic plan. Young people wanted on-line access to e-safety help and clear ways of reporting abuse.

The focus group work with young people in this report illustrates the issues and risks faced by young people going online to find what e-safety advice they need. Information is easily accessible – but so is inappropriate content.

Young people have also told us that they feel that parents have a key role in ensuring their children’s safety on the internet. It is interesting then that this report recalls that one parent likened looking for information on e-safety to looking up something the doctor tells you on the internet and being put off because “so much comes up when you do a search”.

The extensive content of the report reflects the importance placed by many organisations on addressing issues such as internet and online safety, sexting, and cyberbullying for children and young people. The wide range of activity and initiatives identified in many ways reflects the risks involved.

The report and recommendations highlight a clear need for strategic policy direction, leadership and co-ordination for e-safety in Northern Ireland. The SBNI accepts the recommendations and looks forward to working with everyone involved to make e-safety a reality.

Sharon Beattie

Director of Operations
Safeguarding Board for Northern Ireland
January 2014
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1. Executive Summary

**Background**

In June 2013, The National Children’s Bureau (NCB NI) was commissioned by the Safeguarding Board for Northern Ireland (SBNI) to undertake a scoping study to explore current e-safety messages for children and young people, parents and practitioners in Northern Ireland.

For most children and young people e-technology is part of everyday life and this has become even more apparent in the current research NCB NI is conducting on behalf of OFMDFM where findings show, for example, that four out of five young people (79%) go online everyday and in excess of one in five young people (22%) spend five hours or more online every day. Whilst the literature suggests that for most young people, going online is a positive experience, young people can also experience harm and can face harmful risks online. For example, research findings from the NSPCC (2013) show that one in five children had been the targets of cyber bullying in the last year and 10% of 11 to 16 year olds have been targeted by internet ‘trolls’.

Given the extent of young people’s use of e-technology alongside these worrying statistics, e-safety is now becoming an increasingly important area of work and a priority of many organisations that work with children and young people.

The overall aim of this study is to **map existing messages on e-safety that are delivered to young people, parents/carers and practitioners in Northern Ireland**. The specific objectives of this study are to:

1. Define e-safety and associated risks
2. Develop a profile of agencies delivering e-safety messages in the UK & Northern Ireland
3. Assess the nature, quality, access to and impact of e-safety messages in Northern Ireland
4. Make recommendations for improving e-safety messages in Northern Ireland

**Methodology**

The methodology comprised the following activities:

- A desk review to define e-safety and associated risks and to understand which organisations deliver e-safety messages in the UK and internationally;
- A survey of organisations working in the field of e-safety in Northern Ireland. The survey was open for completion for four weeks in July 2013 and resulted in 25 valid responses; and
- A focus group with young people and another with parents to get a user perspective on the availability and usefulness of e-safety messages online.
Key findings, conclusions and recommendations

The remainder of this executive summary takes each of the study’s objectives, in turn, and summarises the key findings, conclusions and subsequent recommendations relating to each.

Objective 1: Defining e-safety and associated risks

This study found no common definition of e-safety in the current literature, NCB NI therefore created the following definition for use throughout this study:

“E-safety or electronic safety is about utilising electronic devices or e-technologies in a safe and responsible way. It is mainly concerned with the safeguarding of children and young people in the digital world and educating them so they feel safe when accessing e-technologies.” [NCB NI definition]

Young people’s extensive use of e-technologies leaves no doubt over the importance of e-safety and the need for young people, and those who care for or work with them, to be able to take appropriate preventative action to minimise the associated risks.

These risks have been defined in various ways and are becoming more commonly categorised as follows:

- **Content risks**: The child or young person is exposed to harmful material;
- **Contact risks**: The child or young person participates in adult initiated online activity;
- **Conduct risks**: The child or young person is a perpetrator or victim in peer-to-peer exchange;
- **Commercial risks**: The child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Recommendations:

1. **We recommend that SBNI considers using the above e-safety definition or adopting an agreed definition going forward and encourages others working in the field to do the same.**

2. **We recommend that when developing future e-safety messaging work in Northern Ireland, consideration is given to each of the four risk categories identified above.**

Objective 2: Developing a profile of agencies delivering e-safety messages in the UK & Northern Ireland

The study identified three key organisations that are leading the UK’s work on e-safety:

- **UK Safer Internet Centre** which has three overall functions: An awareness centre to promote safe, responsible use of the internet and mobile devices to young people; a helpline for professionals working with children and a hotline for reporting online criminal content. The Centre also hosts the annual public awareness campaign – Safer Internet Day. The Centre
comprises three organisations Childnet International, South West Grid for Learning (SWGfL) and the IWF (Internet Watch Foundation)

- **CEOP (Child Exploitation and Online Protection Centre)** is part of the UK policing structures and its key functions include tracking and bringing offenders to account either directly or in cooperation with local and international police forces, and working with children, parents/carers and practitioners to deliver the Thinkuknow internet safety programme

- **UKCCIS (UK Council for Child Internet Safety)** is the main umbrella organisation with a membership over 180 organisations across the government, industry, law enforcement, academia and charity sectors, that works in partnership to help keep children safe online. The Northern Ireland Minister for Health, Social Services and Public Safety (Edwin Poots MLA) sits on the Executive Board of UKCCIS.

The impact of the above organisations’ work, specifically in the area of delivering e-safety messages, has been reported in a number of recent evaluations. The evaluation of Safer Internet Day 2013 found positive impacts on how children and young people behave online as well as on young people’s awareness and understanding of internet safety and information control. Similarly, an evaluation of CEOP’s Thinkuknow training programme found that young people are less likely to share information with strangers and are more likely to report online abuse as a result of taking part in the programme.

This study found a wide range of organisations that are delivering e-safety work in Northern Ireland. The following paragraphs outline the key players identified, including a summary of their e-safety work:

**At Government level**, there is no overarching policy which addresses e-safety. Much of the current work on e-safety is being led by OFMDFM. Some of the key activities of OFMDFM include:

- the current cross-departmental review on current and future actions in the field of e-safety to inform opportunities for a more coordinated approach across government

- management of the NI Direct website which provides advice and information on different aspects of e-safety for young people and parents

- local promotion of Internet Safety Day 2013 in collaboration with UK Safer Internet Centre.

Prior to this, much of the concrete work delivered at government level on e-safety was in the form of guidance materials produced by the Department of Education for Northern Ireland (DE) and the Health and Social Care Board (HSCB).

**Across the statutory sector**, the Western Health & Social Care Trust (WHSCT), C2K and the PSNI are leading the way on e-safety within their respective remits.
• WHSCT has delivered and developed a range of e-safety resources for children, parents and practitioners and is currently progressing the development of an internet safety portal. They have also delivered the above mentioned CEOP Thinkuknow e-safety training to 160 practitioners.

• C2K provides e-safety support for all teachers in Northern Ireland. They have developed resources such as videos and DVD’s and editable PowerPoint presentations for teachers to use in lessons. They have also developed support documentation for schools to devise their own e-safety policies. C2K also held six E-Safety Live briefings in conjunction with UK Safer Internet Centre in March of this year (2013).

• The PSNI also delivers CEOP’s Thinkuknow internet safety programme to primary and post-primary schools throughout NI as part of their Citizen and Safety Education (CASE) programme. The PSNI’s C district is working with the Saltmine Trust and the Police and Community Safety Partnerships to deliver a drama workshop to all local primary schools on aspects of e-safety.

In the voluntary and community sector, NSPCC has delivered substantial work in this sector. For example:

- NSPCC has staff trained as CEOP ambassadors and also deliver the CEOP Thinkuknow introduction and Ambassador training to other organisations

- NSPCC undertakes research in the area of e-safety (findings from which are quoted in this report) and have developed guidelines for social media and sample online safety and ICT policies

- NSPCC delivers the Childline Schools Service in NI primary schools which looks at online safety and cyber bullying

- NSPCC Northern Ireland also recently submitted a briefing paper on internet safety to the children’s spokespersons for a Northern Ireland Assembly debate on internet safety (referenced in the main findings section of this report)

Other notable organisations operating in the field include NIABF (Northern Ireland Anti-Bullying Forum) and Beat the Cyber Bully, both of which have undertaken substantive work specifically in the area of cyberbullying.

• NIABF’s work focuses specifically on cyber bullying and includes the development of over 20 different teaching resources for primary, post-primary and special schools, information leaflets for parents and media campaigns.

• Beat the Cyber Bully’s work in the area includes; workshops with young people in schools and in youth and community groups; parents awareness evenings and workshops; an ebook on cyber bullying; an online blog; and a presentation of evidence to the Culture, Arts and Leisure Committee’s investigation into Safeguarding Children in Sport.
Recommendations:

3. **We recommend that Northern Ireland capitalises fully on the extensive e-safety messaging work undertaken by the three leading organisations in the UK (UK Safer Internet Centre, CEOP and UKCCIS) and vice versa.**

Whilst some local organisations are already taking aspects of the work of the leading UK wide organisations forward, there is much more scope for this to be increased. Furthermore, given the extensive work carried out by NI’s key players, valuable learning from this should also be transferred to these UK wide organisations. As a basic starting point, it would be worthwhile exploring the following:

- Does Northern Ireland have strong enough links with each of the above organisations in order that the sharing of effective practice takes place?

- Is Safer Internet Day being fully exploited in Northern Ireland?

- Are young people and practitioners both aware and making use of the various resources within the UK Safer Internet Centre – the awareness centre, helpline etc?

4. **We recommend that Northern Ireland’s representation on UKCCIS, currently represented by the Department for Health, Social Services and Public Safety, be re-examined. E-safety is an issue that spans many government departments; therefore we feel it would be timely for an inter-departmental review of Northern Ireland’s representation on this important body.**

5. **We recommend that work begins on developing a policy framework and strategy for e-safety in Northern Ireland.**

Objective 3: To assess the nature, quality, access to and impact of e-safety messages in Northern Ireland

**The nature of e-safety messages in Northern Ireland**

**E-safety** messages tend to be delivered in one of the four following ways:

- **Resources** to help educate children and young people, and those who care for and work with them, about e-safety (such as videos, leaflets, checklists, books, website information);

- **Training materials** to help professionals educate children and young people, and those who care for and work with them, about e-safety (such as handbooks, manuals, session plans);

- **Training courses** that are delivered in a variety of formats to children and young people and those who care for or work with them; and
- **Public awareness campaigns** on e-safety to raise awareness and educate children and young people and those who work with and care for them (such as PR and advertising, press releases, TV and radio footage, print media etc).

E-safety work in Northern Ireland **targets** children and young people, parents and practitioners on an almost equal level and much of it is delivered in partnership.

The most **common themes** of e-safety messages in Northern Ireland are **using mobile phones, cyber bullying, use of privacy and personal information**, and ‘sexting’.

**Quality, access to and impact of e-safety messages in Northern Ireland**

Much of the work done locally on e-safety messaging is inaccessible in that it has a cost associated or it is not apparent on the websites of delivering organisations. This made an assessment of quality difficult.

The only e-safety theme on which sufficient information exists to conduct a comparative analysis of quality is cyber bullying. Our assessment of cyber bullying messages delivered by a sample of 5 leading organisations found a high level of inconsistency in the number of messages delivered. Only four of the sixteen messages sampled were consistent across organisations’ websites or literature and some messages are advocated by only one of the organisations. This level of inconsistency raises two important issues:

- How reliable are the messages? (i.e. how accurate, up to date and appropriate are they?)
- How do children and young people, their parents and those working with them decide which messages to trust?

To explore the issue of accessibility further, our focus groups with young people and parents found that:

- In the case of children and young people, accessing useful advice online is relatively easy provided that effective search terminology is used
- Children and young people run the risk of accessing inappropriate content when searching for advice on e-safety issues online
- Parents might not use the internet to access advice on e-safety issues and may instead contact organisations, such as NSPCC, which they know deal with e-safety issues
- The extent to which parents communicate with their children and discuss what is happening in their lives is of vital importance to both prevent an e-safety issue arising or to minimise the damage caused by an issue.
There have been no evaluations conducted to determine the impact of e-safety messaging work developed locally in Northern Ireland nor has there been any validation of some of the organisations delivering these messages. However, it is worthwhile noting that the evaluations of both Safer Internet Day and CEOP’s Thinkuknow programme included Northern Ireland. For example, 23% of participating schools in the Thinkuknow evaluation were from Northern Ireland.

Recommendations

6. **We recommend that more strategic coordination of local e-safety work is undertaken to address the shortfalls identified in this study, namely to:**

   - ensure greater accessibility of e-safety messages for children and young people, parents and practitioners;
   - improve consistency in the messaging;
   - understand the impact of messaging on children and young people, parents and practitioners;
   - ensure the visibility of Northern Ireland in the key UK e-safety organisations (UK Safer Internet Centre, UKCCIS and CEOP); and
   - inform and influence policy development on e-safety in Northern Ireland.

7. **To achieve this level of strategic coordination we recommend the establishment of an e-safety forum for Northern Ireland.**

   The required level of strategic coordination will not be achieved by one organisation working alone. It will only be possible through effective collaboration across the local key players identified in this study and indeed the key UK wide organisations. There is a role for an independent organisation such as the SBNI to take the lead in developing this forum.

   Additional functions of such a forum could include:

   - promoting the voices of children and young people as valued participants in e-safety policy and practice;
   - influencing and supporting organisations in the development of effective e-safety policy and practice;
   - signpost practitioners, teachers and others working with children and young people to appropriate, useful and up to date e-safety messages; and
   - acting as the single point of contact which can direct children and young people, parents and professionals to required e-safety advice or resources. This should include the development of a comprehensive and user friendly website.
To summarise, our recommendations arising from this study are as follows:

1. We recommend that SBNI considers using the e-safety definition developed in this study or adopts an agreed definition going forward and encourages others working in the field to do the same.

2. We recommend that when developing future e-safety messaging work in Northern Ireland consideration is given to each of the four risk categories identified in this study.

3. We recommend that Northern Ireland capitalises fully on the extensive e-safety messaging work undertaken by the three leading organisations in the UK (UK Safer Internet Centre, CEOP and UKCCIS) and vice versa.

4. We recommend that Northern Ireland’s representation on UKCCIS, currently represented by the Department for Health, Social Services and Public Safety, be re-examined. E-safety is an issue that spans many government departments; therefore we feel it would be timely for an inter-departmental review of Northern Ireland’s representation on this important body.

5. We recommend that work begins on developing a policy framework and strategy for e-safety in Northern Ireland.

6. We recommend that more strategic coordination of local e-safety work is undertaken to address the shortfalls identified in this study.

7. To achieve this level of strategic coordination we recommend the establishment of an e-safety forum for Northern Ireland.
2. Introduction

Background

The SBNI was established in 2012 following the publication of the Safeguarding Board Act (2011)\(^1\). The SBNI has replaced the Regional Child Protection Committee (RCPC) with an extended role to include the wider area of safeguarding as well as statutory child protection.

The SBNI is made up of key partner organisations from the statutory, community and voluntary sectors. SBNI’s strategic mission is to work towards improving learning, enhancing practice and ensuring that children’s voices are at the centre of all that is done by the organisations and professionals who together make up the Child Protection System. By doing this, SBNI believe that the system will work in a more coordinated and effective way and year on year children will be better protected and kept safer.

SBNI have set five strategic priorities for the period 2012-2017, namely:

1. To work in partnership to ensure children and young people are living in safety and with stability;
2. To protect and safeguard children by responding to new and emerging concerns;
3. To provide leadership and setting direction;
4. To drive improvements in the current child protection system; and
5. To build the capacity of the Safeguarding Board in the medium term.

One of the objectives under Priority 2 above is that SBNI will:

“...work with member agencies to develop a coordinated strategy and working model to help children at risk of: becoming criminalised through on-line activity; bullying through cyber activity, or sexually abused (through ‘sexting’ and on-line exploitation).”

As an initial step towards fulfilling this objective, SBNI commissioned this research project to gather some evidence on the current state of play regarding e-safety messages in Northern Ireland, informed by literature on e-safety from both the UK and internationally.

Aims and objectives

In June 2013, NCB NI was commissioned by the Safeguarding Board for Northern Ireland (SBNI) to undertake a scoping study to explore current e-safety messages for children and young people, parents and practitioners in Northern Ireland.

The overall aim of this study is to map existing messages on e-safety that are delivered to young people, parents/carers and practitioners in Northern Ireland. The specific objectives of this study are to:

1. Define e-safety and associated risks
2. Develop a profile of agencies delivering e-safety messages in the UK & Northern Ireland
3. Assess the nature, quality, access to and impact of e-safety messages in Northern Ireland
4. Make recommendations for improving e-safety messages in Northern Ireland
3. Methodology

Whilst the study methodology was originally intended to be a desk review, two issues became clear early on in the study: firstly, there is a lack of publically available information on e-safety messages in Northern Ireland and; secondly, there is so much information online about different aspects of e-safety and associated risks it could prove challenging for a young person, parent or practitioner to access relevant e-safety messages.

In order to fulfil the project’s objectives, the methodology was therefore extended to include:

- A survey of organisations working in the field of e-safety in Northern Ireland to understand the key players in the area of e-safety and the type of e-safety messages they are delivering. In addition, a series of follow-up phone calls/e-mails took place to fill any gaps identified; and
- A focus group with young people and another with parents to get a users’ perspective on the availability and usefulness of e-safety messages online.

The paragraphs below provide more detail on the three main research methods used in the study, namely the desk review, survey of organisations and focus groups with parents and young people in NI.

**Desk review**

The desk review was conducted via an internet search using search terms that combined one or more of the following key words/phrases:

- Advice
- Children and young people
- Cyber bullying
- E-safety
- Internet safety
- Online safety
- Mobile phones
- Northern Ireland
- Northern Ireland Government
- Protecting children and young people
- Training courses
- Resources
- Risks
- Sexting
- Support
- United Kingdom
- United Kingdom Government
Literature was also sourced from key agencies/organisations known to work specifically in the field of e-safety, including:

- UKCCIS
- UK Safer Internet Centre
- CEOP
- EU Kids Online
- SBNI

**Survey of organisations in NI**

The survey of organisations was conducted via e-mail and ran for a period of four weeks in July 2013. The survey sought to gather information on the:

- Type of e-safety work being done by organisations;
- Target audience of e-safety work; and
- Nature and extent of partnership working in delivering e-safety work.

The survey was sent to organisations on the following e-mail distribution lists:

- SBNI Board, Committee and Panel members (circa (c.) 30 members);
- NCB NI contact list² (c. 80);
- Engage programme groups³ (c. 60);
- Youthnet members (c. 70);
- NIABF members (c. 25); and
- Child Care Research Forum (c.25).

A press release promoting the survey was circulated on a range of NI wide publications including, Epipe (Youthnet’s e-newsletter); Northern Ireland Council for Voluntary Action’s (NICVA) e-newsletter, and; NI4Kids (See appendix G for details of an article that NCB NI contributed to the most recent edition of this newsletter about the e-safety work we are carrying out on behalf of SBNI). The survey was also promoted using social media (through NCB NI’s Twitter and Facebook accounts) and was placed on the front page of NCB NI’s website.

In total 31 survey responses were received, of which 25 were valid for inclusion in this report⁴. In terms of sector, 11 responses came from the voluntary and community sector; 10 statutory organisations responded, and four responses came from private sector organisations.

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² This includes youth organisations, children’s organisations, Health and Social Care Trust (HSCT) representatives, policy makers and Education and Library Board (ELB) representatives.

³ Engage is the programme delivered by NCB NI on behalf of the Big Lottery to support grantees of the Big Lottery’s Reaching Out Empowering Young People Programme.

⁴ In order to be included in the study, responding organisations needed to (i) be based in Northern Ireland; (ii) be currently delivering e-safety messages in NI, and; (iii) have completed the survey in full. Responses from 6 organisations were not valid for inclusion in the study. Details of the organisations/entities whose responses were not included in the analysis contained in this paper can be found in Appendix A.
Focus groups with parents and young people

One focus group was conducted with parents and another with young people in order to obtain a user’s perspective on e-safety messages available online. Whilst the focus group methodology is obviously not representative of both populations, the findings nevertheless provide a useful insight into how parents and young people might go about finding messages to address e-safety issues.

The specific e-safety themes examined in the focus groups were cyber bullying⁵, sexting⁶, and offensive content. These themes were chosen as they have been identified by EU Kids Online as key areas of risk⁷ and interestingly two of them (cyber bullying and sexting) were found to be key areas of the safety work carried out by organisations that were surveyed as part of this study.

Focus group with young people

To test how easy or challenging it can be for young people to access appropriate advice and guidance about e-safety issues, a group of Young NCB NI⁸ members were invited to take part in a focus group that explored the above three e-safety themes. Specifically, for each scenario, young people were asked to put themselves in the position of the young person in the scenario and were given five minutes to:

- Type in an exact phrase or words into an internet search engine to search for advice/guidance relating directly to the issue in the scenario;
- Record the websites visited and make notes on the ease with which they could find advice/guidance on the particular issue; and
- Record any of the advice/guidance and its usefulness in terms of addressing the specific e-safety issue.

Focus group with parents

In total, five parents (all female) took part in the focus group and all were accessed through a local community group that runs support programmes for parents. The focus groups explored how they would use the internet to get e-safety advice looking specifically at two scenarios related to contemporary e-safety issues, namely, cyber bullying and sexting. Focus group participants were asked to put themselves in the position of a parent whose child is experiencing a particular e-safety issue and were given five minutes to undertake the same tasks as were given to the young people.

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⁵ ‘Cyber bullying’ is bullying that takes place through new technologies, such as mobile phones and the internet (NIABF – What is cyber bullying?)
⁶ ‘Sexting’ is the exchange of sexual messages or images and creating, sharing and forwarding sexually suggestive nude or nearly nude images [http://www.nspcc.org.uk/inform/resourcesforprofessionals/sexualabuse/sexting-research_wda89260.html](http://www.nspcc.org.uk/inform/resourcesforprofessionals/sexualabuse/sexting-research_wda89260.html)
⁸ Young NCB NI is a group for young people aged 18 and under. Members have the opportunity to join projects where they influence what happens and get their voices heard on issues that matter to them.
**Structure of this report**

The remaining chapters of this report are structured to reflect the findings in relation to each of the project’s objectives. As such:

- **Chapter 4** defines e-safety and the risks relating to this;
- **Chapter 5** examines the UK and international organisations and networks who are key players in the area of e-safety;
- **Chapter 6** profiles the organisations involved in e-safety work in Northern Ireland and examines the nature, quality, access to and impact of e-safety messages delivered in Northern Ireland;
- **Chapter 7** examines online e-safety messages from a user perspective;
- **Chapter 8** concludes the study by summarising the key findings and making recommendations for improving e-safety messages in Northern Ireland.
4. What is e-safety and what are the risks of e-technology?

Using the findings from the desk review, this chapter of the report examines what is meant by the term e-safety and explores the various risks associated with e-technology.

What is e-safety?

The desk review did not identify any agreed definition of e-safety that is used by all organisations working in the area of e-safety. Many of the definitions uncovered were written either by individual schools or organisations in respect to their e-safety policies or were written in online articles from an individual or organisational perspective.

Two notable and helpful definitions did emerge from the research as outlined below. The first definition is an all-encompassing definition, whilst the latter definition is restricted to e-safety solely within a school context.

“[e-safety relates to] all fixed and mobile technologies that children may encounter, now and in the future, which allow them access to content and communications that could raise e-safety issues or pose risks to their wellbeing and safety” (British Educational Communications and Technology Agency (Becta), 2008)

“e-safety may be described as the school’s ability to protect and educate pupils and staff in their use of technology and to have the appropriate mechanisms to intervene and support any incident where appropriate” (Office for Standards in Education (OFSTED), 2012)

Taking a broader view, the term e-safety could also be seen to concern educating children and young people to use e-technologies safely and protecting them from harm that they may encounter while using e-technologies. Taking on board the various angles from which e-safety can be viewed, we suggest the following for this study of e-safety:

“E-safety or electronic safety is about utilising electronic devices or e-technologies in a safe and responsible way. It is mainly concerned with the safeguarding of children and young people in the digital world and educating them so they feel safe when accessing e-technologies.” [NCB NI definition]

The term internet safety and e-safety are often used interchangeably. However, the term internet safety implies that it is just about the internet and computers, whereas e-safety includes all devices which have an online connection such as mobile phones, games consoles, cameras and televisions.

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The Byron Review (2008)\textsuperscript{11}, an independent review of the risks children face by the internet and video games, identified three strategic objectives for children’s safety on the internet, namely:

- reducing the availability of harmful and inappropriate material in the most popular part of the internet;
- restricting children’s access to harmful and inappropriate material; and
- building children’s resilience to the material to which they may be exposed so that they have the confidence and skills to navigate the online world more safely.

This report has a focus on the third strategic objective which promotes e-safety from a digital citizenship perspective in that it looks at the messages that teach children and young people how to use e-technology appropriately and responsibly. The other objectives refer to the measures that have and continue to be put in place to protect children online such as e-safety strategies and policies and technical tools such as filters and parental controls (including the recent announcement by the UK Government that most households in the UK will have pornography automatically blocked by their internet provider unless they choose to receive it\textsuperscript{12}.)

**Why is e-safety important?**

For most children and young people e-technology is part of everyday life and this has become even more apparent in the current research NCB NI is conducting on behalf of OFMDFM\textsuperscript{13} into young people’s access to and usage of computers (and other electronic devices) at home. The interim findings show that 96% of the 746 young people surveyed have access to a computer or laptop at home and 97% of young people have a broadband connection at home. In addition, four out of five young people (79\%) go online everyday and in excess of one in five young people (22\%) spend five hours or more online every day.

Whilst the literature suggests that for most young people, going online is a positive experience\textsuperscript{14}, young people can also experience harm and can face harmful risks online. To give some recent examples, research findings from the NSPCC\textsuperscript{15} in August 2013 show that one in five children had been the target of cyber bullying in the last year and 10\% of 11 to 16 year olds have been targeted by internet ‘trolls’\textsuperscript{16}. Other research undertaken by UKCCIS in 2012 shows that 11\% of children have

\textsuperscript{12} For more information, visit: http://www.bbc.co.uk/news/uk-23401076
\textsuperscript{15} For more information see: http://www.theguardian.com/society/2013/aug/10/cyberbullies-target-children-nspcc-internet-abuse-askfm
\textsuperscript{16} A troll is a person who sows discord on the Internet by starting arguments or upsetting people by posting inflammatory, extraneous, or off-topic messages in an online community (such as a forum, chat room, or blog), either accidentally or with the deliberate intent of provoking readers into an emotional response or of otherwise disrupting normal on-topic discussion. For more information on what the term means or implies see: http://en.wikipedia.org/wiki/Troll_(Internet)
encountered sexual images online, and 40% of young people reported to know friends that had engaged in ‘sexting’. The review also comments on the risk of online grooming, excessive gaming, gambling, harmful user generated content and misuse of personal data\textsuperscript{17}. The Police Service for Northern Ireland has also found that more online crimes are being reported. In September 2013 the PSNI revealed that reported crimes on social network sites Facebook and Twitter in Northern Ireland increased from 71 in 2010 to 2,100 in 2012\textsuperscript{18}.

Given the extent of young people’s use of e-technology and the worrying statistics presented in the above paragraph, e-safety is now becoming an increasingly important area of work and a priority of many organisations that work with children and young people.

**What are the e-technology risks for children and young people?**

Our review of the available literature suggests that there are many classifications of e-technology risks that children and young people are exposed to whilst online. Many of these classification systems have a degree of overlap and similarity, we outline in detail two of these classification systems below – relating to the Organisation for Economic Co-operation and Development (OECD) and EU Kids Online.

Internationally, the OECD\textsuperscript{19} has developed its own classification system for e-technology risks. It draws and builds upon the classifications used by other national and international bodies/entities (e.g. US Internet Safety Technical Task Force (ISTTF) and EU Kids Online). A common theme of the classification systems examined by the OECD is that they all without exception distinguish between risks related to harmful content and those that relate to harmful interactions. The three broad categories of online risks for children as identified by OECD are illustrated in Figure 1 below. In summary, it identifies:

- **Internet technology risks**, when the Internet is the medium through which the child is exposed to content or where an interaction takes place;
- **Consumer-related risks to children online**, where the child is targeted as a consumer online; and
- **Information privacy and security risks**, which are risks every internet user faces but are a particular risk for.

OECD note that there is an interplay between some risk categories, for example, the risk of exposure to commercial content inappropriate for children stemming from online marketing may be a commercial and a privacy risk.

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\textsuperscript{18} http://www.bbc.co.uk/news/uk-northern-ireland-24194419

The e-technology risk categories as defined by OECD are not widely used in the UK. A review of the literature, resources and information on e-safety in the UK found that the most common way to categorise potential areas of risk was through an adaptation of a classification developed by EU Kids Online. This classification was included in the OECD review described above and was also examined as part of the Byron Review (2008).

The EU Kids online classification system categorises potential e-technology risks for children and young people into three distinct areas, namely:

- **Content risks**: The child or young person is exposed to harmful material;
- **Contact risks**: The child or young person participates in adult initiated online activity; and
- **Conduct risks**: The child or young person is a perpetrator or victim in peer-to-peer exchange.

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EU Kids Online distinguish between content risks where the child is positioned as the recipient of, usually mass produced images or text, from contact risks in which the child participates perhaps unwillingly or unwittingly in some way in e-technology risks. Both of these differ from conduct risks where the child is an actor in a peer to peer context more or less intentionally. Each of these three risk areas has four sub categories: Aggressive, Sexual, Values and Commercial. The risk areas and sub categories are summarised in Table 1 overleaf.
Table 1: E-technology risks for children and young people (CYP)

<table>
<thead>
<tr>
<th>Content risks: CYP is exposed to harmful material.</th>
<th>Aggressive</th>
<th>Sexual</th>
<th>Values exposed to:</th>
<th>Commercial</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYP exposed to:</td>
<td>• Violent content.</td>
<td>• Sexualised material which may cause distress e.g. adult pornography.</td>
<td>• Age inappropriate material.</td>
<td>• Adverts.</td>
</tr>
<tr>
<td></td>
<td>• Hateful content.</td>
<td>• Unwelcome sexual content.</td>
<td>• Bias, racist/hateful content.</td>
<td>• Inappropriate commercial advertising.</td>
</tr>
<tr>
<td></td>
<td>• Gory content.</td>
<td>• Illegal sexual material such as images of child abuse or extreme violence.</td>
<td>• Inaccurate or misleading information.</td>
<td>• Spam.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Websites which advocate unhealthy or dangerous behaviour e.g. pro-anorexia, pro-suicide sites.</td>
<td>• Sponsorship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact risks: CYP participates in adult initiated online activity.</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CYP is bullied, harassed or stalked by an adult.</td>
<td>CYP accepting ‘friends’ who may not be who they say they are. They may also be people using the internet to threaten, intimidate or display bullying behaviour.</td>
<td>CYP is encouraged to self-harm by adults.</td>
<td>CYP activities online are tracked.</td>
<td></td>
</tr>
<tr>
<td>Accepting ‘friends’ who may not be who they say they are. They may also be people using the internet to threaten, intimidate or display bullying behaviour.</td>
<td>CYP meets adults strangers contacted online.</td>
<td>CYP is encouraged to get involved in unwelcome persuasions.</td>
<td>CYP personal info is harvested.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CYP experiences grooming (this is the process by which a child is socialised through social media and prepared for abuse).</td>
<td>CYP is encouraged to get involved in ideological persuasions e.g. far right groups.</td>
<td>CYP is victim of a financial scam.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CYP experiences sexual abuse or exploitation from adults.</td>
<td>CYP discloses personal information i.e. names, ages, addresses, details of schools attended - including identifiable photos, or personal passwords.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conduct risks: CYP is a perpetrator or victim in peer-to-peer exchange or other harm that can arise from interactions online</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CYP experiencing or engaging in bullying or harassment with other CYP.</td>
<td>Creating and uploading inappropriate or indecent material of themselves and/or other CYP.</td>
<td>CYP provides potentially harmful content or misleading information or advice to peers e.g. hate messages, anorexia/bulimia sites, drug experiences and suicide sites.</td>
<td>Illegal downloading.</td>
<td></td>
</tr>
<tr>
<td>Hostile peer activity.</td>
<td>Sexting.</td>
<td>Can be anonymous, e.g. flaming or trolling.</td>
<td>Hacking.</td>
<td></td>
</tr>
<tr>
<td>Can be anonymous e.g. flaming or trolling.</td>
<td>Sexting.</td>
<td>Can be anonymous, e.g. flaming or trolling.</td>
<td>Gambling.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sexual harassment from another CYP or to another CYP.</td>
<td>Reputational risk: posting inappropriate content online that may become public and permanent.</td>
<td>Terrorism.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can be anonymous, e.g. flaming or trolling.</td>
<td></td>
<td>Copyright infringement.</td>
<td></td>
</tr>
</tbody>
</table>

Source: Hasebrink et al, 2007

Sexting is when someone takes an indecent image of themselves, and sending it to their friends or boy/girlfriend via a mobile phone or some other form of technology.
Table 1 has been produced based on current research from EU Kids Online\textsuperscript{6}. However, other documents consulted in the desk review have adapted the classification to make it more useful when explaining categories of risk to children and young people, parents and carers and practitioners. In these documents the sub-categories of aggressive, sexual and values are removed and the sub category ‘Commercial’ is viewed as a risk category in its own right. These documents refer to the 4 C’s of risk Content, Contact, Conduct and Commercialism. This is the case, for example, in the award winning Know IT All\textsuperscript{22} resources produced by Childnet International.

Furthermore, The UK Safer Internet Centre use the 4 C’s of risk to look at specific areas of e-safety, for example, when providing advice to parents on smart phones, gaming devices and internet enabled devices they state how the 4C risks apply to each technology. This is how they explain the relevance of the 4C’s to smart phones:

- **Content**: age-inappropriate material can be available to children;
- **Contact**: potential contact from someone who may wish to bully or abuse them;
- **Conduct**: children may be at risk because of their own and others’ behaviour; and
- **Commercialism**: young people can be unaware of hidden costs and advertising.

\textsuperscript{22} http://www.childnet.com/ufiles/cn_parentleafletV2.pdf
Summary

- There is no common definition of e-safety at present. Analysis of existing phrases and terms used leads us to suggest the following definition:

  “E-safety or electronic safety is about utilising electronic devices or e-technologies in a safe and responsible way. It is mainly concerned with the safeguarding of children and young people in the digital world and educating them so they feel safe when accessing e-technologies.” [NCB NI definition]

- E-safety encompasses all fixed and mobile technologies that children and young people may encounter and includes all devices which have an online connection such as mobile phones, games consoles, cameras and televisions. The term internet safety implies it is just about the internet and computers.

- This report looks at e-safety from a digital citizenship perspective, i.e. it looks at the messages that aim to educate children and young people how to behave appropriately and responsibly online.

- E-safety is becoming increasingly important as e-technology is now an everyday part of the lives of children and young people. NCB NI’s most recent research regarding access to ICT has found that almost all children and young people now have access to a computer at home with an internet connection. Moreover, four out of five young people go online everyday and more than one fifth spend more than five hours online every day.

- Whilst going online is largely a positive experience for young people, as e-technology develops and young people’s usage of it increases, so too do the risks they face. Very recent research carried out by NSPCC found that one in five children had been targets of cyber bullying in the last year and 10% of 11-16 year olds had been targeted by internet ‘trolls’.

- Numerous organisations have developed classifications of the online risks faced by children and young people. The most common classifications used in the UK stem from work carried out by EU Kids Online which identified the following three risk categories:
  - **Content risks**: The child or young person is exposed to harmful material;
  - **Contact risks**: The child or young person participates in adult initiated online activity; and
  - **Conduct risks**: The child or young person is a perpetrator or victim in peer-to-peer exchange

- More recently, other notable organisations such as The UK Safer Internet Centre, have added ‘Commercialism’ as a fourth category and much of the e-safety literature in the UK refers to the 4C’s of e-safety, content, contact, conduct and commercialism.
5. Who is doing what on e-safety in the UK and internationally?

The chapter describes some of the key organisations and networks both in the UK and internationally which have an e-safety remit. The roles of these organisations vary from providing representation and advocating for e-safety, delivering e-safety resources and/or training right through to enforcement of the law. An overview of these organisations/networks is provided below, highlighting the relationships that exist between them.

**Overview of Key UK and International organisations/networks working to keep children and young people safe online**

There are a significant number of organisations and networks operating in the area of e-safety both internationally and in the UK. Figure 2 provides an overview of the key e-safety organisations/networks identified in this study that work to keep everyone, but particularly children and young people, safe online. It also illustrates the relationships, both formal and informal, that exist between these organisations/networks.

**Figure 2: An overview of key UK and international/networks working in e-safety**
While none of these organisations have a base in Northern Ireland, in many cases Northern Ireland appears somewhere on their landscape i.e. some of the organisations have a representative from Northern Ireland on their board, some are currently delivering e-safety messages in Northern Ireland and some work in partnership with organisations based in Northern Ireland.

The paragraphs below provide further details on each of the organisations and networks illustrated in Figure 2 above\(^{23}\).

**E-safety international networks**

The following points summarise the role of key international networks and the work that they do in the area of e-safety.

- **EU Kids Online**: Located in the UK, this 33-country thematic network aims to stimulate and coordinate investigation into children's online uses, activities, risks and safety. It employs multiple methods to map European children's and parents' changing experience of the internet. It also sustains an active dialogue with national and European policy stakeholders.

- **The Virtual Global Taskforce (VGT)** seeks to build an effective, international partnership of law enforcement agencies, non-government organisations and industry to help protect children from online child abuse. The UK is represented on the VGT by the Child Exploitation and Online Protection (CEOP) centre (a multi-agency service dedicated to tackling the exploitation of children).

- **Insafe** is a European network that includes 30 national Safer Internet Awareness centres in EU member states and in Iceland, Norway and Russia. In the UK, this is the UK Safer Internet Centre (described below). In the Republic of Ireland, The National Centre for Technology in Education (NCTE), part of the Department of Education and Skills, acts as technical coordinator for the Safer Internet Awareness centre. Every national centre implements awareness and educational campaigns, runs a helpline, and works closely with children and young people to ensure an evidence-based, multi-stakeholder approach to creating a better online environment.

**Safer Internet Day**\(^{24}\) (SID) has been organised by Insafe in February of each year since 2004 to promote safer and more responsible use of online technology and mobile phones. In the UK, SID is coordinated by the **UK Safer Internet Centre**. In 2009, the concept of Safer Internet Day Committees was introduced to strengthen the bonds with countries outside the Insafe network and invest in a harmonised promotion of the campaign across the world. There are around 70 committees working closely with the Insafe coordination team, which is based in Brussels.

Safer Internet Day 2013 was supported in Northern Ireland by OFMDFM. Junior Minister Bell visited two schools, Ballyclare High school and Fairview Integrated Primary School to raise awareness of the issue to primary and post-primary schools. In addition Junior Minister McCann

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\(^{23}\) Appendix A provides details of other notable UK organisations identified in this study that work in the area of e-safety.

\(^{24}\) [http://www.saferinternetday.org](http://www.saferinternetday.org)
addressed the Assembly debate on child internet safety on Safer Internet Day (5 February 2013) in response to a motion put forward by Sandra Overend, Member of Legislative Assembly (MLA)\(^{25}\).

- **Inhope** is the international association of internet hotlines. It coordinates a network of internet hotlines all over the world and is co-funded and supported by the European Commission Safer Internet Programme. When the Internet Watch Foundation (IWF – see below for more details) in the UK traces criminal content being hosted abroad, they pass that intelligence to the relevant Inhope hotline or law enforcement agency in that country so the website can be investigated by the relevant national law enforcement authorities and then removed (if appropriate).

**Key UK e-safety organisations and networks**

- **UK Council for Child Internet Safety (UKCCIS)** is a group of over 180 organisations across the government, industry, law enforcement, academia and charity sectors, that work in partnership to help keep children safe online. The board of UKCCIS is chaired by government ministers. At present, Northern Ireland is represented on the UKCCIS by the Minister of the Department of Health, Social Services and Public Safety (DHSSPS), Edwin Poots, MLA, and members of his senior management team.

  UKCCIS work includes:

  — Development of a family friendly internet code of practice drawn up by service providers following a consultation about parental internet controls;
  — Provision of advice to industry providers on the use of effective internet safety messages\(^{26}\);
  — General provision of advice and guidance to industry providers on social networking\(^{27}\), moderation\(^{28}\), search\(^{29}\) and chat\(^{30}\); and
  — Development of the UKCCIS research evidence group which summarises key research on children and the internet. The group is hosted by the *UK Safer Internet Centre*.
  — Development of the first UK Child Internet Strategy Click Clever Click Safe (2009 -2011)\(^{31}\)

  The work of UKCCIS is informed by the reviews of Professor Tanya Byron in 2008\(^{32}\) and 2010\(^{33}\) on safer children in a digital world and Reg Bailey on the commercialisation and sexualisation of

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\(^{26}\) UKCCIS (2012) *Advice on child internet safety 1.0: Universal guidelines for providers.* London: UKCCIS.

\(^{27}\) UKCCIS (2010) *Good practice guidance for the providers of social networking and other user-interactive services.* London: UKCCIS.


\(^{29}\) UKCCIS (2010) *Good practice guidance for the providers of search.* London: UKCCIS.

\(^{30}\) UKCCIS (2010) *Good practice guidance for the providers of chat services, instant messaging (IM) and internet connectivity content and hosting.* London: UKCCIS.

\(^{31}\) [http://dera.ioe.ac.uk/10648/1/click-clever_click-safe.pdf](http://dera.ioe.ac.uk/10648/1/click-clever_click-safe.pdf)


children in 2011. It is also informed by a large body of evidence on e-safety which includes the work of Professor Sonia Livingstone, who directs the aforementioned EU Kids Online network.

- **The UK Safer Internet Centre** is coordinated by a partnership of three organisations, namely Childnet International, South West Grid for Learning (SWGfL) and the IWF. It is co-funded by the European Commission and has three overall e-safety functions as described below:
  
  — *An awareness centre*: in the UK this is the Insafe Awareness Centre. Insafe (described above) is a European network of awareness centres promoting safe, responsible use of the internet and mobile devices to young people;
  
  — *A helpline*: The UK Safer Internet Centre (see below) operates an e-safety helpline for professionals working with children in the UK. They also host Safetynet, a mailing list for anyone who wants to discuss and share information to support the development of e-safety good practice within educational organisations; and
  
  — *A hotline*: through the IWF (see below) the UK Safer Internet Centre operates the UK’s hotline for reporting online criminal content.

In addition to the above, the UK Safer Internet Centre also engages in a range of other notable e-safety activities and events. For example, the UK Safer Internet Centre has:

— Hosted the Safer Internet Day in the UK (see section on Insafe above);

— Developed new educational and awareness raising resources for children, parents/carers and teachers to meet emerging trends in the fast-changing online environment, for example, they developed Online Safety Guidance for Ask.fm. The guidance explains what Ask.fm is and gives a step by step guide on how to turn off anonymous posts and report inappropriate content;

— Developed self-assessment tools with SWGfL for schools and other settings to evaluate their e-safety provision, including policy development;

— Hosted the UKCCIS Evidence Group’s Research Highlight series, which summarises key research on children and the internet;

— Facilitated youth panels to give young people a voice on e-safety issues;

— Contributed to and commissioned academic research into children’s media use;

— Developed the UK Safer Internet Centre website as a hub for information and advice, to reflect the range of work taking place across the UK; and

— Delivered education sessions on e-safety to children, parents/carers and teachers in schools and other educational settings across England. In March of this year (2013) the UK Safer

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36 [http://www.saferinternet.org.uk/research](http://www.saferinternet.org.uk/research)

37 This includes the recent Safer Internet Centre (2013) *Have your say – young peoples’ perspectives about online rights and responsibilities*. This can be accessed online at: [http://www.saferinternet.org.uk/downloads/Safer_Internet_Day/2013/Have_your_Say_survey_-Full_Report.pdf](http://www.saferinternet.org.uk/downloads/Safer_Internet_Day/2013/Have_your_Say_survey_-Full_Report.pdf)
Internet Centre, in conjunction with C2K, held six E-Safety Live briefings in Northern Ireland\(^{38}\). The E-Safety Live briefings are two-hour sessions (no cost to participants) about a broad range of online safety subjects which provide participants with updates on emerging e-safety issues. Participants are also given access to an online resource area with links to all the materials referenced. The sessions are primarily aimed at senior leaders in organisations and those with a safeguarding responsibility but are open to anyone working with children and young people.

A description of each of the three delivery agents that comprise the UK Safer Internet Centre is contained in Table 2 below.

**Table 2: UK Safer Internet Centre delivery organisations**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Description</th>
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</table>
| SWGfL        | The SWGfL is a not-for-profit, charitable trust company, funded by 15 local authorities across the South West of England. SWGfL is one of three partner organisations of the **UK Safer Internet Centre** and offers internet services for schools; provides teaching and learning resources on e-safety, and; provides e-safety training to teachers and other professionals. Examples of specific e-safety services that SWGfL offers include:  
  — **E-safety Boost**: E-safety Boost is an online safety toolkit that can be used to safeguard schools\(^{39}\);  
  — **360 degree**: 360 degree is a safe online self-review tool for schools that is free of charge\(^{40}\); and  
  — **Online Compass**: Online Compass is simple tool that shows people what they need to do to make technology safer for the young people in their group\(^{41}\). |
| IWF          | The IWF is the UK Hotline for reporting criminal online content. It is one of three partners of the UK Safer Internet Centre and it works in partnership with the online industry, law enforcement, government, and international partners to minimise the availability of harmful content, specifically: child sexual abuse images hosted anywhere in the world; criminally obscene adult content hosted in the UK, and; non-photographic child sexual abuse images hosted in the UK.  
  The IWF supplies intelligence regarding child sexual abuse websites to the CEOP Centre (see below for more details). When IWF traces criminal content being hosted abroad, they pass that intelligence to the relevant Inhope Hotline or law enforcement agency in that country so the website can be investigated by the relevant national law enforcement authorities and then removed (if appropriate) |
| Childnet     | Childnet International works in partnership with others around the world to |

\(^{38}\) [http://www.esafetylive.com/](http://www.esafetylive.com/)

\(^{39}\) [http://boost.swgfl.org.uk](http://boost.swgfl.org.uk)

\(^{40}\) [http://www.360safe.org.uk](http://www.360safe.org.uk)

\(^{41}\) [http://www.onlinecompass.org.uk](http://www.onlinecompass.org.uk)
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>help make the internet a safe place for children. It works directly with children and young people from the ages of 3 to 18 to find out about their experiences online; including the positive activities they are taking part in as well as sharing e-safety advice. Childnet International also works directly with parents/carers, teachers and other professionals to find out about their experiences online. The organisation produced the award-winning Know IT All suite of educational resources for children and young people, parents/carers, teachers and other professionals and also responds to policy issues on e-safety for children and young people. Childnet International hosts a number of e-safety websites including:</td>
</tr>
<tr>
<td></td>
<td>— <strong>Kidsmart</strong>[^42]: Kidsmart is a practical internet safety programme website for schools, young people, parents/carers and other agencies. It provides resources including lesson plans, leaflets, posters, activity days and interactive games.</td>
</tr>
<tr>
<td></td>
<td>— <strong>Digizen</strong>[^43]: Digizen provides information for educators, parents/carers, and young people to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be/become responsible DIGItal citiZENS. It shares specific advice and resources on issues such as social networking and cyber bullying and how these relate to, and affect, their own and other people’s online experiences and behaviours.</td>
</tr>
<tr>
<td></td>
<td>— <strong>Chatdanger</strong>[^44]: Chatdanger is a website that outlines the potential dangers of using interactive services online like chat and Instant Messenger (IM).</td>
</tr>
<tr>
<td></td>
<td>— <strong>Sorted</strong>[^45]: is a website that highlights some of the measures that can be taken to help users to maintain the security of their personal information and computer system.</td>
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</table>

**CEOP:** The CEOP Centre delivers a multi-agency service dedicated to tackling the exploitation of children. It is part of UK policing (and has an affiliation with the Serious Organised Crime Agency, SOCA). CEOP is also a member agency of *Virtual Global Taskforce* (discussed above). Key functions of CEOP include: tracking and bringing offenders to account either directly or in cooperation with local and international police forces, and; working with children, parents/carers and practitioners to deliver the Thinkuknow internet safety programme.

[^42]: [http://www.kidsmart.org.uk](http://www.kidsmart.org.uk)
[^43]: [http://www.digizen.org](http://www.digizen.org)
[^44]: [http://www.chatdanger.com](http://www.chatdanger.com)
Thinkuknow is CEOP’s internet safety programme for children between the ages of 8 to 16, teachers and practitioners and for parents and carers. The programme includes films, leaflets, posters, the Thinkuknow website and a training pack for all child protection professionals in the UK. The website includes games, a cybercafé, information on emerging technology, chatting, gaming and blogging, and ultimately how to report anything that they think is suspicious.

The PSNI deliver Thinkuknow as part of their Citizen and Safety Education (CASE) programme. This programme is delivered to schools upon request to PSNI. Thinkuknow deliver two different training courses across the UK (including Northern Ireland) for those who work directly with children and young people; the Thinkuknow Introduction course, and the Ambassador course. Participants in the Ambassador course are provided with the materials to train fellow professionals to deliver the Thinkuknow education programme to children and young people.

CEOP has a help and advice centre and anyone who is concerned about a child’s safety online can report it through this centre. CEOP also actively encourages all organisations that have an online presence where children and young people congregate to adopt the CEOP ‘Report Abuse’ button.

**Impact of e-safety messaging in the UK**

Two of the key UK organisations delivering e-safety messages, the UK Safer Internet Centre and CEOP have conducted evaluations to determine the impact of their work. The following paragraphs summarise key findings from their evaluations that look specifically at the impact of their e-safety messaging work.

**Safer Internet Day 2013: Campaign Evaluation**

Safer Internet Day in the UK is coordinated by UK Safer Internet Centre. The key findings of an evaluation of the reach and impact of Safer Internet Day 2013 are as follows:

- 56% of children, 37% of teenagers and 42% of adults said they would talk to someone in their family about using the internet safely after finding out about Safer Internet Day.

- Of those who were aware of Safer Internet Day, two-fifths said they would change their behaviour online as a result of the campaign. This includes 42% of children, 44% of teenagers and 40% of adults.

- In total, 23% of children, 13% of teenagers and 4% of adults that had heard about the Safer Internet Day campaign said they were now more aware of internet safety. The largest effect was on girls who were now 10% more aware of internet safety than boys.

- Teenagers who were aware of Safer Internet Day showed a greater understanding of information control.

46 [https://www.thinkuknow.co.uk/teachers/training/](https://www.thinkuknow.co.uk/teachers/training/)

- Adults concern about internet safety was relatively unchanged from before and after the campaign.

**Evaluation of CEOP’s Thinkuknow Education Programme**

Key findings from the evaluation of CEOP Thinkuknow Education Programme were as follows:

- Young people who have had some safety advice in the past two years are slightly less likely to share personal details with strangers.

- Young people who have had Thinkuknow training were more likely to say they would report abuse online via CEOP or ChildLine.

- One quarter (24%) of children who received Thinkuknow training self-reported that the training had made them significantly more careful online and 45% self-reported that the training had made them moderately more careful online. Overall, 69% of children who had received Thinkuknow training reported that the training had made them more careful online.

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**Summary**

- There are three key organisations leading the UK's work on e-safety:

  - **UKCCIS (UK Council for Child Internet Safety)** - the main umbrella organisation with a membership over 180 organisations across the government, industry, law enforcement, academia and charity sectors, who work in partnership to help keep children safe online. The Northern Ireland Minister for Health, Social Services and Public Safety (Edwin Poots MLA) sits on the Executive Board of UKCCIS.

  - **UK Safer Internet Centre** which has three overall functions: An awareness centre to promote safe, responsible use of the internet and mobile devices to young people; a helpline for professionals working with children and a hotline for reporting online criminal content. The Centre also hosts the annual public awareness campaign – Safer Internet Day. The Centre comprises three organisations Childnet International, South West Grid for Learning (SWGfL) and the IWF (Internet Watch Foundation)

  - **CEOP (Child Exploitation and Online Protection Centre)** is part of the UK policing structures and its key functions include: tracking and bringing offenders to account either directly or in cooperation with local and international police forces, and; working with children, parents/carers and practitioners to deliver the Thinkuknow internet safety programme

- The evaluations of Internet Safety Day 2013 and the CEOP Thinkuknow education programme have shown that e-safety messages have an impact on how children and young people behave online. The Internet Safety Day evaluation showed that the campaign resulted in young people having a greater understanding of internet safety and information control. Similarly the CEOP evaluation found that young people would be less likely to share information with strangers after taking part in the programme and it also showed that young people would be more likely to report online abuse.
6. Who is doing what on e-safety in Northern Ireland?

The chapter profiles the organisations involved in e-safety work in Northern Ireland and examines the nature, quality, access to and impact of e-safety messages delivered in Northern Ireland. It begins by providing an overview of the current policy and practice context for e-safety in Northern Ireland and then goes on to:

- Provide an overview of organisations delivering e-safety messages;
- Assess the nature and target audience of e-safety messages;
- Explore the extent of partnership working in delivering e-safety messages;
- Analyse the e-safety messages on survey respondents’ websites;
- Assess the quality of e-safety messaging using cyber bullying as a case study; and
- Present the key players in Northern Ireland’s e-safety arena.

**E-safety policy and practice context**

At present, there is no overarching policy or strategy which addresses e-safety for children and young people per se and there is also no explicit reference to e-safety in OFMDFM’s *Ten Year Strategy for Children and Young People* 49. It is, however, mentioned in a *Cross-departmental statement on the protection of children and young people* by the Northern Ireland Executive (OFMDFM 2009). The statement contains a section (see paragraphs 3.21–3.30, under ‘Safeguarding across jurisdictions’) on ‘Safeguarding in the online world’ 50. This statement refers to the extent to which young people use the internet, and highlights the significant role to be played by the CEOP in policing the virtual environment and producing a set of resources guiding children and adults in the safe use of the internet.

Moreover, OFMDFM is currently undertaking a cross-departmental review on child e-safety. The purpose of the review is to identify current and proposed future actions which Departments intend to take to support child e-safety. The review will also inform opportunities for a more coordinated approach across government. The findings are currently under consideration.

Most of the concrete work of statutory organisations to date in the area of e-safety has been in the form of guidance materials produced by Department of Education for Northern Ireland (DE) and the Health and Social Care Board (HSCB). For example, in 2007, DE released a circular on the acceptable use of the internet and digital technologies in schools. This was updated in 2011 and provided

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50 OFMDFM (2009) *Safeguarding Children – A cross-departmental statement on the protection of children and young people by the Northern Ireland Executive.* Belfast: OFMDFM.
advice and guidance on arrangements for preventing the accessing of inappropriate material on the internet, the use of materials from blocked websites, and the provision of information to parents\textsuperscript{53}.

In 2005, the HSCB produced regional policies and procedures under the former Area Child Protection Committees (now replaced by SBNI). Part of these policies looked at the risks posed by developments in communications technology\textsuperscript{52}.

In terms of the NI curriculum, there is a statutory requirement for children and young people to be taught about e-safety in school. E-safety is integrated across the curriculum for pupils in Key Stage 1 and Key Stage 2. It states in the curriculum that ‘Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour’\textsuperscript{53}.

**Overview of organisations delivering e-safety messages in Northern Ireland**

The remainder of this chapter draws largely upon the findings of the survey undertaken as part of this study to explore current e-safety messages for children and young people, parents and practitioners. The survey was conducted via email and was open for four weeks in July 2013. It was promoted widely through email distribution lists, NI publications and social media. It yielded 25 valid responses with a good spread from across the statutory, voluntary and community and private sectors.

In terms of the **statutory sector**, the 10 organisations that responded were as follows:

- OFMDFM;
- Three (of the five) Health and Social Care Trusts (HSCTs);
- Two (of the five) Education and Library Boards (ELBs) – these responses came from Welfare and Child Protection Support Service for Schools (CPSSS) teams;
- Two (of the eight) Police Service of Northern Ireland (PSNI) districts\textsuperscript{54};
- One of Belfast’s four District Policing and Community Safety Partnerships (DPCSP)\textsuperscript{55}; and
- C2K, which is managed by the Western Education and Library Board (WELB) on behalf of the other education and library boards and the Department of Education.

In total, 11 **voluntary and community sector** organisations responded to the survey including:

- Autism Northern Ireland;
- British Association for Adoption and Fostering (BAAF);

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\textsuperscript{53} [http://www.nicurriculum.org.uk/key_stages_1_and_2/skills_and_capabilities/uict/planning_for_assessment/eSafety.asp](http://www.nicurriculum.org.uk/key_stages_1_and_2/skills_and_capabilities/uict/planning_for_assessment/eSafety.asp)

\textsuperscript{54} Whist an overall response from the PSNI was received, the survey was incomplete and therefore not valid for inclusion in this report.

\textsuperscript{55} There are 26 Policing and Community Safety Partnerships (PCSP), one for each Council area. Belfast has one PCSP and four District Policing and Community Safety Partnerships (DPCSPs) covering the North, South, East and West area commands within the city.
• Barnardo’s Safe Choices Project;
• Beam Creative network;
• Cookstown and Dungannon’s Women’s Aid;
• Mencap’s Livenet Project;
• Nexus NI;
• NIABF;
• Northern Ireland Association for the Care and Resettlement of Offenders (NIACRO);
• NSPCC; and
• Voice of Young People in Care (VOYPIC).

The organisations are quite varied in nature with many whose remit includes services for adults as well as children and young people and others who provide services to specific groups of young people. Seven of the voluntary sector organisations provide services to people that the UKCCIS evidence group found may be more vulnerable to certain online risks56. More specifically:

• Two provide services to people with learning difficulties (Autism NI and Mencap);
• Two help those who have suffered sexual violence (Nexus and Barnardo’s Safe Choices);
• Two work with people who have been separated from their birth parents (VOYPIC and BAAF); and
• One provides services to women and children affected by domestic violence (Cookstown and Dungannon Women’s Aid).

Similarly, the focus of all of NSPCC’s work is vulnerable children and NIACRO work with young people who are at risk of or who have a criminal background.

There are other organisations in the voluntary sector that specialise in certain aspects of e-safety work, for example, NIABF focus much of their work on cyber bullying.

In terms of the four UK wide charities – namely BAAF, NSPCC, Barnardo’s and Mencap - responses were submitted from their NI offices and therefore represented their work on e-safety specifically in NI.

Four private sector organisations responded to the survey, including:

• Beat the Cyber Bully;
• No Bullying;
• Cyber safety Advice; and

• X-Ray data.

In terms of the above organisations’ specific work on e-safety:

• X-Ray Data and No Bullying are subsidiaries of a parent company called Treze. Each of the subsidiaries focus on different aspects of e-safety with X-Ray Data focusing on the use of technology to help keep children and young people safe online whereas No Bullying provides information on e-safety to teachers, parents and children.

• Beat The Cyber Bully is a project founded by Wayne Denner, a youth motivational speaker on digital and social media.

• Cyber Safety Advice is a project of an IT consultancy company, PC Clean. It has developed three workshops for parents, teachers and children respectively on aspects of e-safety.

**The nature and target audience of e-safety messages being delivered**

The desk research aspect of this study identified four main methods of delivering e-safety messages:

• **Resources** to help educate children and young people, and those who care for and work with them, about e-safety (such as videos, leaflets, checklists, books, website information).

• **Training materials** to help professionals educate children and young people, and those who care for and work with them, about e-safety (such as handbooks, manuals, session plans).

• **Training courses** that are delivered in a variety of formats to children and young people and those who care for or work with them.

• **Public awareness campaigns** on e-safety to raise awareness and educate children and young people and those who work with and care for them (such as PR and advertising, press releases, TV and radio footage, print media etc).

In the survey, organisations were asked to indicate:

• which of the above methods they use to deliver their e-safety work;

• the specific e-safety themes covered under each method; and

• the target audience of each method.
Table 3 provides a breakdown of the methods used by organisations that responded to the survey.

Table 3: Breakdown of methods used to deliver e-safety work

<table>
<thead>
<tr>
<th>Sector</th>
<th>Total number of survey responses</th>
<th>e-safety messages</th>
<th>Resources</th>
<th>Training materials</th>
<th>Training courses</th>
<th>Public Awareness Campaigns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary and community sector</td>
<td>11</td>
<td></td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Statutory sector</td>
<td>10</td>
<td></td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Private sector</td>
<td>4</td>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td></td>
<td><strong>17</strong></td>
<td><strong>8</strong></td>
<td><strong>21</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>


Table 3 above shows that, on the whole, the vast majority of organisations across all sectors deliver e-safety messages using a variety of the four methods identified.

**Training courses**

Training courses were the most common type of delivery method, with over four-fifths (21 out of 25) of responding organisations reporting that they had used this method. Six of the organisations (PSNI C-district, PSNI E district, WHSCT, Mencap’s Livenet Project, NIACRO and NSPCC) reported having staff trained as CEOP ambassadors. CEOP Ambassadors are qualified to deliver the Thinkuknow education programme to children and young people and to train fellow professionals to deliver the Thinkuknow education programme. In addition, NSPCC provide CEOP Thinkuknow and CEOP Ambassador training to other organisations in Northern Ireland.

In the majority of cases (16 of the 21 organisations), the training courses are solely dedicated to e-safety with the remaining organisations delivering e-safety modules as part of a wider course. In terms of themes, the most common areas of e-safety covered in the courses are use of mobile phones; sexting; cyber bullying; privacy and personal information, online reputation and keeping information secure online.

The majority of the organisations reported delivering training courses in a typical workshop or presentation style format. However, two of the organisations (Beam Creative Network and PSNI C District, in association with Saltmine Trust) reported delivering the training using drama plays.
Table 4 below provides an overview of the target audience of e-safety training courses delivered by organisations.

**Table 4: Target audience of e-safety training courses [21 organisations]**

<table>
<thead>
<tr>
<th>Target group</th>
<th>No. of courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school children</td>
<td>8</td>
</tr>
<tr>
<td>Post primary school children</td>
<td>10</td>
</tr>
<tr>
<td>Children with SEN</td>
<td>4</td>
</tr>
<tr>
<td>Parents and carers</td>
<td>9</td>
</tr>
<tr>
<td>Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Other professionals and practitioners</td>
<td>10</td>
</tr>
</tbody>
</table>


Table 4 above shows that training courses exist for the range of audiences, including children with special educational needs, with no gaps identified for any particular audience.

**Resources**

Resources were the next most commonly used method for delivering e-safety messages. Table 5 overleaf shows that almost three-quarters (18 out of 25) of organisations reporting having developed their own resources. Resource types varied and included online safety games; comic books; eBooks; leaflets; videos; pens; guidance on aspects of e-safety and information on websites.

In terms of themes, the most common e-safety themes covered by resources were safer social networking; cyber bullying; privacy and personal information and use of mobile phones. Examples of some of the themed resources include:

- *Social Networking and You*[^57] (BAAF) Advice on social networking for people separated from their birth parents
- *What is Cyber Bullying?*[^58] (NIABF) A leaflet on cyber bullying for parents and carers;
- *How to Beat the Cyber Bully*[^59] (Beat the Cyber Bully) EBook on cyber bullying for parents and educators; and
- *GAA Social Media Policy and Guidelines*[^60] (NSPCC with Gaelic Athletic Association).

[^57]: http://www.bAAF.org.uk/bookshop/book_snay
[^59]: http://beatthecyberbully.com/
Table 5: Target audience of e-safety resources [18 organisations]

<table>
<thead>
<tr>
<th>Target group</th>
<th>No. of resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school children</td>
<td>10</td>
</tr>
<tr>
<td>Post primary school children</td>
<td>13</td>
</tr>
<tr>
<td>Children with SEN</td>
<td>9</td>
</tr>
<tr>
<td>Parents and carers</td>
<td>12</td>
</tr>
<tr>
<td>Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Other professionals and practitioners</td>
<td>11</td>
</tr>
</tbody>
</table>


Table 5 above shows that resources exist for the range of audiences including, for example, children with SEN. Our analysis reveals that there are no gaps for any of the particular groups. Some examples of resources targeted at particular audiences are as follows:

- Mencap’s Livenet project developed an e-safety comic book for young people with a learning disability\(^{61}\);
- South Belfast DPCSP have produced a pen with e-safety messages for young people; and
- C2K has developed videos and DVDs to support professional development of teachers.

**Public awareness messages**

Nearly one-half (11 out of 25) of respondents stated that their organisation had delivered public awareness campaigns on e-safety in the last 12 months. The format of campaigns varied and included, for example, press releases and premium PR (Public Relations) marketing. For example:

- OFMDFM issued a press release to promote Internet Safer Day 2013;
- WHSCT issued press releases publicising e-safety conferences;
- No Bullying used premium marketing from PR web to issue a press release daily for 12 months on anti-bullying;

In terms of themes, the most common e-safety themes covered by public awareness messages were cyber bullying, use of mobile phones, sexting, online grooming and privacy and personal information.

Some of the themed public awareness messages include:

- Media campaign on understanding the cyber playground, which had a focus on how cyber bullying is still bullying (NIABF);
- Feature on UTV live tonight on impact of online pornography (Beat the Cyber Bully); and
- Articles in local press about e-safety, cyber bullying, online gaming and social networking (PSNI C District).

The respondents were asked to report on the target audience for their public awareness messages. The findings can be seen in Table 6.

**Table 6: Target audience of public awareness messages [11 organisations]**

<table>
<thead>
<tr>
<th>Target group</th>
<th>No. of public awareness messages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school children</td>
<td>4</td>
</tr>
<tr>
<td>Post primary school children</td>
<td>7</td>
</tr>
<tr>
<td>Children with SEN</td>
<td>3</td>
</tr>
<tr>
<td>Parents and carers</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Other professionals and practitioners</td>
<td>6</td>
</tr>
</tbody>
</table>


Most of the organisations’ public awareness campaigns were targeted at parents (10 out of 11). A high number were also targeted at post primary school aged children (7 out of 11) with a lesser number targeted at primary school aged children (4 out of 11).

**Training materials**

Developing training materials was the least common method reported of delivering e-safety messages. Almost one-third (8 out of 25) of the responding organisations reported that they had developed training materials and in most cases these had been developed for others to use in training children, young people, practitioners and teachers on e-safety. For example, NIABF and C2K have produced lesson plans for teachers to use in school to educate pupils about different aspects of e-safety, for example, cyber bullying. NIABF plans are available to schools and organisations that register for Anti-Bullying week each year, while C2K lesson plans are available to all teachers in Northern Ireland through C2K services for schools.

The most common e-safety themes covered by training materials were sexting, cyber bullying, online grooming, safer social networking and use of mobile phones.

Respondents were asked to report the target audience for their e-safety training materials and this is illustrated in Table 7.
Table 7: Target audience of e-safety training materials [8 organisations]

<table>
<thead>
<tr>
<th>Target group</th>
<th>No. of e-safety training materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school children</td>
<td>4</td>
</tr>
<tr>
<td>Post-primary school children</td>
<td>5</td>
</tr>
<tr>
<td>Children with SEN</td>
<td>2</td>
</tr>
<tr>
<td>Parents and carers</td>
<td>5</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
</tr>
<tr>
<td>Other professionals and practitioners</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: NCB Ni e-safety survey, 2013

Table 7 above shows that training materials exist for the range of audiences with no gaps for any audience. Most training materials have been developed for teachers with 6 out of 8 organisations developing materials for them. C2k, No Bullying, X Ray Data and NIABF all described the lesson plans they have developed for teachers.

It is clear from the findings above that there are many organisations delivering a range of e-safety content in Northern Ireland. Appendix E provides more detailed information on each of the organisations, including the e-safety messages used and examples of some of their key work in the area of e-safety.

**Partnership working in delivering e-safety messages**

The survey also explored the levels of partnership working that exist across organisations delivering e-safety messages in Northern Ireland. On the whole, the majority of organisations (21 out of 25) reported working in partnership to some degree.

Interestingly, when respondents were asked to identify the organisations that they work in partnership with, many respondents reported working with the large UK-wide bodies discussed in the initial sections of this chapter. For example:

- Six organisations work alongside CEOP to deliver the Thinkuknow training and a few other organisations reported working with CEOP to develop resources and training materials (including PSNI C-district, PSNI E-district, WHSCT, Mencap’s Livenet Project, NIACRO and NSPCC).

- Three organisations (C2K, BHSCT (Belfast Health and Social Care Trust) and OFMDFM) also reported working with the UK Safer Internet Centre to develop their e-safety content.

The survey also identified various levels of partnership working in Northern Ireland, including:
- Mencap’s Livenet project which is a joint initiative between Mencap, Citizens Online, The Chartered Institute for IT and British Computer Society.

- NIABF which is a membership organisation and as such all of its work, including that on e-safety, is developed with the members.

- The PSNI - who were reported as working with many organisations including the various DCPSPs, the Saltmine Trust, and the various Health & Social Care Trusts

- The Western Health & Social Care Trust – who have worked with the PSNI, Nexus NI and the Western Education & Library Board.

Other examples of partnership working tended to involve two or, at most, three organisations working together on specific projects. Survey respondents from private sector organisations also reported working in partnership, however they did not identify the specific organisations or individuals with whom they work.

**E-safety messaging – an analysis of survey respondents’ websites**

To assess the e-safety messages that exist in NI in greater detail, we undertook a search of the websites of organisations that responded to the survey. Overall, the key findings from this exercise are that:

- Only half of the organisations (13 out of 25) had messages about e-safety on their websites that could be easily accessed (i.e. that had no cost attached and was easy to locate on the website).

  The organisations are as follows:-  
  - BAAF  
  - Barnardo’s Safe Choices  
  - Beat the Cyber Bully  
  - C2K  
  - Cyber Safety Advice  
  - Mencap’s Livenet  
  - NIABF  
  - No Bullying  
  - NSPCC NI  
  - OFMDFM’s main website and through their managed website NI Direct  
  - PSNI’s main website and also through their UrZone website  
  - Western Health and Social Care Trust (WHSCT)  
  - X Ray data

- Only eight organisations had information about the e-safety training they offer on their websites, this is despite 21 organisations stating in the survey that they offer training courses.
The greatest amount of information on e-safety was found on the **NI Direct** website. NI Direct is the official Government website for Northern Ireland citizens. It aims to make it easier for NI Citizens to access government information and services. It is managed by the Executive Information Service of **OFMDFM**. The website provides a wide range of e-safety messages targeted at both parents and young people including information on cyber bullying; downloading and illegal file sharing; internet terms and language; online gaming; mobile phones and identity fraud. They also have a downloadable poster and leaflet promoting the Click Clever, Click Safe campaign. In addition, they provide signposting to a wide range of Northern Ireland and UK websites for more information. The main OFMDFM site refers very briefly to e-safety. It is in reference to ‘Sophie Safe’ one of the Super Six characters that was developed by OFMDFM to help translate the 10 Year Children’s Strategy to younger readers. OFMDFM also signpost to other organisations in the UK and NI for more information.

The main **PSNI** website contains general tips on keeping safe online and information for parents on parental controls and where to keep a computer. They also have a site for young people ‘**UrZone**’. This site provides information to young people on how to keep safe online, phishing, chatroom safety, viruses, trojans and software – both PSNI sites signpost to other NI and UK organisations working in the area of e-safety. Interestingly, the main PSNI website provides advice that parents should keep their children’s computers in a family room so they can monitor what their children are doing online. According to UKCCIS, this advice is now viewed as outdated as young people access the internet from so many other e-technologies such as mobile phones and tablet computers.\(^62\) The e-safety training they offer could only be found through press releases on their website that promoted the internet safety talks that they have delivered in schools. Nonetheless, we know from the previous sections that the PSNI deliver CEOP’s Thinkuknow internet safety programme to primary and post primary schools throughout NI as part of their Citizen and Safety Education (CASE) programme.

**BAAF, NSPCC and Barnardo’s** do not refer in great detail to e-safety in the NI sections of their websites; however e-safety is covered on their main websites. Barnardo’s have general information for parents and young people on how to keep safe online and more specific information on sexual exploitation. BAAF’s content focuses on advice for people who have been separated from their birth families making contact online. NSPCC’s main website provides very detailed information on different aspects of e-safety for parents, young people and practitioners. This includes general information for parents on keeping their children safe online and more specific information on sexting, bullying and sexual exploitation. They have guidance and resources for schools and teachers and safeguarding information for all people that work with children and young people. They refer children and young people to their Childline website for advice which can be tailored to their needs. The e-safety training offered by NSPCC and BAAF is found through their main websites.

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• No Bullying has a wide range of articles on their website which are targeted at young people, teachers, parents and health professionals. The subjects covered include general internet safety; cyber bullying; sexting; educating children and developing cyber bullying policies. Most of their articles refer to international (mainly American) websites and use international statistics and case studies.

• The X-Ray data site promotes software to protect children online; it does not contain any e-safety messages but signposts to the No Bullying web site.

• Two private sector organisations Beat the Cyber Bully and Cyber Safety Advice have blogs which are regularly updated on different aspects of e-safety. The blogs provide comment on news reports on e-safety issues and technological developments. Beat The Cyber Bully has also developed a free eBook ‘How to Beat the Cyber Bully’ which is downloadable from their website. Both organisations promote their e-safety training through their websites. Neither of the organisations appear to signpost to other websites for further information. However, Beat the Cyber Bully stated in their survey response that they are due to launch a new website which will contain more information on e-safety.

• The NIABF website provides extensive information on cyber bullying for young people, parents and practitioners. The website contains downloadable resources and lesson plans for teachers and a downloadable leaflet for parents ‘What is cyber bullying?’ The website promotes bespoke training that is offered on demand and also signposts to other NI and UK websites.

• The Western HSCT website provides a downloadable resource for young people in care ‘Be Internet Safe Booklet’. The website also has information for practitioners on e-safety training available and conferences the organisation has held on the topic.

• The main C2K website contains a limited amount of information on e-safety rather they signpost to other NI and UK organisations resources and websites. The Department of Education’s website, for example, includes a variety of information on e-safety. It contains two circulars on internet safety ‘2011/12 Internet Safety’ and ‘2007/1 Acceptable use of the internet and digital technologies in schools’. DE’s website also provides guidance for schools and teachers, including their responsibilities; codes of practice; internet safety education for pupils; social software and child protection specifically relating to cyber bullying, grooming and child pornography. DE’s website also provides signposting to a wide range of Northern Ireland and UK websites for more information.

• Mencap’s Livenet website promotes two e-safety resources, a downloadable e-safety comic book for young people and a video and song to promote Internet Safety Day 2013. They also promote their e-safety workshops for children young people and adults with a learning

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63 See footnote 55
64 See footnote 54
65 http://www.westerntrust.hscni.net/pdf/Internet_Safety_Booklet_final.pdf
66 See footnote 47
67 See footnote 57
68 http://www.livenet.org.uk/sing-a-long_2126
disability and families, carers, staff and volunteers supporting people with a learning disability. In addition they signpost to other UK resources and websites.

- What is very clear from all of the points above is the extent to which organisations signpost users to other local and UK websites for further information. Our analysis shows that the websites most commonly signposted are the CEOP main website (8 out of 13 organisations). Whilst the UK Safer Internet Centre website is only signposted by one organisation, the websites of its affiliated organisations such as Childnet, Internet Watch Foundation, Kidsmart, and Chatdanger are signposted by seven of the 13 organisations. The NSPCC’s website and the associated Childline site are also frequently signposted (6 of the 13 organisations).

- The survey findings identified the most common themes of e-safety covered by organisations in Northern Ireland as cyber bullying; privacy and personal information; the use of mobile phones; and sexting. The search of the organisations websites confirmed this finding. In the website search the most content available was on cyber bullying.

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69 http://www.ceop.police.uk/
70 http://www.thinkuknow.co.uk/
71 http://www.saferinternet.org.uk/
72 http://www.childnet.com/
73 https://www.iwf.org.uk/
74 http://www.kidsmart.org.uk/
75 http://www.chatdanger.com/
76 http://www.nspcc.org.uk/
77 http://www.childline.org.uk
Assessing the quality of e-safety messaging: ‘Cyber bullying’ – a case study

Whilst the previous sections report the findings from our analysis of the quantity and type of e-safety messages on websites in NI, this section takes our analysis one step further and assesses the quality of e-safety messages using the cyber bullying theme as a case study. The cyber bullying theme was chosen due to the quantity of related safety messages available across websites – it is the only e-safety theme, at present, which has sufficient coverage on NI websites to conduct such a detailed analysis of quality.

Cyber bullying messages – the terminology

At a very high level, the first finding to report is the level of confusion and inconsistency that exists regarding the terminology used in cyber bullying messages. For example, both No Bullying and Beat the Cyber Bully use the terms ‘bully’ and ‘victim’ in their literature.

One of No Bullying’s messages on cyber bullying is that children may be the bully as well as the victim:

“There are several methods of cyber bullying and the bully may change roles going from the bully to the victim and back again” 78 (No Bullying)

Beat the Cyber Bully has the term ‘bully’ in the name of their organisation and in the title of their ebook ‘Tips On How To Beat The Cyber Bully’ 79.

Whereas other organisations, for example, NIABF 80 recommend that children should not be labelled as a ‘victim’ or ‘bully/perpetrator’ rather they recommend the use of the terms ‘the child who has been bullied’ or ‘target of bullying’ and ‘child who is displaying bullying behaviour’ 81.

This conflicting terminology will not be overly applicable to parents and young people. However, at an organisational level this will be an issue as organisations will have to decide what language they use in their work with children and young people.

Cyber bullying messages for parents

Looking more in depth at the safety messages for parents in relation to cyber bullying, Table 8 overleaf presents a sample of 16 different messages taken from the website literature of 5 relevant organisations:

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78 http://nobullying.com/cyber-bullying-prevention/
79 See footnote 55
80 The Northern Ireland Anti-Bullying Forum (NIABF) has a membership of over twenty regional statutory and voluntary organisations all acting together to end bullying of children and young people.
As well as the four NI based organisations above, Childnet - the UK wide organisation - was also selected for inclusion due to the extensive work it has conducted on cyber bullying.

Table 8 illustrates that whilst not conflicting in their advice, the levels of inconsistency that exist across the sampled messages is an issue. For example, only 4 of the 16 (a quarter) messages are present in the literature from all five organisations therefore a parent looking at each of these 5 organisation’s websites would be faced with the challenge of deciphering 16 different messages and deciding which messages to take on board.

Furthermore, we would suggest that those messages such as having rules in place for children’s use of computers, having the family computer in a public place but being aware that young people can access the internet through other devices and discouraging children from having e-technologies in their bedroom at night; are all important for parents, yet they are only advocated by one organisation.

84 http://nobullying.com/what-is-cyber-bullying/
84 http://nobullying.com/cyber-bullying-faq-part-ii/
84 http://nobullying.com/cyber-bullying-faq-part-iii/
84 http://nobullying.com/cyber-bullying-prevention/
85 Ebook Tips on how to Beat the Cyber Bully http://beatthecyberbully.com/
## Table 8: A sample of cyber bullying messages directed at parents

<table>
<thead>
<tr>
<th>Cyber bullying messages for parents</th>
<th>Childnet</th>
<th>NIABF</th>
<th>NI Direct</th>
<th>No Bullying</th>
<th>Beat the Cyber Bully</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child might be cyber bullying others as well as experiencing cyber bullying</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Be alert to your child seeming upset after using the internet or their mobile phone</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Talk with your children and understand the ways in which they are using the internet and their mobile phone.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Use the tools on the service and turn on in-built internet safety features.</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Remind your child not to retaliate</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Keep the evidence of offending emails, text messages or online conversations.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Report cyber bullying</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Agree rules for using computers including what to do if they think they are experiencing cyber bullying</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Make sure your child knows how to behave online, teach them about ‘Netiquette’</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Have family computer in a public place, but be aware that many children and young people use smart phones and other devices to access the internet</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Try to discourage children and young people from having e-technologies in bedroom at night.</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Remind your child never to give out their password</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Discuss with child that they should avoid giving name, email address or phone number outside family and friend circle</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Do a Google search to find out if there are any inappropriate pictures, posts or information about your child</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Don’t bar the internet</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Signpost places where they can go for help</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
Cyber bullying messages for children and young people

Table 9 below shows eight different e-safety messages for children and young people on how to protect themselves from cyber bullying and what to do if they are experiencing cyber bullying. These messages were identified through literature from the following five organisations:

- Childnet
- NI Direct
- No Bullying
- Beat the Cyber Bully
- Western Health and Social Care Trust

Table 9: Cyber bullying messages targeted at children and young people

<table>
<thead>
<tr>
<th>Cyber bullying messages for children and young people</th>
<th>Childnet</th>
<th>NI Direct</th>
<th>No Bullying</th>
<th>Beat the Cyber Bully</th>
<th>WHSCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always respect others – be careful what you say online and what images you send.</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Think before you send – whatever you send can be made public very quickly and could stay online forever.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Treat your password like your toothbrush – keep it to yourself. Only give your mobile number or personal website address to trusted friends.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Block the bully – learn how to block or report someone who is behaving badly</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Don’t retaliate or reply</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Save the evidence – learn how to keep records of offending messages, pictures or online conversations.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Make sure you tell an adult you trust, or call a helpline like Childline</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>Try changing your online user ID or nickname</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

89 http://nobullying.com/what-is-cyber-bullying/
89 http://nobullying.com/cyber-bullying-faq-part-iii/
89 http://nobullying.com/cyber-bullying-prevention/
90 Ebook Tips on how to Beat the Cyber Bully http://beathedgebully.com/
91 http://www.westerntrust.hscni.net/pdf/Internet_Safety_Booklet_final.pdf
Table 9 illustrates that whilst not conflicting in their advice, the levels of inconsistency that exist across the sampled messages to young people is an issue. However, the inconsistency is not to the same extent as in the messages to parents. Half of the messages (four out of eight) are present in the literature from all five organisations and three of the messages are advocated by three or four of the organisations. Only one of the messages ‘try changing your online user ID or nickname’ was included by only one of the organisations examined.

While there is less inconsistency with the messages to young people than to parents it may still be challenging for a young person to decipher all eight messages from the five different organisations and decide which to advice to follow.
**Key players in Northern Ireland’s e-safety arena**

Looking across all the findings reported in this chapter, a number of key organisations appear to dominate the e-safety arena in Northern Ireland.

- At a Government level, OFMDFM are taking the lead in this area. As well as undertaking the aforementioned cross-departmental review on current and future actions, they
  - work on a cross departmental basis and with a number of national bodies, charities and regional organisations who promote internet safety. The Children and Young People’s Unit (CYPU) helps to promote a cross departmental/agency approach to identify appropriate measures to promote child e-safety;
  - manage the NI Direct website through the Executive Information Service, this website has advice and information on different aspects of e-safety for young people and parents;
  - assisted with the development of a set of questions on e-safety in ARK’s (Access Research Knowledge) Kids Life and Times Survey;
  - promoted Internet Safety Day 2013 in collaboration with UK Safer Internet Centre; and
  - have addressed Assembly Questions on the issue of e-safety.

- In the statutory sector, the WHSCT and C2K are leading the way in health and education respectively and the PSNI are also very involved in this arena.

  - WHSCT has delivered a wide range of work in this area, including: hosting two conferences on e-safety; developing e-safety resources for children, parents and practitioners, and; progressing the development of an internet safety portal. In addition, it has worked with a range of stakeholders (Headliners, WELB and Nexus NI) to provide training to schools, youth groups and practitioners. They have also delivered CEOP Thinkuknow e-safety training to 160 practitioners. The breadth of their work is evident in the following quotation:

    "The Western Trust was the first health Trust in Northern Ireland to recognise internet safety as an issue for children and vulnerable adults. We have worked tirelessly with partner organisations to highlight this and are aiming to provide training and awareness raising to all population groups in the West. We have recognised that practitioners and parents often admit to a gap in knowledge and are working towards an evidence based package of training and resources that will fill that void and increase awareness." (WHSCT representative)

  - C2K provide e-safety support for all teachers in Northern Ireland. They have developed resources such as videos and DVD’s and editable PowerPoint presentations for teachers to use in lessons. They have also developed support documentation for schools to devise their own e-safety policies. C2K also held six E-Safety Live briefings in conjunction with UK Safer Internet Centre in March of this year (2013)
The PSNI deliver CEOP’s Thinkuknow internet safety programme to primary and post-primary schools throughout NI as part of their Citizen and Safety Education (CASE) programme. They work in partnership with many organisations on e-safety including the Health and Social Care Trusts and Police and Community Safety Partnerships. The C district are working with the Saltmine Trust and the Police and Community Safety Partnerships to deliver a drama workshop to all local primary schools on aspects of e-safety.

In the voluntary and community sector, NSPCC appear to have delivered the most work in this sector. NSPCC commission and deliver a range of information, resources and services for the sector. This includes messages on e-safety in a variety of formats (e.g. face-to-face training, presentations). They undertake research in the area and have developed guidelines for social media and sample online safety and ICT policies. They also deliver Childline Schools Service in NI primary schools which covers online safety and cyber bullying and they not only have staff trained as CEOP ambassadors they also deliver the CEOP Thinkuknow introduction and Ambassador training to other organisations. In addition NSPCC Northern Ireland submitted a briefing paper on internet safety to the children’s spokespersons for a Northern Ireland Assembly debate on internet safety in February 201392.

In terms of e-safety themes, the theme covered by most organisations is cyber bullying. Extensive work does not appear to have been completed by any local organisation on other e-safety themes, such as sexting, privacy and personal information and the use of mobile phones. NIABF appear to have the most expertise in the area of cyber bullying, although it has also emerged that the private sector organisation Beat the Cyber Bully is undertaking significant work on this topic.

NIABF has developed over 20 different teaching resources on cyber-bullying for primary, post-primary and special schools. They have developed a cyber bullying leaflet for parents and carers and developed and delivered workshops on the topic to this audience. They have also developed and delivered workshops on cyber bullying to young people. In addition, NIABF have delivered media campaigns on understanding the cyber playground, recognising and dealing with bullying behaviours online and promoting responsible online behaviour.

Beat the Cyber Bully facilitate workshops with young people in schools and in youth and community groups on e-safety. They also deliver parents awareness evenings and facilitate parent workshops on e-safety. They have written an ebook on cyber bullying and developed e-safety leaflets. They also keep an online blog on current e-safety issues. They have presented evidence to the Culture, Arts and Leisure Committee’s investigation into Safeguarding Children in Sport and they have delivered e-safety messages through national and local media.

**Impact of e-safety messages in Northern Ireland**

There have been no evaluations conducted to examine the impact of e-safety messaging work developed locally in Northern Ireland or validation of some of the organisations delivering these messages. However, it is worthwhile noting that the evaluations done of both Safer Internet Day and CEOP’s Thinuknow programme had an NI sample. For example, 23% of participating schools in the Thinkuknow evaluation were from Northern Ireland.
Summary

- There is no overarching policy in Northern Ireland which addresses e-safety. OFMDFM is currently undertaking a cross-departmental review on child e-safety. The purpose of the review is to identify current and proposed future actions which Departments intend to take to support child e-safety. The review will also inform opportunities for a more coordinated approach across government. The findings are currently under consideration.

- E-safety messages are delivered in four main ways, namely via:
  - **Resources** to help educate children and young people, and those who care for and work with them, about e-safety (such as videos, leaflets, checklists, books, website information);
  - **Training materials** to help professionals educate children and young people, and those who care for and work with them, about e-safety (such as handbooks, manuals, session plans);
  - **Training courses** that are delivered in a variety of formats to children and young people and those who care for or work with them; and
  - **Public awareness campaigns** on e-safety to raise awareness and educate children and young people and those who work with and care for them (such as PR and advertising, press releases, TV and radio footage, print media etc).

- Analysis of responses found that training courses and resources are the most common methods used to deliver e-safety messages in NI. In addition, regardless of delivery method, the survey found that a similar number of e-safety messages are targeted at children and young people (including those with SEN) as are targeted at parents/carers and at professionals. Much of the e-safety work in the voluntary and community sector is targeted at children and young people who are more vulnerable to certain online risks, e.g. children with a learning disability.

- The results of the survey suggest that there are a wide range of organisations delivering e-safety messages across Northern Ireland that span the statutory, community and voluntary, and private sectors. There are varying levels of collaboration on e-safety with examples of extensive partnership working being undertaken.

- Regardless of delivery method, the most common areas/themes covered by organisations in this area include: cyber bullying; privacy and personal information; the use of mobile phones; and sexting.

- Analysis undertaken by NCB NI of survey respondents’ websites shows that one-half of these organisations did not have information about e-safety on their websites that was accessible i.e. available at no cost or easily located on the website.
The websites most commonly signposted by survey respondents are the CEOP main website and their educational website Thinkuknow. The UK Safer Internet Centre website is only signposted by one organisation, however, the websites of its affiliated organisations such as Childnet, Internet Watch Foundation, Kidsmart, and Chatdanger are commonly signposted. The NSPCC’s website and the associated Childline site are also frequently signposted.

E-safety advice which is now considered unsuitable was found on one website. Locating the family computer in a common area of a house is no longer considered to be helpful advice given the proliferation of portable electronic devices that children own or have access to.

There was only enough content on websites to do a quality assessment on cyber bullying. An analysis of cyber bullying messages for parents and young people showed that importantly there was no conflicting advice but equally importantly there was inconsistency in the number of messages delivered by different organisations. This inconsistency could pose a challenge for a parent or young person when deciphering the different messages and deciding which ones to trust.

At a very high level, there is confusion and inconsistency that exists regarding the terminology used in cyber bullying messages. Some organisations use the terms ‘victim’ and ‘bully’. Whereas other organisations, for example, NIABF recommend that children should not be labelled as a ‘victim’ or ‘bully/perpetrator’ rather they recommend the use of the terms ‘the child who has been bullied’ or ‘target of bullying’ and ‘child who is displaying bullying behaviour’. This conflicting terminology will not be overly applicable to parents and young people. However, at an organisational level this will be an issue as organisations will have to decide what language they use in their work with children and young people.

A key number of organisations appear to dominate the e-safety arena in Northern Ireland. These are OFMDFM, Western HSCT, C2K, PSNI, NSPCC, NIABF and Beat the Cyber Bully.

There have been no evaluations conducted to examine the impact of e-safety messaging work developed locally in Northern Ireland or validation of some of the organisations delivering these messages.
7. User perspective of online e-safety messages

This chapter of the report examines online safety messages from the perspective of the user, namely young people and parents. This perspective was captured through a separate focus group with both users which explored scenarios about contemporary e-safety issues.

The key findings from the discussions are detailed below. Whilst the findings are obviously not representative of parents and young people as a whole, they provide a useful and realistic insight into how both groups would approach an e-safety issue.

**A young person’s perspective on e-safety messages available online**

To test how easy or challenging it can be for young people to access appropriate advice and guidance about contemporary e-safety issues online, a small number of Young NCB members were invited to take part in a focus group to explore three e-safety scenarios relating to cyber bullying; sexting and offensive messaging. The young people were asked to put themselves in the position of the young person portrayed in the scenario and to use the internet to search for advice.

The findings of this exercise are summarised below with some relevant quotes added to support the findings.

**Cyber bullying**

**The scenario**

*Ellie is 14 years old and has an Ask.fm account. Normally she loves having it; she has lots of friends on it and really enjoys talking to people on it. Recently, however, she has started to get lots of nasty messages from a person she doesn’t know. The messages have upset her but she doesn’t want to close her Ask.fm account.*

**Search terms**

The young people used a wide variety of terms to search for advice/guidance. Most young people used whole or partial sentence structures to search for advice. The following search terms were used:

- Help for cyberbullying;
- What to do if you have been cyberbullied;
- Girl bullied on ask.fm advice;
- Girl bullied on ask.fm;
- Advice for internet bullying;
- Bully advice for kids;
- Cyber bullying advice; and
- If I get bullied online on ask.fm how do I stop it without deleting.
Usefulness of advice

Overall, all of the young people were able to find information/advice in relation to cyber bullying using a number of searches. Whilst not all of the information accessed on websites was thought to be useful, each young person accessed at least one, and in most cases two, websites that contained useful information.

“The help guide has a range of measures which were helpful and they also had explanations.” (Young Person)

“Yes it helped... because it is Childline and they always have advice.” (Young person)

“Yes, the advice is helpful as it’s made for teens.” (Young person)

“Yes, if you follow the steps, you can shorten the bullying.” (Young person)

Sexting

The scenario

_Molly is 15 years old. When she was going out with her boyfriend for 6 months he asked her to send him some naked photos of herself. Molly sent the naked photos to him. They broke up shortly afterwards and she has since found out that he sent the photos to other people._

Search terms

The young people used a wide variety of terms to search for advice/guidance and tended to use these within full or partial sentence structures, such as:

- Help I’ve sent naked photos;
- What to do if you sent naked photos;
- Sexting advice;
- 15 year old girl sends photos;
- My 15 year old took nude pictures of herself and sent them to her boyfriend what can I do to help;
- Nudity bullying online pics sent and posted online advice;

Usefulness of advice

Overall, young people were easily able to find content relevant to the scenario. However, the appropriateness of this content varied. Some young people found advice which they thought would be useful if faced with such a situation whereas others found advice which they thought actively promoted ‘sexting’. For example, one website located by the young people provided hints/tips on how to ‘sext’ safely – whilst the website in question is not targeted at children and young people,
the fact that they came across it so easily highlights the issues and risks faced by young people when going online to find support on these issues.

“It gives you advice and it’s up to you to make a choice.” (Young person)

“It gives dangers of sexting, which is helpful for adults and teenagers... it gives parents advice on using cyber monitors... it also has a video from CEOP which is very good.” (Young person)

“The first search I did was ‘help I’ve sent naked photos’ and the website I looked at is not useful at all; it tells you what photographs to take, e.g. use good lighting – this encourages sexting, and provides no advice at all.” (Young person)

“No helpful advice [on the website]” (Young person)

Offensive messaging

The scenario

One of your friends Jason is 15 years old. He uses Facebook a lot and frequently posts photographs of himself and his friends getting drunk and smoking cigarettes. He also sometimes posts insulting and offensive messages on his wall and also writes inappropriate comments on other people’s posts. You and your other friends don’t like his online behaviour so you want to find some information and advice to help deal with Jason’s issue.

Search terms

The young people used a wide variety of terms to search for advice/guidance and again tended to use these in full sentence structures. The following search terms were used:

- How do I deal with inappropriate comments on Facebook;
- How to deal with people posting offensive comments on Facebook;
- Facebook inappropriate comments;
- 15 year old boy drinking on Facebook;
- A friend of mine is posting offensive things on Facebook what can I do; and
- Reporting abusive behaviour on Facebook

Usefulness of advice

Overall, all of the young people easily found at least one piece of information/advice that was helpful and met their needs. In this case, the ease with which young people could find useful information seemed to be aided by the use of the word ‘Facebook’ in the search terms.

“All Facebook [a particular website] is very helpful... [it gives advice on] direct actions to take.” (Young person)
“It was very easy... because it shows all of the information that I need.” (Young person)

“Yes – it’s all there.” (Young person)

“Yes – it told you what you could do and was the first page to come up.” (Young person)

On the whole, the focus group with young people found that accessing useful advice on e-safety issues is relatively easy. All of the young people in the group used effective search terminology that enabled them to access such advice. However, the focus group also found that young people are also at risk of accessing inappropriate content which may put them at greater risk.

A parent’s perspective on e-safety messages available online

A similar focus group was also conducted with a group of parents to explore how they would find advice and guidance on e-safety issues online. The focus group examined two scenarios related to contemporary e-safety issues, namely: cyber bullying and sexting.

Accessing e-safety advice

It is interesting to note that the majority of parents in the focus group stated they were not regular users of a computer and all of the parents commented that they would never use an internet search engine to find information on such issues. These parents felt that the amount of information available online would act as a barrier to being able to access the most appropriate advice.

“There’s just too much information that doesn’t help any situation, I know if you try to look up something the doctor told you on the internet you end up thinking you’re going to die.” (Parent)

“I wouldn’t know which stuff to look at because so much comes up when you do a search.” (Parent)

Some of the parents in the group expressed very negative views towards the internet. These views had been informed by recent stories in the media about online grooming and children taking their own lives due to cyber bullying.

“They should never have made the internet.” (Parent)

When asked about how they would address such e-safety concerns, participants reported on the importance of parents talking to their children to find out what is going on in their lives. Participants also felt that if a parent has a good relationship with their child, e-safety issues would be less likely to arise.

“You don’t need the internet to tell you what to do if your child is being bullied.” (Parent)

Further discussion with the parents suggested that their general knowledge on e-safety had been acquired through talking to other people within their community and through traditional media such as TV and newspapers.
“You just know about it [cyber bullying] you hear about it from talking to your friends and other mums and from reading the newspapers.” (Parent)

Despite these views, the participating parents were given access to an internet search engine and were asked to search for information, putting themselves in the position of the parents in the two scenarios.

**Cyber bullying**

**The scenario**

*Your daughter is 13 and she getting nasty messages on social networking sites from people she knows and also from strangers.*

Focus group participants all immediately recognised that the scenario was a bullying issue and all agreed that they would use the search term ‘bullying’ to try to access information.

**Usefulness of advice**

Using this search term returned so many results that focus group participants struggled to choose which website they would access to find guidance. Only one of the parents stated that regardless of the type of e-safety issue, she would go to the websites of well known organisations like NSPCC and Childline for advice as she felt the information on their websites could be trusted, a view that other focus group participants then shared.

“I would go to the likes of NSPCC because they’re a big organisation and you know you can trust them.” (Parent)

**Sexting**

**The scenario**

*Your son is 15, he has received a naked picture on his phone of a girl he knows. The girl is also 15, you know the girl and her parents.*

The following search terms were used by focus group participants:

- What to do if you son is receiving a dirty picture on his phone?
- What to do child sexting?

**Usefulness of the advice**

Participants found that the results of the above searches identified too much information online about the topic and made it difficult for them to decide what was relevant and met their needs. Similar to the findings from the first scenario above, focus group participants again stated they
would go to the websites of well known organisations such as NSPCC to obtain information that they could trust.

“I’d go to NSPCC again; you wouldn’t know what information you would find out on the other organisations websites.” (Parent)
Summary

- The focus group with young people found that accessing useful advice on e-safety issues is relatively easy. All of the young people in the group used effective search terminology that enabled them to access such advice. However, the focus found that young people are also at risk of accessing inappropriate content which may put them their safety at greater risk.

- The focus group with this particular group of parents found that the internet would not be a source of information that they would use if faced with an e-safety issue. This could perhaps be explained by the fact that this group of parents were not users of ICT or the internet in general.

- If they did have to use the internet to access advice or support, these parents indicated that they would access the websites of well known and trusted organisations such as the NSPCC/Childline.

- Parents also raised the importance of communicating with their children and discussing what is happening in their lives as a key way of preventing and resolving these types of issues.
8. Summary of key findings, conclusions and recommendations

This is the first study that examines e-safety messaging in Northern Ireland and as such has presented its challenges in terms of working through the overwhelming amount of information that exists on the topic generally, contrasted with the difficulties in accessing sufficient information on relevant work carried out locally.

That said, through the application of a range of research methods, the study has unearthed many notable findings from which a number of key conclusions and recommendations can be made. The remainder of this final chapter takes each of the study’s objectives, in turn, and summarises the key findings, conclusions and subsequent recommendations relating to each.

Objective 1: Defining e-safety and associated risks

This study found no common definition of e-safety in the current literature, NCB NI therefore created the following definition for use throughout this study:

“E-safety or electronic safety is about utilising electronic devices or e-technologies in a safe and responsible way. It is mainly concerned with the safeguarding of children and young people in the digital world and educating them so they feel safe when accessing e-technologies.” [NCB NI definition]

Young people’s extensive use of e-technologies leaves no doubt over the importance of e-safety and the need for young people, and those who care for or work with them, to be able to take appropriate preventative action to minimise the associated risks.

These risks have been defined in various ways and are becoming more commonly categorised as follows:

- **Content risks**: The child or young person is exposed to harmful material;
- **Contact risks**: The child or young person participates in adult initiated online activity; and
- **Conduct risks**: The child or young person is a perpetrator or victim in peer-to-peer exchange
- **Commercial risks**: The child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs.

Recommendations:

1. We recommend that SJNI considers using the above e-safety definition or adopting an agreed definition going forward and encourages others working in the field to do the same.
2. We recommend that when developing future e-safety messaging work in Northern Ireland consideration is given to each of the four risk categories identified above.

Objective 2: Developing a profile of agencies delivering e-safety messages in the UK & Northern Ireland

The study identified three key organisations that are leading the UK’s work on e-safety:

- **UK Safer Internet Centre** which has three overall functions: An awareness centre to promote safe, responsible use of the internet and mobile devices to young people; a helpline for professionals working with children and a hotline for reporting online criminal content. The Centre also hosts the annual public awareness campaign – Safer Internet Day. The Centre comprises three organisations: Childnet International, South West Grid for Learning (SWGfL) and the IWF (Internet Watch Foundation).

- **CEOP (Child Exploitation and Online Protection Centre)** is part of the UK policing structures and its key functions include tracking and bringing offenders to account either directly or in cooperation with local and international police forces, and working with children, parents/carers and practitioners to deliver the Thinkuknow internet safety programme.

- **UKCCIS (UK Council for Child Internet Safety)** is the main umbrella organisation with a membership over 180 organisations across the government, industry, law enforcement, academia and charity sectors, that work in partnership to help keep children safe online. The Northern Ireland Minister for Health, Social Services and Public Safety (Edwin Poots MLA) sits on the Executive Board of UKCCIS.

The impact of the above organisations’ work, specifically in the area of delivering e-safety messages, has been reported in a number of recent evaluations. The evaluation of Safer Internet Day 2013 found positive impacts on how children and young people behave online as well as on young people’s awareness and understanding of internet safety and information control. Similarly, an evaluation of CEOP’s Thinkuknow training programme found that young people are less likely to share information with strangers and are more likely to report online abuse as a result of taking part in the programme.

This study found a wide range of organisations that are delivering e-safety work in Northern Ireland. The following paragraphs outline the key players identified, including a summary of their e-safety work:

At Government level, there is no overarching policy which addresses e-safety. Much of the current work on e-safety is being led by OFMDFM. Some of the key activities of OFMDFM include:

- the current cross-departmental review on current and future actions in the field of e-safety to inform opportunities for a more coordinated approach across government

- management of the NI Direct website which provides advice and information on different aspects of e-safety for young people and parents
- local promotion of Internet Safety Day 2013 in collaboration with UK Safer Internet Centre.

Prior to this much of the concrete work delivered at government level on e-safety was in the form of guidance materials produced by the Department of Education for Northern Ireland (DE) and the Health and Social Care Board (HSCB).

Across the **statutory sector**, the **Western Health & Social Care Trust (WHSCT)**, **C2K** and the **PSNI** are leading the way on e-safety within their respective remits.

- WHSCT has delivered and developed a range of e-safety resources for children, parents and practitioners and is currently progressing the development of an internet safety portal. They have also delivered the above mentioned CEOP Thinkuknow e-safety training to 160 practitioners.

- C2K provides e-safety support for all teachers in Northern Ireland. They have developed resources such as videos and DVD’s and editable PowerPoint presentations for teachers to use in lessons. They have also developed support documentation for schools to devise their own e-safety policies. C2k also held six E-Safety Live briefings in conjunction with UK Safer Internet Centre in March of this year (2013).

- The PSNI also delivers CEOP’s Thinkuknow internet safety programme to primary and post primary schools throughout NI as part of their Citizen and Safety Education (CASE) programme. The PSNI’s C district is working with Saltmine trust and the Police and Community Safety Partnerships to deliver a drama workshop to all local primary schools on aspects of e-safety.

In the **voluntary and community sector**, **NSPCC** has delivered substantial work in this sector. For example:

- NSPCC has staff trained as CEOP ambassadors and also deliver the CEOP Thinkuknow introduction and Ambassador training to other organisations

- NSPCC undertakes research in the area of e-safety (findings from which are quoted in this report) and have developed guidelines for social media and sample online safety and ICT policies

- NSPCC delivers the Childline Schools Service in NI primary schools which looks at online safety and cyber bullying

- NSPCC Northern Ireland also recently submitted a briefing paper on internet safety to the children’s spokespersons for a Northern Ireland Assembly debate on internet safety (referenced in the main findings section of this report)
Other notable organisations operating in the field include **NIABF (Northern Ireland Anti-Bullying Forum)** and **Beat the Cyber Bully**, both of which have undertaken substantive work specifically in the area of cyberbullying.

- NIABF’s work focuses specifically on cyber bullying and includes the development of over 20 different teaching resources for primary, post-primary and special schools, information leaflets for parents and media campaigns.

- Beat the Cyber Bully’s work in the area includes; workshops with young people in schools and in youth and community groups; parents awareness evenings and workshops; an ebook on cyber bullying; an online blog; and a presentation of evidence to the Culture, Arts and Leisure Committee’s investigation into Safeguarding Children in Sport.

**Recommendations:**

3. **We recommend that Northern Ireland capitalises fully on the extensive e-safety messaging work undertaken by the three leading organisations in the UK (UK Safer Internet Centre, CEOP and UKCCIS) and vice versa.**

   Whilst some local organisations are already taking aspects of the work of the leading UK wide organisations forward, there is much more scope for this to be increased. Furthermore, given the extensive work carried out by NI’s key players, valuable learning from this should also be transferred to these UK wide organisations. As a basic starting point, it would be worthwhile exploring the following:

   - Does Northern Ireland have strong enough links with each of the above organisations in order that the sharing of effective practice takes place?

   - Is Safer Internet Day being fully exploited in Northern Ireland?

   - Are young people and practitioners both aware and making use of the various resources within the UK Safer Internet Centre – the awareness centre, helpline etc?

4. **We recommend that Northern Ireland’s representation on UKCCIS, currently represented by the Department for Health, Social Services and Public Safety, be re-examined. E-safety is an issue that spans many government departments; therefore we feel it would be timely for an inter-departmental review of Northern Ireland’s representation on this important body.**

5. **We recommend that work begins on developing a policy framework and strategy for e-safety in Northern Ireland.**
Objective 3: To assess the nature, quality, access to and impact of e-safety messages in Northern Ireland

The nature of e-safety messages in Northern Ireland

E-safety messages tend to be delivered in one of the four following ways:

- **Resources** to help educate children and young people, and those who care for and work with them, about e-safety (such as videos, leaflets, checklists, books, website information);
- **Training materials** to help professionals educate children and young people, and those who care for and work with them, about e-safety (such as handbooks, manuals, session plans);
- **Training courses** that are delivered in a variety of formats to children and young people and those who care for or work with them; and
- **Public awareness** campaigns on e-safety to raise awareness and educate children and young people and those who work with and care for them (such as PR and advertising, press releases, TV and radio footage, print media etc).

E-safety work in Northern Ireland targets children and young people, parents and practitioners on an almost equal level and much of it is delivered in partnership.

The most common themes of e-safety messages in Northern Ireland are using mobile phones, cyber bullying, use of privacy and personal information and ‘sexting’.

Quality, access to and impact of e-safety messages in Northern Ireland

Much of the work done locally on e-safety messaging is inaccessible in that it has a cost associated or it is not apparent on the websites of delivering organisations. This made an assessment of quality difficult.

The only e-safety theme on which sufficient information exists to conduct a comparative analysis of quality is cyber bullying. Our assessment of cyber bullying messages delivered by a sample of 5 leading organisations found a high level of inconsistency in the number of messages delivered. Only four of the sixteen messages sampled were consistent across organisations websites/literature and some messages are advocated by only one of the organisations. This level of inconsistency raises two important issues:

- How reliable are the messages? (i.e. how accurate, up to date and appropriate are they?)
- How do children and young people, their parents and those working with them decide which messages to trust?

To explore the issue of accessibility further, our focus groups with young people and parents found that:
In the case of children and young people, accessing useful advice online is relatively easy provided that effective search terminology is used.

Children and young people run the risk of accessing inappropriate content when searching for advice on e-safety issues online.

Parents might not use the internet to access advice on e-safety issues and may instead contact organisations, such as NSPCC, which they know deal with e-safety issues.

The extent to which parents communicate with their children and discuss what is happening in their lives is of vital importance to both prevent an e-safety issue arising or to minimise the damage caused by an issue.

There have been no evaluations conducted to examine the impact of e-safety messaging work developed locally in Northern Ireland or validation of some of the organisations delivering these messages. However, it is worthwhile noting that the evaluations done of both Safer Internet Day and CEOP’s Thinkuknow programme included Northern Ireland. For example, 23% of participating schools in the Thinkuknow evaluation were from Northern Ireland.

**Recommendations**

6. **We recommend that more strategic coordination of local e-safety work is undertaken to address the shortfalls identified in this study, namely to:**

   - ensure greater accessibility of e-safety messages for children and young people, parents and practitioners;
   - improve consistency in the messaging;
   - understand the impact of messaging on children and young people, parents and practitioners;
   - ensure the visibility of Northern Ireland in the key UK e-safety organisations (UK Safer Internet Centre, UKCCIS and CEOP); and
   - inform and influence policy development on e-safety in Northern Ireland.

7. **To achieve this level of strategic coordination we recommend the establishment of an e-safety forum for Northern Ireland.**

   The required level of strategic coordination will not be achieved by one organisation working alone. It will only be possible through effective collaboration across the local key players identified in this study and indeed the key UK wide organisations. There is a role for an independent organisation such as the SBNI to take the lead in developing this forum.
Additional functions of such a forum could include:

- promoting the voices of children and young people as valued participants in e-safety policy and practice;

- influencing and supporting organisations in the development of effective e-safety policy and practice;

- signpost practitioners, teachers and others working with children and young people to appropriate, useful and up to date e-safety messages; and

- acting as the single point of contact which can direct children and young people, parents and professionals to required e-safety advice or resources. This should include the development of a comprehensive and user friendly website.
### List of acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ARK</td>
<td>Access Research Knowledge</td>
</tr>
<tr>
<td>BAAF</td>
<td>British Association for Adoption and Fostering</td>
</tr>
<tr>
<td>Becta</td>
<td>British Educational Communications and Technology Agency [No longer exists as an entity]</td>
</tr>
<tr>
<td>BHSCT</td>
<td>Belfast Health and Social Care Trust</td>
</tr>
<tr>
<td>CAPS</td>
<td>Child and Parent Support</td>
</tr>
<tr>
<td>CASE</td>
<td>Citizen and Safety Education programme</td>
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<tr>
<td>CEOP</td>
<td>Child Exploitation and Online Protection centre</td>
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<tr>
<td>CHIS</td>
<td>Children’s Charities Coalition on Internet Safety</td>
</tr>
<tr>
<td>CPSSS</td>
<td>Child Protection Support Service for Schools</td>
</tr>
<tr>
<td>CPSU</td>
<td>Child Protection in Sport Unit</td>
</tr>
<tr>
<td>CYP</td>
<td>Children and Young People</td>
</tr>
<tr>
<td>CYPU</td>
<td>Children and Young Peoples Unit</td>
</tr>
<tr>
<td>DCSF</td>
<td>Department for Children Schools and Families [Superseded by The Department for Education (DE)]</td>
</tr>
<tr>
<td>DE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>DHSSPS</td>
<td>Department for Health, Social Services and Public Safety</td>
</tr>
<tr>
<td>DPCSP</td>
<td>District Policing and Community Safety Partnerships</td>
</tr>
<tr>
<td>ELB</td>
<td>Education and Library Board</td>
</tr>
<tr>
<td>HID</td>
<td>Health Improvement Department</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>HSCB</td>
<td>Health and Social Care Board</td>
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<tr>
<td>HSCT</td>
<td>Health and Social Care Trust</td>
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<tr>
<td>ICT</td>
<td>Information and Communications Technology</td>
</tr>
<tr>
<td>IM</td>
<td>Instant Messenger</td>
</tr>
<tr>
<td>ISTTF</td>
<td>Internet Safety Technical Task Force (United States based)</td>
</tr>
<tr>
<td>IWF</td>
<td>Internet Watch Foundation</td>
</tr>
<tr>
<td>MLA</td>
<td>Member of Legislative Assembly</td>
</tr>
<tr>
<td>NCB NI</td>
<td>National Children’s Bureau (Northern Ireland)</td>
</tr>
<tr>
<td>NCTE</td>
<td>National Centre for Technology in Education</td>
</tr>
<tr>
<td>NI</td>
<td>Northern Ireland</td>
</tr>
<tr>
<td>NIABF</td>
<td>Northern Ireland Anti-Bullying Forum</td>
</tr>
<tr>
<td>NIACRO</td>
<td>Northern Ireland Association for the Care and Resettlement of Offenders</td>
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<tr>
<td>NICVA</td>
<td>Northern Ireland Council for Voluntary Action</td>
</tr>
<tr>
<td>NSPCC</td>
<td>National Society for the Prevention of Cruelty to Children</td>
</tr>
<tr>
<td>OECD</td>
<td>Economic Co-operation and Development</td>
</tr>
<tr>
<td>OFMDFM</td>
<td>Office of the First Minister and Deputy First Minister</td>
</tr>
<tr>
<td>OFSTED</td>
<td>Office for Standards in Education</td>
</tr>
<tr>
<td>PHA</td>
<td>Public Health Agency</td>
</tr>
<tr>
<td>PSNI</td>
<td>Police Service for Northern Ireland</td>
</tr>
<tr>
<td>PR</td>
<td>Public Relations</td>
</tr>
<tr>
<td>SBNI</td>
<td>Safeguarding Board for Northern Ireland</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>SID</td>
<td>Safer Internet Day</td>
</tr>
<tr>
<td>SOCA</td>
<td>Serious Organised Crime Agency</td>
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<tr>
<td>SWGfL</td>
<td>South West Grid for Learning</td>
</tr>
<tr>
<td>UKCCIS</td>
<td>UK Council for Child Internet Safety</td>
</tr>
<tr>
<td>VGT</td>
<td>Virtual Global Taskforce</td>
</tr>
<tr>
<td>VOYPIC</td>
<td>Voice of Young People in Care</td>
</tr>
<tr>
<td>WELB</td>
<td>Western Education and Library Board</td>
</tr>
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</table>
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UKCCIS (2010) *Good practice guidance for the providers of social networking and other user-interactive services*. London: UKCCIS


# Appendix A: Additional survey responses

<table>
<thead>
<tr>
<th>Response received</th>
<th>Reason not included in main report</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Justice Agency - Woodlands JJC</td>
<td>Internal work only. Does not produce or deliver resources, training materials, training courses or public awareness messages</td>
<td><a href="http://www.youthjusticeagencyni.gov.uk">http://www.youthjusticeagencyni.gov.uk</a></td>
</tr>
<tr>
<td>Belfast City Council</td>
<td>Internal work only. Does not produce or deliver resources, training materials, training courses or public awareness messages</td>
<td><a href="http://www.belfastcity.gov.uk">http://www.belfastcity.gov.uk</a></td>
</tr>
<tr>
<td>BHSCT - CAHMS</td>
<td>Internal work only. Does not produce or deliver resources, training materials, training courses or public awareness messages</td>
<td></td>
</tr>
<tr>
<td>PSNI (general)</td>
<td>Incomplete survey</td>
<td></td>
</tr>
<tr>
<td>UKCCIS</td>
<td>No Northern Ireland base (included in chapter 2)</td>
<td><a href="http://www.saferinternet.org.uk/">http://www.saferinternet.org.uk/</a></td>
</tr>
<tr>
<td>Digital me, SAFE - The certificate in social networking</td>
<td>No Northern Ireland base (included in appendix B)</td>
<td><a href="http://www.safesocialnetworking.org">http://www.safesocialnetworking.org</a></td>
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</table>
Appendix B: Other UK wide organisations delivering e-safety messages

<table>
<thead>
<tr>
<th>Organisation/ entity</th>
<th>Website and other notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General information about keeping safe online</strong></td>
<td></td>
</tr>
</tbody>
</table>
UK’s leading source of unbiased, factual and easy-to-understand information on online safety. |
| Know the net | [http://www.knowthenet.org.uk](http://www.knowthenet.org.uk)  
This is an impartial website that helps individuals, families and businesses get the most out of the internet. It is funded by Nominet - the not-for-profit organisation responsible for the smooth and secure running of the UK internet infrastructure. |
| BBC Webwise | [http://www.bbc.co.uk/webwise](http://www.bbc.co.uk/webwise)  
This website provides advice on making the most of being online |
ParentPort is run by the UK’s media regulators. It sets and enforces standards across the media to protect children from inappropriate material. |
| **Information for parents** | |
| Vodafone Parenting Digital Parenting | [http://www.vodafone.com/content/parents.html](http://www.vodafone.com/content/parents.html)  
The Digital Parenting website and magazines offer parents information and advice about the latest digital technologies and the kind of challenges children and teenagers might face whilst being online. |
This website provides safety information, tools and resources. |
| **Support for schools and organisations** | |
E-safety Support is an online service that offers help to deliver consistent, outstanding e-safety practice in schools to keep pupils safe online and meet Ofsted requirements. |
| The Safe Network | [http://www.safenetwork.org.uk](http://www.safenetwork.org.uk)  
The Safe Network provides safeguarding information related to activities outside the home – from after-school art clubs to weekend reading groups, including advice about keeping safe online. |
| **SAFE - The certificate in social networking** | http://www.digitalme.co.uk  
This gives young people a real-life way of learning e-safety through social networking. Practical activities develop young people’s skills, confidence and safety awareness online. |
| **European Pedagogical ICT Licence** | http://www.epict.co.uk/  
This allows participants to demonstrate effective education practices in online safeguarding, within the context of their immediate organisation, and to encourage children and young people to develop their own sense of responsibility online. |

| **Cyber bullying** |  |
| **BBC** | www.bbc.co.uk/schools/parents/cyber_bullying/  
Cyber Bullying advice for parents |
| **Kidscape** | www.kidscape.org.uk  
UK charity with a specific focus to prevent bullying and child sexual abuse |
| **Respect Me** | www.respectme.org.uk  
Scotland’s anti-bullying service |
| **Beat Bullying** | www.beatbullying.org  
Beat Bullying is a UK website for young people to support each other online |
| **Anti Bullying Alliance (ABA)** | http://www.anti-bullyingalliance.org.uk/  
The Anti-bullying Alliance is a coalition of UK organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. |

| **Networks** |  |
| **UK Children’s Charities Coalition on Internet Safety (CHIS)** | http://www.chis.org.uk  
CHIS promote safe and equal access to the internet and associated digital technologies for all children and young people. Its members are: Action for Children, BAAF, Beat Bullying, Barnardo’s, Children England, Children’s Society, ECPAT UK, Kidscape, NCB, NSPCC, and Stop It Now!  
Internationally, CHIS principally works through the European NGO Alliance for Child Safety Online³³ |

³³ http://www.enacso.eu
Appendix C: Contact details of survey respondents

<table>
<thead>
<tr>
<th>Statutory sector organisations</th>
<th>Website</th>
<th>Twitter</th>
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<tr>
<td>BHSCT</td>
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<td>@Belfasttrust</td>
<td><a href="http://www.facebook.com/Belfasttrust">www.facebook.com/Belfasttrust</a></td>
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<td>South Belfast District Policing and Community Partnership</td>
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<td>Southern Health and Social Care Trust</td>
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<td>@PoliceServiceNI</td>
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<td>WHSCT</td>
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<th>Voluntary and community sector organisations</th>
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<tr>
<td>Autism Northern Ireland</td>
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<td>@AutismNIPAPA</td>
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<td>BAAF</td>
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<tr>
<td>Cookstown and Dungannon Women’s Aid</td>
<td><a href="http://www.cookstownwomensaid.org.uk">http://www.cookstownwomensaid.org.uk</a></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mencap - Livenet</td>
<td><a href="http://www.livenet.org.uk">http://www.livenet.org.uk</a></td>
<td>@livenetni</td>
<td><a href="http://www.facebook.com/livenetni">www.facebook.com/livenetni</a></td>
</tr>
<tr>
<td>Nexus</td>
<td><a href="http://www.nexusinstitute.org">http://www.nexusinstitute.org</a></td>
<td>@NEXUS_NI</td>
<td>Nexus_NI</td>
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<tr>
<td>NIABF</td>
<td><a href="http://www.endbullying.org.uk">http://www.endbullying.org.uk</a></td>
<td>@niabf</td>
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<tr>
<td>NIACRO</td>
<td><a href="http://www.niacro.co.uk">http://www.niacro.co.uk</a></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NSPCC</td>
<td><a href="http://www.nspcc.org.uk">http://www.nspcc.org.uk</a></td>
<td>@NSPCC</td>
<td><a href="http://www.facebook.com/NSPCC">www.facebook.com/NSPCC</a></td>
</tr>
<tr>
<td>VOYPIC</td>
<td><a href="http://www.voypic.org">http://www.voypic.org</a></td>
<td>@VOYPIC</td>
<td><a href="http://www.facebook.com/voiceofyoungpeopleincare">www.facebook.com/voiceofyoungpeopleincare</a></td>
</tr>
<tr>
<td>Private organisations</td>
<td>Website</td>
<td>Twitter</td>
<td>Facebook</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Beat the Cyber Bully</td>
<td><a href="http://www.Beatthecyberbully.com">http://www.Beatthecyberbully.com</a></td>
<td>@waynedenner</td>
<td>Facebook.com/Talk2wayne</td>
</tr>
<tr>
<td>No Bullying</td>
<td><a href="http://www.nobullying.com">http://www.nobullying.com</a></td>
<td>@nobullying14</td>
<td><a href="https://www.facebook.com/nobullyingdotcom">https://www.facebook.com/nobullyingdotcom</a></td>
</tr>
<tr>
<td>Cyber safety Advice</td>
<td><a href="http://www.cybersafetyadvice.com">http://www.cybersafetyadvice.com</a></td>
<td>@cybersafeadvice</td>
<td><a href="https://www.facebook.com/CyberSafetyADvice">www.facebook.com/CyberSafetyADvice</a></td>
</tr>
<tr>
<td>X-Ray data</td>
<td><a href="http://www.xraydata.com">http://www.xraydata.com</a></td>
<td>@xraydata</td>
<td><a href="https://www.facebook.com/xraydata">https://www.facebook.com/xraydata</a></td>
</tr>
</tbody>
</table>
Appendix D: Survey Instrument

E-SAFETY MESSAGES IN NORTHERN IRELAND

The Safeguarding Board for Northern Ireland (SBNI) have commissioned National Children’s Bureau Northern Ireland (NCB NI) to map e-safety messages to children and young people, parents and practitioners in NI. As part of this research we need to find out the organisations that are delivering e-safety messages in Northern Ireland. These messages could be in the form of:

1. **Resources** such as videos, quizzes, leaflets, factsheets, checklists, books, apps or information on a website
2. **Training materials** such as teaching plans, session plans, learning exercises or training workbooks
3. **Training courses** delivered in person or via a live video link or a recorded video
4. **Public awareness messages** using PR and media to deliver messages on e-safety

If you are delivering e-safety messages we would be grateful if you could complete this short survey. The information you provide will be used in a report for SBNI to produce profiles of organisations delivering e-safety messages in Northern Ireland. Therefore the data will **not be confidential**, if there is anything you would not like shared with others, please let us know.

### SECTION 1: About your organisation

<table>
<thead>
<tr>
<th>Name of organisation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact name</td>
<td></td>
</tr>
<tr>
<td>Position in organisation</td>
<td></td>
</tr>
<tr>
<td>Contact name Email address</td>
<td></td>
</tr>
<tr>
<td>Organisation phone number</td>
<td></td>
</tr>
<tr>
<td>Organisation Website address</td>
<td></td>
</tr>
<tr>
<td>Organisation Facebook page</td>
<td></td>
</tr>
<tr>
<td>Organisation Twitter</td>
<td></td>
</tr>
<tr>
<td>Organisation country of origin</td>
<td></td>
</tr>
</tbody>
</table>

1. **Does your organisation work in Northern Ireland?**
   - Yes [ ]
   - No [ ]

2. **What is the overall purpose of your organisation?**

3. **Please give a brief summary of the work do you do on e-safety?**
**SECTION 2: E-Safety Resources**

4. Have you developed any resources to help educate or train children and young people, parents and carers, teachers and other professionals about e-safety? By resources we mean videos, tests/quizzes, leaflets, factsheets, checklists, tools, apps, books/ebooks or information on a website. Training materials such as session and teaching plans, training handbooks and training courses are covered in the next sections.

Yes [ ] Continue to Q5  No [ ] Go to Q14

5. How many resources have you developed on e-safety? [ ]

6. What areas of e-safety do your resources cover? (tick all that apply)

<table>
<thead>
<tr>
<th>Mobile phones</th>
<th>Online grooming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safer social networking</td>
<td>Sexting</td>
</tr>
<tr>
<td>Gaming</td>
<td>Cyberbullying</td>
</tr>
<tr>
<td>Online reputation</td>
<td>Parental controls</td>
</tr>
<tr>
<td>Privacy and personal information</td>
<td>Parental guidance on technology</td>
</tr>
<tr>
<td>What’s legal when accessing digital content, copyright laws, plagiarism</td>
<td>For parents: general information about keeping your child safe online</td>
</tr>
<tr>
<td>Keeping information secure online</td>
<td>Professional reputation</td>
</tr>
<tr>
<td>Video chat and webcams</td>
<td>Professionals using technology safely and responsibly</td>
</tr>
<tr>
<td>Online values and behaviour &amp; digital citizenship</td>
<td>Workplace development of e-safety policy</td>
</tr>
<tr>
<td>E-safety for children and young people with special educational needs</td>
<td>Workplace assessment of online safeguarding</td>
</tr>
</tbody>
</table>

Other, please state [ ]

7. Who are your resources targeted at? (tick as many as apply)

<table>
<thead>
<tr>
<th>Primary school children</th>
<th>Parents and carers</th>
<th></th>
<th>Post primary school children</th>
<th>Teachers</th>
<th></th>
<th>Children with SEN</th>
<th>Other professionals and practitioners</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other, please state [ ]

8. What format are the resources? (tick all that apply)

<table>
<thead>
<tr>
<th>Video</th>
<th>Factsheet</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Test/quiz</td>
<td>Book/ebook</td>
<td></td>
</tr>
<tr>
<td>Leaflet</td>
<td>Information on your website</td>
<td></td>
</tr>
<tr>
<td>Checklist</td>
<td>App (for phone or tablet)</td>
<td></td>
</tr>
</tbody>
</table>

Other please state [ ]

9. Do you charge for the resources?

Yes [ ] No [ ]

9a. If yes, what are the range of prices for your resources? E.g. Free to £500 [ ]
10. Are the resources produced in partnership with another organisation?
    Yes [ ] No [ ]
10a. If yes, what organisations have you worked with to produce the resources?

11. In general how have the resources been funded?

12. Please provide us with some examples of resources you have developed about e-safety?

13. How can your resources be accessed?
SECTION 3: E-Safety Training Materials

14. Have you developed any training materials to help teachers and other professionals educate or train children and young people, parents and carers, teachers and other professionals about e-safety? By training materials we mean training handbooks or manuals, session plans, teaching plans, or learning exercises. Training courses and other resources are covered in the other sections.

Yes [ ] Continue to Q15
No [ ] Go to Q26

15. How many training materials have you developed on e-safety?

16. What areas of e-safety do your training materials cover? (tick all that apply)
- Mobile phones
- Safer social networking
- Gaming
- Online reputation
- Privacy and personal information
- What’s legal when accessing digital content, copyright laws, plagiarism
- Keeping information secure online
- Video chat and webcams
- Online values and behaviour & digital citizenship
- E-safety for children and young people with special educational needs
- Other, please state

17. Who are your training materials targeted at? (tick as many as apply)
- Primary school children
- Post primary school children
- Children with SEN
- Parents and carers
- Teachers
- Other professionals and practitioners

18. What format are the training materials? (tick all that apply)
- Session plans
- Teaching plans
- Training handbook or manual
- Learning exercises
- Other, please state

19. Do you charge for the training materials?
Yes [ ]
No [ ]

19a. If yes, what are the range of prices for your training materials? E.g. Free to £500
20. Are the training materials produced in partnership with another organisation?
   Yes [ ] No [ ]
   20a. If yes, what organisations have you worked with to produce the training materials?

21. In general how have the training materials been funded?

22. Are any of the training materials accredited?
   Yes [ ] No [ ]
   22a. If yes, what accreditations?

23. What quality assurance do you have in place for the training materials?

24. Please provide us with some examples of training materials you have developed about e-safety?

25. How can your training materials be accessed?
SECTION 4: E-Safety Training Courses

26. Do you deliver e-safety training courses to educate children and young people, parents and carers, teachers or other professionals? By e-safety training courses we mean training that is delivered in person or via a live video link or recorded video to children and young people, parents and carers, teachers and other professionals.

Yes [ ] Continue to Q27 No [ ] Go to Q38

27. How many different training courses do you deliver on e-safety?

28. What areas of E-safety do your training courses cover? (tick all that apply)

- Mobile phones
- Safer social networking
- Gaming
- Online reputation
- Privacy and personal information
- What’s legal when accessing digital content, copyright laws, plagiarism
- Keeping information secure online
- Video chat and webcams
- Online values and behaviour & digital citizenship
- E-safety for children and young people with special educational needs
- Other, please state

- Online grooming
- Sexting
- Cyberbullying
- Parental controls
- Parental guidance on technology
- For parents: general information about keeping your child safe online
- Professional reputation
- Professionals using technology safely and responsibly
- Workplace development of e-safety policy
- Workplace assessment of online safeguarding

29. Who are your training courses targeted at? (tick as many as apply)

- Primary school children
- Post primary school children
- Children with SEN
- Teachers
- Parents and carers
- Other professionals and practitioners
- Other, please state

30. What format are the training courses? (tick all that apply)

- In person
- Via a live video link
- Via a video recording
- Other please state

31. Do you charge for your training courses?

Yes [ ] No [ ]

31a. If yes, what is the range of prices for your training courses? E.g. Free to £500
32. Are the training courses delivered in partnership with another organisation?
Yes [ ] No [ ]

32a. If yes, what organisations have you worked with to deliver the training courses?

33. In general how have the training courses been funded?

34. Are any of the training courses accredited?
Yes [ ] No [ ]

34a. If yes, what accreditations?

35. What quality assurance do you have in place for the training courses?

36. Please provide us with some examples of training courses you have developed about e-safety?

37. How can your training courses be accessed?
## SECTION 5: E-Safety public awareness messages

### 38. Has your organisation delivered any public awareness messages on e-safety to educate children and young people, parents and carers, teachers or other professionals?

*By public awareness messages we mean all PR and advertising on e-safety such as press releases, TV and radio appearances, print media appearances, print media adverts, paid for editorials, and advertising.*

<table>
<thead>
<tr>
<th>Yes</th>
<th>Continue to Q39</th>
<th>No</th>
<th>Go to Q45</th>
</tr>
</thead>
</table>

**39. In the last year how many different times did your organisation deliver a public awareness message on e-safety?**

**40. What areas of e-safety have your public awareness messages or campaigns covered? (tick all that apply)**

- Mobile phones
- Online grooming
- Safer social networking
- Sexting
- Gaming
- Cyberbullying
- Online reputation
- Parental controls
- Privacy and personal information
- Parental guidance on technology
- What’s legal when accessing digital content, copyright laws, plagiarism
- For parents: general information about keeping your child safe online
- Keeping information secure online
- Professional reputation
- Video chat and webcams
- Professionals using technology safely and responsibly
- Online values and behaviour & digital citizenship
- Workplace development of e-safety policy
- E-safety for children and young people with special educational needs
- Workplace assessment of online safeguarding
- Other, please state

**41. Who have your public awareness messages been aimed at? (tick all that apply)**

- Primary school children
- Parents and carers
- Post primary school children
- Teachers
- Children with SEN
- Other professionals and practitioners
- Other, please state

**42. What methods have you used to deliver your public awareness messages? (tick all that apply)**

- TV interviews
- TV advertising
- Radio interviews
- Radio advertising
<table>
<thead>
<tr>
<th>Articles for daily newspapers</th>
<th>Newspaper/newspaper supplement advertising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles for local newspapers</td>
<td>Bill board/ ad shell /bus advertising</td>
</tr>
<tr>
<td>Articles for specialist newsletters</td>
<td>Other advertising</td>
</tr>
<tr>
<td>Print media adverts/paid for editorial</td>
<td>Press releases</td>
</tr>
<tr>
<td>Other please state</td>
<td></td>
</tr>
</tbody>
</table>

43. Please provide us with some examples of public awareness messages your organisation has developed about e-safety?

44. If available, please provide us with links to media coverage and press releases?

SECTION 6: Future contact and other comments

45. Are you happy for SBNI or NCB NI to contact you in the future for more information on the work you do on e-safety?

Yes ☐ No ☐

46. Any other comments

THANK YOU FOR YOUR TIME

Please return this survey by 6th August 2013 to Helen McNamee

Email: hmcnamee@ncb.org.uk
Fax: 028 9032 8749
Post: Freepost Plus RRLU-JRTA-BLLA, NCB NI, Albany House, 73-75 Great Victoria Street, Belfast, BT2 7AF
## Appendix E: Survey responses – overview of organisations and their e-safety work

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Overall purpose of organisation</th>
<th>Work on e-safety</th>
<th>e-safety message type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statutory sector organisations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Belfast Education and Library Board (BELB) Education Welfare and CPSSS | BELB is an executive non-departmental public body sponsored by the Department of Education and the Department for Employment and Learning. The Board's principal functions are the provision of education, school library and youth services to the Belfast City Council area. | • The Child Protection Support Service for Schools (CPSSS) is one of a number of services delivered through the five ELBs. It comprises three designated officers for child protection in each of the five ELB's in Northern Ireland.  
• The CPSSS provides a phone helpline and training in child protection to designated school personnel including school governors and principals. It also provides professional support to designated teachers for child protection.  
• E-safety is included in the child protection training programmes, and advice and support is given re: individual child protection concerns involving e-safety. | N N Y N |
| Belfast Health and Social Care Trust (BHSCT) | The BHSCT have a staff of 20,000 and provide health and social care services to more than 340,000 people in Belfast plus regional services to the whole of Northern Ireland. The Trust delivers its services through five Service Directorates: Acute Services; Cancer and Specialist Services; Adult Social and Primary Care; Specialist Hospitals, and; Women’s Health and Children’s Community Services. | • BHSCT’s Social Media Policy provides guidance to staff using social media for professional and personal purposes. New trust staff are expected to use their knowledge of e-safety to inform their assessment of interventions with children and parents.  
• Where appropriate the Learning and Development Service within the trust include information on e-safety.  
• Social workers are expected to use resources from CEOP, NSPCC and UKCCIS when it is appropriate to the intervention used.  
• BHSCT in conjunction with the Public Health Agency (PHA) is currently developing an ‘App’ that will address aspects of e-safety.  
• BHSCT and Volunteer Now have developed a Keeping Safe initiative which covers aspects of e-safety. | N N Y N |
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Overall purpose of organisation</th>
<th>Work on e-safety</th>
<th>Training materials</th>
<th>Public awareness</th>
</tr>
</thead>
</table>
| C2K          | C2K, on behalf of the Department of Education, provides the infrastructure and services to support use of ICT in schools in Northern Ireland. | - C2K has developed e-safety resources, training materials and training courses which are available to all teachers in NI.  
- E-safety resources include a series of five videos/DVDs to support the professional development of teachers.  
- E-safety training materials include editable PowerPoint presentations, support documentation and policies which schools can use to devise their own e-safety policy.  
- C2K has created these resources and materials with the support and expertise of UK Safer Internet and software and hardware suppliers.  
- C2K is also responsible for: Filtering of internet to schools in Northern Ireland; policy creation and advice; liaising with other organisations on e-safety, and; developing new technologies to facilitate and support e-safety. | Y | Y | Y | N |
| OFMDFM       | The overall aim of OFMDFM is to contribute to and oversee the co-ordination of Executive policies and programmes. | - OFMDFM works on a cross-departmental basis as well as with a number of national bodies, charities and regional organisations who promote internet safety, e.g. NSPCC and UKCCIS. OFMDFM’s Children and Young Peoples Unit (CYPU) helps to promote a cross departmental/agency approach to identify appropriate measures to promote child internet safety.  
- Specific examples of work on e-safety include the following:  
  - As part of ARK’s (Access Research Knowledge) Kids Life and Times Survey, OFMDFM has assisted with the development of a suite of questions for a survey on the use of the internet by final year primary school children.  
  - OFMDFM, working in collaboration with UK Safer Internet Centre, promoted Safer Internet Day on 5th February 2013.  
  - A review has been undertaken by the Office of the First Minister and Deputy First Minister (OFMDFM) to identify current actions being undertaken in relation to child e-safety and proposed future actions which Departments intend to take to support child e-safety. It will also inform opportunities for a more coordinated approach across government. The findings are currently under consideration.  
- A number of Assembly Questions have been addressed to OFMDFM on the issue of child e-safety. These include:  
  - AQW 6614/11-15  
  - AQW 23915/11-15  
  - AQW 23916/11-15  
  - AQW 20731/11-15 | Y | N | N | Y |
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Overall purpose of organisation</th>
<th>Work on e-safety</th>
<th>Training Courses</th>
<th>Training Materials</th>
<th>Public Awareness</th>
</tr>
</thead>
</table>
| PSNI - C district | To prevent crime, reduce fear and protect the community. | - PSNI District C delivers presentations to students regarding internet safety and cyber bullying at both primary and post-primary level – these presentations are delivered to school whenever they make a request or whenever the PSNI deem it to be necessary.  
- The PSNI has officers trained to deliver CASE (Citizenship and Safety Education) to schools (primary and post-primary). They also offer separate sessions to parents/carers and teachers. Each officer receives additional training from CEOP.  
- In the 2013/14 school year officers from PSNI District C will, in partnership with both the Saltmine Trust and four Police and Community Safety Partnerships (PCSP’s) deliver a drama workshop to all local post-primary schools on aspects of e-safety. | Y | N | Y | Y |
| PSNI E District | To prevent crime, reduce fear and protect the community | - Internet safety work forms part of (CASE) Citizenship and Safety Education, the National schools programme delivered to primary and post primary schools. The engagement involves presentations; worksheets; Q&A sessions and practical demonstrations, for example,  
- P6/P7 pupils: brief talk on internet safety and worksheet  
- YR 8 pupils: presentation from CEOP in assembly  
- Junior and senior assembly: E district presentation on sexting | | | | |
| South Belfast District Policing and Community Safety Partnership (DPCSP) | To help people feel safer, prevent crime and anti-social behaviour in South Belfast. | - The South Belfast District Policing and Community Partnership is developing and distributing a pen with an advisory message about e-safety to post-primary school aged-pupils. | | | |
| South Eastern Education and Library Board (SEELB) Education Welfare and CPSSS | The Education Welfare Service works with children & families, schools and a range of voluntary/statutory agencies to improve the school attendance and access to educational opportunities for children of compulsory school age. | - The Child Protection Support Service for Schools (CPSSS) provides a daily helpline service and training/awareness raising for designated teachers and a range of school based and Board based staff on issues around child protection.  
- Training courses are not specifically about e-safety – it forms part of wider child protection training. | N | N | Y | N |
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Overall purpose of organisation</th>
<th>Work on e-safety</th>
<th>Resources</th>
<th>Training materials</th>
<th>Public awareness</th>
</tr>
</thead>
</table>
| Southern Health and Social Care Trust (SHSCT) | To provide health and social care services to the population living within the Southern Trust boundary | • Children’s statutory social services will accept referrals where there are concerns about children through their use/exposure to “E” technology. This will include initial assessments; child protection investigations; implementation of support or protection plans; referral to other organisations for support.  
• Training courses include aspects of e-safety but have not been developed exclusively on e-safety. E.g. child protection awareness, sexual exploitation of children, understanding sexual offending.  
• The trust have not developed any specific materials on e-safety, but utilise others e.g. Barnardo’s, VOYPIC, PSNI, NSPCC  
• Policy in place regarding use of computers and access to internet for children in foster and residential care. | N | N | Y | N |
| Western Health and Social Care Trust (WHSCT) | The Western Trust's vision is “to provide high quality patient and client-focused Health and Social Care services through well trained staff with high morale.” | • Held two conferences (in 2011 and 2013) on Virtual Lives. These conferences specifically focused on: internet safety, cyber bullying, sexting, the use of pornography and its impact on personal relationships and how the internet can be used to provide support to people to make healthier lifestyle choices.  
• Two staff in the Trust trained as CEOP Ambassadors who have delivered training to approximately 160 practitioners.  
• Work in partnership with PSNI, Western Education and Library Board (WELB) and Nexus Institute to ensure all schools, youth groups and practitioners working with children receive internet safety training.  
• Developed a resource for children in care called ‘Be Internet Safe’.  
• Developing new resource to accompany e-safety training for parents and practitioners called ‘Virtual Lives – your guide to internet safety’.  
• Working with Trust Communications to develop an internet safety ‘portal’.  
• Commissioned Headliners to conduct focus groups with young people in the Western Trust area to gauge their views on safety online.  
• Headliners are currently working with the Health Improvement Department (HID) to develop a peer-to-peer media programme focusing on emotional health and well-being of young men in particular.  
• Produced a business case for the PHA to encourage them to regionalise the Virtual Lives concept. | Y | Y | Y | Y |
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Overall purpose of organisation</th>
<th>Work on e-safety</th>
<th>Resources</th>
<th>Training materials</th>
<th>Training Courses</th>
<th>Public awareness</th>
</tr>
</thead>
</table>
| Autism Northern Ireland      | To ensure that people with Autistic Spectrum Disorder and their carers have access to appropriate services, enabling people with Autism to be valued members of their community | • The Project ‘Young people, Autism and Criminal Justice’ has a group workshop element for young people aged 8-18, called ‘Skills for Staying Safe’. This 10 week programme discusses various safety issues including internet and social media safety.  
• Produced an Internet safety PowerPoint presentation  
• Developed internet safety online games. | Y         | N                 | Y                | N                |
| BAAF                         | UK’s leading adoption and fostering membership association, which promotes the highest standards of practice in adoption, fostering and childcare services in social work, health, legal and other professional bodies on behalf of children separated from their birth families. | • Workshops for social workers, adopters and foster carers on e-safety, social networking and post care/ post adoption contact  
• Organised a conference (‘Facing up to Facebook’);  
• Provide advice and guidance for professionals and members of public on e-safety via a helpline.  
• Publications:  
  - Facing up to Facebook (2010)  
  - Social Networking and Contact (2010)  
  - Foster Care and Social Networking (2011)  
  - Social Networking and You (2011)  
  - Losing Control (2012)  
  - Using the Internet in Adoption and Fostering Assessments (2011) | Y         | N                 | Y                | N                |
| Barnardo’s (Safe Choices NI) | Safe Choices NI is one Barnardo’s services. Its aim is to reduce the risk of young people being sexually exploited and to help reduce the number of missing episodes from home or care. | All the work undertaken by Safe Choices includes the issue of e-safety as it is inextricably linked to issue of child exploitation. Work includes:  
• Schools work (years 8-11) –which ‘Online behaviours can have offline consequences’ Usually one off sessions which includes exploitive relationships and grooming on the internet/technology; abusive behaviour on the internet (i.e. sexting); consent and capacity issues pertaining to internet relationships and behaviour; safety planning and protective behaviours online and offline.  
• Professional training –includes agencies such as social workers; residential workers; police; youth workers; teachers; education welfare etc.  
• Consultations – with practitioners from multi-agency teams in relation to issues pertaining to child sexual exploitation and children who go missing from home. This can include social networking issues and e-safety.  
• Direct work with children and young people – one to one or group work with children and young people referred into the service. Often includes sessions focusing on the dangers around e-technology being used to facilitate abuse through exploitation. | Y         | Y                 | N                | Y                |
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Overall purpose of organisation</th>
<th>Work on e-safety</th>
</tr>
</thead>
</table>
| Beam Creative network | Beam Creative Network is a not-for-profit community arts organisation. Its mission is to foster creativity and excellence through all mediums of the arts; provide programmes and activities that encourage awareness, participation, and appreciation of the arts, and; encourage and promote communication, learning and personal development with all age groups. | • Delivered drama plays to schools around Northern Ireland to highlight the importance of e-safety, cyber bullying and the consequences of risks with regards to e-safety.  
• To date over 3000 post primary school children in Northern Ireland have seen the play. They were based in Dungannon, Cookstown, Omagh and Enniskillen. Plans in place to deliver it around Antrim, Ballymena, Ballymoney and Coleraine as well as Enniskillen in 2014. |
| Cookstown and Dungannon Women's Aid | The purpose of Women's Aid is to provide a quality based holistic service to women and children affected by all forms of domestic violence, and; to educate, challenge and co-operate with external agencies and the wider community with a vision to eradicate domestic violence. | • E-safety is included within the delivery of the ‘Heading for Healthy Relationships’ programme which is delivered to post primary schools throughout NI. The programme has not been revised regionally for some time and so has evolved and been developed locally so may be slightly different in different areas.  
• E-safety is included within the ‘Helping Hands’ programme which is delivered to primary school children throughout NI. In some areas this programme been completely taken over and delivered by the teachers within the Primary schools.  
• Produced a video on violence in dating relationships which highlights how mobile phones can be used to harass and bully individuals.  
• E-Safety is covered on a needs-led basis within other services including the family support service, floating support service and refuge and refuge child worker service. |
| Mencap – Livenet | Mencap is the leading voice of learning disability. The LiveNet Project is designed to help people with a learning disability, their family members and carers to develop the skills and knowledge to ICT in their everyday life. | • The LiveNet project delivers dedicated e-safety workshops to young people and adults with a learning disability, parents/carers and support staff.  
• Developed an e-safety comic book  
• Project Officers are CEOP ambassadors and deliver their training and awareness package and promote their resources. |
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Overall purpose of organisation</th>
<th>Work on e-safety</th>
<th>Resources</th>
<th>Training Materials</th>
<th>Courses</th>
<th>Training</th>
<th>Public Awareness</th>
</tr>
</thead>
</table>
| Nexus NI                             | Nexus NI offers support and counselling based on nearly 30 years of knowledge and experience in helping people aged 16 and over who have suffered sexual violence, rape and abuse at any time in their life. Nexus do this through education and awareness work on sexual abuse, its extent and severity. | Nexus designs and delivers detailed, fun and age appropriate workshops and sessions on e-safety to:  
  - young people in schools, youth clubs and community groups;  
  - young people in or leaving care;  
  - teenage parents within the parents programme; and  
  - young people with learning disabilities.  
NIABF delivers messages and resources relating to cyber bullying. These include:  
  - Over 20 different teaching resources for primary, post-primary and special schools on cyber bullying;  
  - Leaflet for parents and carers on cyber bullying;  
  - Workshops for foster carers on cyber bullying;  
  - Workshops for parents/carers on social networking sites;  
  - Training for pupils on recognising bullying including cyber bullying;  
  - Workshops for young people on bullying and sexting;  
  - Media campaign on understanding the cyber playground;  
  - Media campaign – think before you send. | N | N | Y | N |
| Northern Ireland Anti-Bullying Forum (NIABF) | To support schools and other organisations in the development of effective anti-bullying policy and practice |                                                                                                                                                                                                              | Y | Y | Y | Y |
| NIACRO                               | NIACRO has been working for 35 years to reduce crime and its impact on people and communities    | Delivered a CEOP e-safety training course  
NIACRO has a CEOP ambassador, who can train and cascade training to other professionals so they can then deliver CEOP’s Thinkuknow resources to children, young people and parent/carers.  
Deliver the CEOP Parent and Carers Presentation to a parent Group within the CAPS (Child and Parent Support) project. | N | N | Y | N |
| NSPCC                                | The NSPCC’s vision is to end cruelty to children in the UK and make a difference for all children by standing up for their rights, listening to them, helping them when they need it and by making them safe. The NSPCC runs projects and services across the UK to help vulnerable children. NSPCC also provide Childline, the UK’s free, confidential 24-hour helpline and online service. | Deliver a range of information, resources and services that include messages on e-safety in a variety of formats; including face to face training, presentations, online and offline information packages. Some of this is delivered directly in Northern Ireland and some is available online and is accessible through UK website and partner websites.  
Provide a range of helpful information on e-safety on the following website: http://www.safenetwork.org.uk  
Work in partnership with CEOP, offer CEOP Thinkuknow and ambassador training to other organisations  
Undertake research in the area  
Helped GAA produce social media and policy guidelines  
Child Protection in Sport Unit (CPSU) developed sample online safety and ICT policies, guidance on text/email messaging and online safety  
Deliver Childline Schools Service in NI primary schools. Part of the talk cover online safety and cyber bullying. | Y | Y | Y | Y |
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Overall purpose of organisation</th>
<th>Work on e-safety</th>
<th>Resources</th>
<th>Training materials</th>
<th>Courses</th>
<th>Training awareness</th>
<th>Public awareness</th>
</tr>
</thead>
</table>
| VOYPIC       | VOYPIC is a charity working across Northern Ireland promoting the rights and improving the lives of children and young people cared for away from home. They may be living at home in care; with foster or kinship carers; in children’s homes; in secure settings; or in supported accommodation. They may be preparing to leave care or be care leavers. | • The work carried out on e-safety has been done individually with children and young people based on their specific needs. This work addressed safe use of internet and social media, including sharing personal information and images/photos.  
• VOYPIC use resources from the NSPCC and CEOP to help deliver the work to the young people. | N | N | Y | N |
| **Private sector organisations** | | | | | | | |
| Beat the Cyber bully | To promote and deliver awareness and training (education, prevention and intervention) on cyber topics and general online communications and behaviour to children, young people, parents and practitioners. It is a project developed by a youth motivational speaker Wayne Denner | • Lobby on e-safety and e-education issues  
• Presented evidence for Culture, Arts and Leisure Committee’s investigation into Safeguarding Children in Sport (NSPCC)  
• Facilitate workshops with young people in schools and in youth/community groups on e-safety.  
• Deliver parents awareness evenings and facilitate parent workshops on e-safety  
• Blog and submit articles on e-safety  
• Co - Author of eBook Tips on How to Beat the Cyber Bully  
• Leaflets on different aspects of e-safety  
• National and local media press coverage including  
  - UTV Live Tonight – impact of online pornography  
  - BBC Radio Ulster, Wendy Talks Back, feature on Cyber bullying | Y | Y | Y | Y |
| No Bullying | To provide information to parents, teachers, children on e-safety through articles, videos and resources such as eBooks. No Bullying is a subsidiary of Treze Technology. | • Developed multiple resources including videos, eBooks and webpages on e-safety for children, young people, parents and teachers. Available for free on website  
• Developed training materials including teaching plans and training manuals for teachers, parents/carers and children/young people  
• Delivered e-safety awareness messages through social media advertising | Y | Y | N | Y |
| Cyber Safety Advice | Cyber Safety Advice provides internet safety workshops to children, teachers and parents. It is located in County Donegal, however engages in activity in the | • Developed a website for children, parents and teachers to learn about online safety  
• Developed e-safety workshop which are delivered to parents, children and teachers.  
• Comment in national and local media on e-safety  
• Blog and submit articles on e-safety  
• Conducted research on e-safety with young people | Y | N | Y | Y |
<table>
<thead>
<tr>
<th>Organisation</th>
<th>Overall purpose of organisation</th>
<th>Work on e-safety</th>
</tr>
</thead>
</table>
| X Ray Data   | To use technology to highlight potential cyber bullying and negative actions online that could damage a child's reputation. Also heavily invested in Education in schools. This is a commercial enterprise. It is a subsidiary of Treze Technology | • Provide resource packs to schools following the UK educational guidelines.  
• 10 eBooks with an average of 30 pages each, to launch in August 2013.  
• Technology product that alerts against negative actions or activity online. |

<table>
<thead>
<tr>
<th>Resources</th>
<th>Training materials</th>
<th>Training Courses</th>
<th>Public awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
## Appendix F: Survey responses – theme of e-safety messages

<table>
<thead>
<tr>
<th>E-safety themes</th>
<th>No of organisations delivering e-safety messages in each theme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resources (17 orgs total)</td>
<td>Training materials (8 orgs total)</td>
</tr>
<tr>
<td>Mobile phones</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Safer social networking</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Gaming</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Online reputation</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Privacy and personal information</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>What’s legal when accessing digital content, copyright laws, plagiarism</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Keeping information secure online</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Video chat and webcams</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Online values and behaviour &amp; digital</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>E-safety for children and young people with special educational needs</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Online grooming</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Sexting</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Cyber bullying</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Parental controls</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Parental guidance on technology</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>For parents: general information about keeping your child safe online</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Professional reputation</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Professionals using technology safely and responsibly</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Workplace development of e-safety policy</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Workplace assessment of online safeguarding</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Survey to Track How Messages on ‘Keeping Children Safe Online’ are Delivered

The National Children’s Bureau NI (NCB NI) has been commissioned by The Safeguarding Board for Northern Ireland (SBNI) to map e-safety messages that are being delivered to children and young people, parents and practitioners in Northern Ireland.

These messages could be in the form of resources, training or public awareness campaigns. There is a plethora of information online about keeping safe. However, it can be difficult for a young person or adult to navigate this information and decide what is relevant to their needs.

Helen McNamee, Research Officer at NCB NI, explains why this research will go some way to bring together all the work that is happening on e-safety for children and young people on a Northern Ireland wide basis.

"Anecdotally, we are aware that there is a lot of work going on locally in the area of e-safety. However, it can be difficult to find the information that is appropriate and relevant to a person’s needs.

"NCB NI is currently putting together a comprehensive overview of information that exists in this area that will help to improve our understanding of:
- who the key players are
- what work is being done on e-safety
- what needs to change to bring more coherence to how e-safety messages are disseminated.

Once this research is complete, we will be in a position to determine if there are gaps and how these can be filled.

"It is really important that we ensure accurate and timely information is made available in relation to e-safety, and that messages are consistent. The functionality and integration that exists between different technologies is constantly developing. In order to ensure children remain protected, it is also important that parents are made aware of steps that they can take to allow children to learn to use such technology without being put at risk.”

The information provided will be used in a report for SBNI to inform ongoing work around delivering e-safety messages in Northern Ireland.
Appendix H: NI organisations with e-safety messages on their website

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Target audience</th>
<th>E-safety Information available</th>
<th>Information on e-safety training courses</th>
<th>Other organisations signposted</th>
</tr>
</thead>
</table>
| BAAF www.baaf.org.uk             | For people separated from their birth parents        | ● Webpage with quick reference guide to managing social media in adoption  
● Books for sale on e-safety in relation to people who are separated from their birth parents and information on                                                                                                                                                                                                                                                   | Main website refer to training delivered in NI | No                                                     |
| Barnardo’s Safe Choices www.barnardos.org.uk/nisafechoices.htm | Young people who have experienced or at risk of sexual exploitation | ● Newsletters about the Safe Choices project that refer to keeping safe online and grooming                                                                                                                                                                                                                                                                  | No                                       | www.ceop.gov.uk  
www.thinkuknow.co.uk  
www.faceup2it.org  
www.childnet.com |
| Beat the Cyber Bully www.waynedenner.com  
www.beatthecyberbully.com | Parents  
Children and young people  
Teachers and practitioners | ● Webpage with info on cyber bullying  
● Blog covering emerging news on e-safety  
● eBook: Tips on how to beat the cyber bully  
● New Beat the Cyber Bully website coming soon   | Promotes e-safety workshops  
● Making good choices online  
● Beat the cyber bully for young people  
● Beat the cyber bully for parents  
● Online reputation, maximising lifestyle and employability via the web | None                                      | No                                                     |
<table>
<thead>
<tr>
<th>C2K</th>
<th><a href="http://www.c2kni.net">www.c2kni.net</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>C2k have two parts to their website. One provides information about C2K to the general public and the other is a password protected intranet providing school services.</td>
<td></td>
</tr>
</tbody>
</table>

| Intranet school services: All teachers in NI | General public website: Parents |
| On public website webpage on internet safety day and general info on keeping children safe online. No publications by C2K. Links to other organisations resources: | |
| - BBC: Learn ICT, Chat guide booklet for parents | - Orange, mobile phones and children – a guide for parents |
| - BBC, Email | - NCMEC, Sexting prevention |
| - Childnet, Know it all | - Childnet, Fact sheets |

| Not on main website |
| - www.learn-ict.org.uk/ |
| - www.ee.co.uk |
| - www.bbc.co.uk/schools/parents/cyber_bullying/ |
| - www.netsmartz.org |
| - www.childnet.com |
| - www.kidsmart.org.uk |
| - www.iwf.org.uk |

| Cyber safety advice | www.cybersafetyadvice.com |
| Young people | Parents | Teachers |
| Blog with articles on current e-safety issues including | |
| - Cyber bullying | - Gaming |
| - Mobile phone abuse | - Social media |
| - Online threats security | |

| Promotes e-safety consultations and workshops | No |

| Department of Education | www.deni.gov.uk |
| (Did not send response to survey) | |
| Schools | Parents |
| Dedicated page to internet and Wi-Fi. | |
| - Includes two circulars on 2011/12 Internet Safety and Circular 2007/01 Acceptable use of the internet and digital technologies in schools | |
| Also includes information on the following: | |
| - Management responsibilities in Schools regarding internet and Wi-Fi | |
| - Code of safe practice and effective use of ICT | |
| - Internet safety education for pupils | |
| - Health and safety | |
| - Digital publishing and software licensing | |
| - Social software | |
| - Management information systems | |
| - Child protection including reference to Cyber bullying, grooming and child pornography | |
| Cyber bullying also mentioned specifically under | |
| - Pupil behaviour and discipline guide for school governors | |
| - Bullying | |

| - www.nidirect.gov |
| - www.learn-ict.org.uk/intssafety/primary.asp |
| - www.gridclub.com/ |
| - www.childnet.com |
| - www.kidsmart.org.uk |
| - www.nspcc.org |
| - www.thinkuknow.co.uk |
| - www.bt.com |
| - www.urzone.com |
| - www.ceop.gov.uk |
| - www.iwf.org.uk |
| - www.beatbullying.org |
| - www.education.gov.uk |
| - www.antibullying.net |
| - www.kidscape.org.uk |
| - www.childline.org.uk |
| - www.chatdanger.com/ |
| - www.parentingni.org |
| Mencap’s Livenet  
www.livenet.org.uk/ | - Children young people and adults with a learning disability  
- Families, carers, staff and volunteers supporting people with a learning disability. | Website promotes 2 e-safety resources  
- E-safety comic book for young people  
- Video and song to promote internet safety day 2013 | Promotes e-safety workshops for  
- Children young people and adults with a learning disability  
- Families, carers, staff and volunteers supporting people with a learning disability. | - www.thinkuknow.co.uk/  
- www.coop.gov.uk  
- www.childnet.com  
- www.kidsmart.org.uk |
|---|---|---|---|---|
| NIABF  
www.niabf.org.uk | - Children and young people  
- Parents  
- Teachers and practitioners | Information on website about cyber bullying plus NIABF have produced downloadable resources:  
**Parents:**  
- What is Cyber bullying leaflet  
**Practitioners:**  
- Cyber bullying school resource pack. For each Key Stage (except Foundation/KS1) there is an activity sheet for cyber bullying  
- Cyber bullying and the law in Northern Ireland leaflet  
- Preventing cyber bullying: What schools should do advice leaflet  
**Also signposts to other organisations resources:**  
- UKCCIS, Advice on Child Internet Safety 1.0  
- DCSF, Safe to Learn Cyber Bullying  
- NCH, Stoptextbully Poster | Signposts programme delivered by PSNI in schools  
Offers signposting or bespoke support depending on nature of the individual enquiry | - www.becta.org.uk  
- www.chatdanger.com  
- www.childnet-int.org  
- www.stoptextbully.com  
- www.thinkuknow.co.uk  
- www.wiredsafety.org  
- www.ico.gov.uk  
- www.antibullyingalliance.org.uk  
- www.antibullying.net  
- www.beatbullying.org  
- www.bullying.co.uk  
- www.kidscape.org.uk  
- www.respectme.org.uk  
- www.there4me.com  
- www.urzone.com |
| No Bullying | www.nobullying.com | Numerous articles on website relating to cyber safety. For example  
**Teens**  
- Snapchat and sexting  
- Cyber bulling FAQ  
- Proper netiquette for kids  
- Case studies of cyber bullying  
- Facebook users stories: cyber safety gone wrong  
**Teachers**  
- A teachers guide to cyber bullying  
- Teaching children about dealing with strangers online  
- How teacher can protect themselves from cyber bullying  
- Learn how to effectively develop a cyber bullying response plan  
- Sexting  
**Parents**  
- Internet safety tips for the new school year  
- Cyber bullying, parents stories, tips to prevent and help  
- Internet history explained  
- Chatting with strangers: what you need to know  
- Online safety assessments, what you need to look for  
- Cyber safety for kids...educate!  
- Decoding the internet and social media  
- Potential dangers of the internet  
- A parents cheat sheet to the cyber world  
- Safeguarding your children from the sexting trend  
- Location based networks: A parent’s guide  
- Kids internet safety, don’t ban educate  
- What is catfishing? A cyber safety alert  
- Your child and pornography  
- Protect your child by setting limits  
**Health professionals**  
- Cyber bullying: reasons and motives  
- Teens and sexting  
- Understanding the cyber bullying victim  
- Cyber safety; Facebook and real life, the struggle  
- Are bullying and cyber bullying conditioned behaviours  | No Bullying | www.nobullying.com | Numerous articles on website relating to cyber safety. For example  
**Teens**  
- Snapchat and sexting  
- Cyber bulling FAQ  
- Proper netiquette for kids  
- Case studies of cyber bullying  
- Facebook users stories: cyber safety gone wrong  
**Teachers**  
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**Parents**  
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- Kids internet safety, don’t ban educate  
- What is catfishing? A cyber safety alert  
- Your child and pornography  
- Protect your child by setting limits  
**Health professionals**  
- Cyber bullying: reasons and motives  
- Teens and sexting  
- Understanding the cyber bullying victim  
- Cyber safety; Facebook and real life, the struggle  
- Are bullying and cyber bullying conditioned behaviours  | www.nspcc.org | Most of the articles refer to international (mainly American) websites such as  
- [www.fosi.org](http://www.fosi.org)  
- [www.bullyingstatistics.org](http://www.bullyingstatistics.org)  
- [www.nypil.org](http://www.nypil.org)  
- [www.cyberbullying.info](http://www.cyberbullying.info)  |
<table>
<thead>
<tr>
<th>NSPCC NI</th>
<th>Main website refers to training available in NI:</th>
<th>On main website:</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.nspcc.org.uk/northernireland">www.nspcc.org.uk/northernireland</a></td>
<td>• Briefing paper on the issue of internet safety in NI for children’s spokespersons</td>
<td>• <a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a></td>
</tr>
<tr>
<td></td>
<td>• Info on main NSPCC site:</td>
<td>• <a href="http://www.childnet.com">www.childnet.com</a></td>
</tr>
<tr>
<td></td>
<td>• Policy and guidance for schools</td>
<td>• <a href="http://www.which.co.uk">www.which.co.uk</a></td>
</tr>
<tr>
<td></td>
<td>• Practice resources for teachers</td>
<td>• <a href="http://www.direct.gov.uk">www.direct.gov.uk</a></td>
</tr>
<tr>
<td></td>
<td>• Teaching internet safety through peer mentoring</td>
<td>• <a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a></td>
</tr>
<tr>
<td></td>
<td>• Safeguarding information through network safe</td>
<td>• <a href="http://www.childline.org.uk">www.childline.org.uk</a></td>
</tr>
<tr>
<td></td>
<td>• General advice for parents on keeping children safe online</td>
<td>• <a href="http://www.safenetwork.org.uk">www.safenetwork.org.uk</a></td>
</tr>
<tr>
<td></td>
<td>• Sexting advice for parents</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Research on e-safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SaferNet campaign urging the Government, the online industry, schools and parents to take action in helping protect children from abuse and harm on the internet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Children and young people with e-safety concerns referred to Childline</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• E-safety work with the Child Protection in Sport Unit</td>
<td></td>
</tr>
</tbody>
</table>

| OFMDFM | No | www.thinkuknow.co.uk |
| --- | --- | |
| www.ofmdfmni.gov.uk | | |
| | Refers to Sophie Safe, one of the ‘super six’ characters used to translate the Children and Young Peoples strategy for younger children. The ideas for activities section on internet and mobile phone safety links to Thinkuknow website. | |

| NI Direct | No | www.thinkuknow.co.uk |
| --- | --- | |
| www.nidirect.gov.uk | | |
| | Focus on the Click Clever Click Safe code with information targeted at parents and young people. Downloadable poster and leaflet promoting 3 steps to code Zip it, Block it and Flag it. Specific web pages on the following topics: | |
| A UK government website managed by the Executive Information Service of OFMDFM | Parents: | |
| | • cyber bullying | |
| | • social networking sites | |
| | • preventing your child from downloading and file sharing illegally | |
| | • internet terms and language | |
| | • online gaming and | |
| | • General info about keeping children safe online. | |
| | Young people: | |
| | • cyber bullying | |

<p>| | <a href="http://www.niabf.org.uk">www.niabf.org.uk</a> | |
| | <a href="http://www.citizensadvice.co.uk">www.citizensadvice.co.uk</a> | |
| | <a href="http://www.brook.org.uk/northern-ireland">www.brook.org.uk/northern-ireland</a> | |
| | <a href="http://www.victimsupportni.co.uk/">www.victimsupportni.co.uk/</a> | |
| | <a href="http://www.beatbullying.org/">www.beatbullying.org/</a> | |
| | <a href="http://www.childline.org.uk">www.childline.org.uk</a> | |
| | <a href="http://www.childnet.com">www.childnet.com</a> | |
| | hwww.parentport.org.uk/ | |
| | <a href="http://ceop.police.uk/">http://ceop.police.uk/</a> | |
| | <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> | |
| | <a href="http://www.actionfraud.police.uk/">www.actionfraud.police.uk/</a> | |
| | <a href="http://www.getsafeonline.org">www.getsafeonline.org</a> | |
| | <a href="http://www.talktofrank.com/">www.talktofrank.com/</a> | |</p>
<table>
<thead>
<tr>
<th><strong>PSNI</strong></th>
<th>General public</th>
<th>Main PSNI website</th>
<th>PSNI</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.psnipolice.uk/">www.psnipolice.uk/</a></td>
<td>Parents</td>
<td>General tips to keep safe online</td>
<td><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></td>
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<tr>
<td><a href="http://www.urzone.com">www.urzone.com</a></td>
<td>Young people</td>
<td>Information for parents on filtering parental controls and where to keep the computer</td>
<td><a href="http://www.parentscentre.co.uk">www.parentscentre.co.uk</a></td>
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<tr>
<td></td>
<td></td>
<td>D District provide a two page document in internet safety information for parents and another document on safe social networking</td>
<td><a href="http://www.urzone.com">www.urzone.com</a></td>
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<tr>
<td></td>
<td></td>
<td>UR Zone website</td>
<td><a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a></td>
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<tr>
<td></td>
<td></td>
<td>Do’s and Don’ts s to keep yourself safe online</td>
<td><a href="http://www.identitytheft.org.uk">www.identitytheft.org.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>phishing</td>
<td><a href="http://www.getsafeonline.org">www.getsafeonline.org</a></td>
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<tr>
<td></td>
<td></td>
<td>chatroom safety</td>
<td>Urzone:</td>
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<tr>
<td></td>
<td></td>
<td>viruses</td>
<td><a href="http://www.childnet.com/">www.childnet.com/</a></td>
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<tr>
<td></td>
<td></td>
<td>Trojans and software</td>
<td><a href="http://www.kidsmart.org.uk/">www.kidsmart.org.uk/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worksheet on online privacy (teachers notes)</td>
<td><a href="http://www.chatdanger.com/">www.chatdanger.com/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Worksheet on internet safety (teachers notes)</td>
<td><a href="http://www.thinkuknow.co.uk/">www.thinkuknow.co.uk/</a></td>
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<td></td>
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<td>Refers to internet safety talks in press releases</td>
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<tr>
<th><strong>Western Health and Social Care Trust</strong></th>
<th>Resources</th>
<th>Western Health and Social Care Trust</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.westerntrust.hscni.net">www.westerntrust.hscni.net</a></td>
<td>Be Internet Safe Booklet developed by WHSCT – an Internet Safety Resource for young People in Care, which includes advice on cyber bullying, social networking, mobiles/sexting, uploading videos/games and chatrooms/IM eating disorder websites.</td>
<td>Promotes Thinkuknow training for trainers (took place 2011)</td>
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<td></td>
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<td>No</td>
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<td>Other information</td>
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<td>Information about CEOP Thinkuknow training for trainers</td>
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<td>Presentations at the Virtual Lives Conference 2011</td>
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<td></td>
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<td>Information about the Virtual Lives Conference 2011</td>
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<td></td>
<td></td>
<td>Information about Bee Safe Kids, a scheme that promotes accident prevention and safety messages to primary school children including internet safety.</td>
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</tbody>
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<tr>
<th><strong>X Ray data</strong></th>
<th>Promotes software that enables parents to see Potential negative comments or online bullying on their child’s social networks</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td><a href="http://www.xraydata.com">www.xraydata.com</a></td>
<td>Parents Hardware and software providers</td>
<td>No</td>
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<td></td>
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<td>Hardware and software providers</td>
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