
Consultation Document

March 2019
Table of contents

Foreword.......................................................................................................................... 3
Our vision ......................................................................................................................... 5
  Objectives of this e-Safety Strategy ............................................................................. 5
The challenge: Why do we need an e-Safety Strategy for Northern Ireland?........ 7
  Introduction .................................................................................................................. 7
  What is e-safety? .......................................................................................................... 8
  What do we know about the e-safety needs of children and young people? .......... 9
  What does the evidence tell us about keeping children and young people safe online? ........................................................................................................... 13
Legal and policy context ............................................................................................... 13
Protecting children and young people ........................................................................ 13
Parents and carers ......................................................................................................... 14
Schools, colleges and child/youth services .................................................................. 14
Who should be involved in e-safety? ............................................................................ 17
The strategic context for e-safety .................................................................................. 19
Current e-safety provision in NI ................................................................................... 26
The process: designing an e-Safety Strategy for Northern Ireland ............................. 28
  The co-design model .................................................................................................. 28
  What did key stakeholders tell us? .......................................................................... 29
Moving forward: A strategic approach to e-safety ...................................................... 32
  Vision ......................................................................................................................... 32
  Outcomes .................................................................................................................. 32
  Core principles and commitments ............................................................................ 33
  Key pillars for action ................................................................................................. 36
Summary: a strategic approach to e-safety ................................................................. 44
Making a difference: Delivering this e-Safety Strategy for Children and Young People .............................................................................................................. 47
References ..................................................................................................................... 52
Appendix 2: Summary of stakeholder engagement .................................................... 61
Foreword

Internet and electronic technology affects all our lives. We use it for educational, recreational, domestic, social and commercial/business purposes. Electronic devices such as smartphones, tablets, laptops, and games consoles can all provide easy access to the internet to meet our needs in today’s expanding and ever-changing online world. E-safety is about using electronic devices in a safe, responsible and respectful way. It means safeguarding children and young people and promoting their wellbeing in the digital world, and educating them to keep themselves safe online.

Although much of what can be done online makes our lives easier and in many ways better, it also comes with risks of misuse and abuse. The safety of children and young people when using the internet and electronic technology is therefore a rising concern for parents, carers, professionals and broader society. Unfortunately, we can point to examples in Northern Ireland where the abuse of technology by others can have catastrophic consequences for our children and young people.

In January 2015, in recognition of growing concerns about the safety of children and young people online, the then Northern Ireland Executive agreed to bring forward an e-Safety strategy in Northern Ireland. It commissioned and funded the Safeguarding Board for Northern Ireland (SBNI) to develop an e-Safety strategy and an accompanying action plan on its behalf. The SBNI is a multi-agency, multi-sectoral partnership made up of organisations with responsibility for the protection of children and young people. The overall aim of the draft strategy the SBNI has developed is that all children and young people living in Northern Ireland are, as far as possible, kept safe and secure online. It has three key pillars: creating a sustainable infrastructure; educating our children and young people, and those who work with them; and developing evidence-informed quality standards for the provision of e-safety. It is supported by a 3-year action plan, which identifies specific actions to deliver the overall aim of the strategy and its underpinning pillars.

In the course of developing the draft strategy, extensive engagement with stakeholders took place. This included engagement with children and young people,
who very willingly and helpfully offered their views. They, more than any of us, understand the challenges and risks faced online and what needs to be done to address them.

We now want to consult publicly on the draft strategy. I would encourage you to consider the draft and associated action plan and to respond to the consultation to help us get it right. It's vital that we do. The future safety of our children and young people depends on it.

David Sterling
Head of the Northern Ireland Civil Service
Our vision

Our vision is that all children and young people can make best use of the educational, social and economic benefits of the online world, while staying safe from potential harm online.

Objectives of this e-Safety Strategy

The overall objectives of this e-Safety Strategy are to support the development of a comprehensive cross-government action plan that will improve e-safety by:

- Reflecting existing evidence of good practice in e-safety approaches
- Engaging with existing e-safety mechanisms in the UK, seeking to add value and not duplicate
- Educating and supporting children and young people, and those responsible for their care and safety, to develop skills and knowledge to stay safe online
- Facilitating the responsible use of digital and internet technology
- Providing information on how to handle online abuse if it occurs and facilitating access to age-appropriate support services including recovery services.
The challenge: Why do we need an e-Safety Strategy for Northern Ireland?

Introduction

The online world is vast and growing daily, providing a wealth of educational and social opportunities for children and young people. The current generation have been referred to as ‘Digital Natives’, (Prensky 2001), born into a world where the internet is an integral part of everyday life, used for socialising, shopping, gaming and networking, alongside a host of other activities. In 2018, the Office for National Statistics report that 100% of households with children across England, Scotland and Wales now have internet access, with estimates suggesting Northern Ireland aligns with this. Additionally, OFCOM (2017) reports that 80% 12-15 year olds own a smartphone. The online world is consequently an increasing focus of research, policy and service development, and there is a particular need to understand the impact that emerging technologies may have, good and bad, and mitigate against any potential risks.

The safety of children and young people when using the internet and electronic technology (e-safety) is therefore a rising concern for parents, carers, professionals, and broader society. Evidence of this concern is clear from the increased research focus, media coverage of incidents of cyber-bullying, grooming and exploitation, as well as feedback from schools involved in the NI Anti-Bullying Forum, practitioners working with children and young people, and from children, young people and parents/carers themselves. The Northern Ireland Executive recognises this concern and in January 2015, commissioned the Safeguarding Board for Northern Ireland (SBNI) to develop this e-Safety Strategy for Children and Young People in Northern Ireland, as well as an accompanying Action Plan. The National Children’s Bureau (NCB) undertook this work on behalf of the SBNI.
What is e-safety?

It is important that this strategy first provides a definition of what ‘e-safety’ relates to. There is no legal or universally recognised definition of ‘e-safety’ in the current literature. Indeed there is much variance around the use of the terms ‘e-safety’, ‘internet safety’ or ‘online safety’ in everyday discussion. Throughout our review of existing literature and services, e-safety was found to be the most commonly used term, therefore it has been adopted throughout this strategy, however it is acknowledged that other terms may be used interchangeably.

For the purposes of common understanding, this strategy assumes the following definition:

**E-safety is about using electronic devices in a safe, responsible and respectful way. It means safeguarding children and young people in the digital world and educating them to keep themselves safe online.**

Behaviours which fall under the remit of e-safety include:

- Online activities such as social media, shopping, gaming and viewing or uploading online content.
- E-communications, including texting, emailing, instant messaging and video chatting.
- Some offline activities on electronic devices, such as gaming or watching downloaded content.

Children and young people must be fully equipped to make use of these facilities appropriately, safely and respectfully, particularly when interacting with others.
What do we know about the e-safety needs of children and young people?

The online world has opened up a new level of opportunity for children and young people. This is particularly the case for socialising. 75% of 12-15 year olds have a social media profile, as do almost a quarter of 8-11 year olds, despite the minimum age being set at 12 (OFMCOM, 2017), while the young people we spoke with told us that they communicate via social media constantly throughout the day. Yet the online environment also presents a number of risks. The UK Safer Internet Centre classifies risks as follows:

- **Content**: the child or young person is exposed to harmful material, for example pornography, racist or homophobic abuse, or pro-self-harm/suicide information.
- **Contact**: the child or young person is a victim of adult initiated online activity such as online grooming, harassment, sexual abuse or exploitation, extortion or ideological persuasion (radicalisation).
- **Conduct**: the child or young person is a victim or perpetrator of inappropriate or illegal peer to peer activity such as sexting, cyberbullying or sexual harassment.
- **Commercialism**: the child or young person is exposed to inappropriate commercial advertising, marketing schemes or hidden costs, such as online fraud or scams, in-app purchases, or illegal or age restricted products or services.

This strategy emphasizes the need to deliver a strong and consistent level of knowledge for all children and young people by developing a core set of e-safety messages to help protect them from these risks. This is much needed in supporting a consistent approach from training and service providers in Northern Ireland. Yet we know that children and young people aren’t all the same. They face different online risks to their peers, and these risks change constantly depending on their age and circumstances. During the stakeholder engagement process, and review of existing evidence, the following factors were identified as having a potential impact on the types and level of risks faced by a child or young person online.

- Gender
- Age
- Physical or learning disability
- Mental health issues
- Sexual orientation
- Looked After Children
• Young people attending education other than at school (EOTAS)
• Black and Minority ethnic groups
• Political opinion

• **Gender:** Boys and girls face different levels and types of risk online. Livingstone (2017) summarises the literature on gender differences, highlighting that girls are more likely to share or be pressured into sharing sexual images, to experience bullying, sexual harassment or grooming attempts, while boys tend to be concerned about or exposed to violent content. Boys are also more likely to ‘be themselves’ online, rather than feeling they have to present a certain image, while girls provide more positive reinforcement for one another online. In delivering e-safety messaging to children and young people, training organisations must develop gender-appropriate messaging based on the evidence of risks.

• **Age:** Children will experience different risks at different ages. Older children are reported as being more likely to have seen something online that was worrying or offensive (29% of 12-15 year olds) than younger children (17% of 8-11 year olds) (OFCOM, 2017). Children are now accessing the online world from a very young age, bringing a new and as yet unknown set of challenges for the early years sector. Barnardo’s NI (2018) report that parent use of digital devices in the home impacts their parenting, with parents reporting high use of digital devices themselves less likely to feel like a good role model and more likely to have no rules in place to limit their infant’s use of digital technology. Regardless of age differences in risks however, we must take a preventative approach. It is important that we don’t designate some issues as a risk to a particular age group; rather all children and young people should receive e-safety education on the same range of topics, with the message delivered in an age appropriate way.

• **Physical or learning disability:** Young people with a disability are significantly more likely to experience bullying and marginalisation (Young Minds, 2016). The online world can increase confidence and provide access to information, experiences and social interaction that young people feel unable to access face to face (Cerebra, 2012). However increased confidence may also result in the young person sharing information that they wouldn’t do face to face. Children and young people with a disability will therefore require specialised support to enable their access to the online world safely.
and make equal use of the opportunities that it brings.

- **Mental health issues:** The link between mental health issues and online use is still an area of emerging research. A youth-led piece of research, supported by NI Youth Forum, Include Youth and Belfast Youth Forum (2018)\(^7\), found that young people feel mental health is negatively impacted by social media. The media has reported an increase in sites dedicated to suicide, self-harm and eating disorders; already vulnerable young people with a mental health disorder who access such sites may therefore face increased risk. While this strategy emphasizes the positive experiences that the online world can provide, it must also acknowledge the risks. Practitioners working with children and young people with a mental health disorder must therefore be aware of these particular risks and targeted messaging should be developed accordingly.

- **Sexual orientation:** Young people who identify as LGBTQ+ often turn to the online world as a source of information, support and peer networking while exploring their sexuality. In this regard, the internet is a positive resource and we must continue to facilitate access. However for many such young people, first steps into the dating world are often facilitated by apps and bring increased risk. A report by ChildLine and Stonewall (2014)\(^8\) found that young people identifying as LGBTQ+ are more likely to send explicit images of themselves to people they haven’t met, to post them online, or to meet up with someone they met online. Again particular considerations must be made to ensure young people who are LGBTQ+ are protected from risk while having the opportunities to explore the online world.

- **Looked after children:** Children and young people who are looked after will have very individual circumstances which may leave them more vulnerable online. The CEOP website\(^9\) identifies specific risks including contact with birth parents or family members, bullying and risk taking behaviours. However again it is important to ensure that Looked after Children have access to the same online opportunities that other children and young people have, and can use them in a safe and secure way.

- **Young people attending education other than at school (EOTAS):** While school provides an ideal opportunity for e-safety education, we know that not all children and young people attend mainstream school. These young people may have been expelled or become disengaged from mainstream school, have mental or physical health problems, or may have family commitments preventing them from attending school
regularly (e.g. young carers). In 2017, 617 children and young people were receiving education via EOTAS provision (DE, 2018)\(^\text{10}\). The focus of this strategy must therefore move beyond school, targeting youth workers, health and social care practitioners, wider education practitioners and importantly parents, carers and the wider family and community to ensure that the key messages can reach all children and young people.

- **Black and minority ethnic groups (BME):** Children and young people from BME groups have been identified as being more vulnerable online (Munro, 2011)\(^\text{11}\). They may be more likely to seek out peers online, particularly when English is not their first language. E-safety messaging and resources must therefore be accessible for all children and young people. Where appropriate, training and service delivery organisations should consider providing e-safety messaging and resources in a range of languages and formats.

- **Political opinion:** While radicalisation of children and young people through social media and gaming has been reported as a rising concern in England, there is no current evidence that this is an issue in Northern Ireland. In terms of local context, incidents of children and young people being targeted by paramilitary organisations have always been a concern, and while social media may act as a medium by which to facilitate meetings, there is no evidence as yet that the online world has increased the risk of children and young people being targeted.

While a universal set of messages, priorities and actions is critical, particular thought must be given to how best to support more vulnerable children and young people, and indeed their parents and/or those who care for them. While this strategy doesn't begin to address the specific needs of these children and young people, nor does it identify specific relevant messaging, it does provide a framework by which training and service delivery organisations can address the e-safety needs of the children and young people they work with through the implementation of this strategy and action plan. The strategy also highlights the need for participation of children and young people throughout the process to ensure that their needs continue to be met.
What does the evidence tell us about keeping children and young people safe online?

An extensive Evidence and Policy Review has been carried out to support the development of this strategy. The review identified a number of implications for consideration, as highlighted below.

### Legal and policy context

- Legislation and policy must adapt to emerging practices and trends impacting on the safety and well-being of children and young people when online.
- It is important to stay connected with and learn from e-safety bodies in the rest of the UK and Ireland.
- International research recommends that e-safety policies & strategies require more joined up thinking and the need for multi-stakeholder collaboration, including the involvement of industry and youth participation.
- Development of policies, training and support service in e-safety should be informed by evidence of existing gaps and the needs of practitioners and service users, as well as by evidence of ‘what works’ to improve e-safety.

### Protecting children and young people

- The varying terminology used to describe online risks (e.g. cyberbullying, sexting, sextortion etc.) make it difficult to measure and record the number of incidents and the associated impact on children and young people.
- There is a lack of evidence on the impact the internet and digital technology is having on much younger users, both positive and negative, and on the correlation between increasing usage and health and wellbeing indicators.
- Greater emphasis is needed on ‘empowering’ children and young people to navigate the digital world confidently, appropriately and safely, rather than restricting their opportunities.
- Focus should be placed on children’s rights in a digital age with regard to the right to protection, provision and participation, as per the United Nations Convention on
the Rights of the Child (UNCRC) and article 8 of the European Convention on Human Rights.

Parents and carers

- Parental rule-setting surrounding their child/children’s online use, where possible and appropriate, should focus less on restricting children and young people’s usage and more on educating and empowering them to develop skills and knowledge to stay safe online.
- Parents/carers should be aware that additional filters and parental controls will be necessary to support the online safety needs of their children, and in particular younger children, and should be given the skills, knowledge and support to use these tools effectively.
- Parents/carers must promote a positive example in terms of their internet use and also consider the impact they are having on their children’s digital footprint when disclosing information and/or photos online.
- E-safety should be part of a wider public awareness campaign. The e-safety messages being promoted should be clear, consistent and effectively communicated.

Schools, colleges and child/youth services

- Recording mechanisms in schools, colleges & youth services of safeguarding incidents should include details of any online element to ensure e-safety incidence data can be recorded to monitor emerging trends and respond accordingly.
- Schools, colleges and youth services already take an active role in equipping children and young people with digital skills. Current curricular guidance from CCEA encourages teachers to focus on the creative aspects, including preparing pupils for active civic engagement and creating positive content, to allow children
and young people to avail of all the opportunities for learning and communicating online.

- Strategies to be considered by teachers/educators & youth work practitioners include empowering children and young people through preventative education so they can effectively respond to risk; and peer-to-peer education and mentoring programmes, as evidence suggests that children and young people are most likely to tell a friend if something bothers them online.

- Online safety self-review tools, such as the 360 degree safe (for schools) and Online Compass (for other statutory and voluntary youth organisations) provide a strong framework to support the embedding of e-safety.

- Educating children and young people about e-safety should cover issues around responsible and appropriate online behaviour, data protection and personal legal responsibilities.
Who should be involved in e-safety?

While acknowledging that parents hold primary responsibility for ensuring that their children and young people are equipped to stay safe online, the responsibility doesn't lie solely with them. This is in line with Bronfenbrenner’s (1979), Ecological Systems Theory (see diagram below), which places the child at the centre of a range of systems and services which interact with one another over time to shape and influence a child. These include:

**Bronfenbrenner’s Ecological Model**

- **Child**
- **Microsystem**: e.g. close family, teachers & school staff, neighbours, peers
- **Mesosystem**: the interaction of elements of the other systems
- **Exosystem**: e.g. extended family, community, health and social care services
- ** Macrosystem**: wider culture, attitudes & ideologies
For that reason, this e-Safety Strategy aims to educate, support & involve the following key stakeholders:
The strategic context for e-safety

This strategy takes a rights based approach and commits to all provisions set out by the European Convention on Human Rights (1953); the Human Rights Act (1998), and the UN Convention on the Rights of the Child (1989). A number of articles are particularly relevant, including:

- A child’s right to participation in issues affecting them (article 12, UNCRC).
- A child’s right to freedom of expression (article 13, UNCRC);
- A child’s right to privacy (article 16, UNCRC);
- A child’s right to access to information (Article 17, UNCRC);
- A child’s right to protection from violence (article 19)
- A child’s right to leisure, play and culture (article 31, UNCRC); and
- A child’s right to protection from sexual and other forms of exploitation (articles 34 & 36, UNCRC);

- Everyone has the right to respect for his private and family life, his home and his correspondence (Article 8, ECHR)

Livingstone (2016) classifies children’s digital rights as follows:

- The right to protection against threats.
- The right to provision of resources to help children develop and grow.
- The right to participation in society and to have a say in issues affecting them.

European context

The EU Agenda for the Rights of the Child aims to promote, protect and fulfil the rights of the child in all relevant EU policies and actions. It emphasises that online technologies bring unique opportunities to children and young people by providing access to knowledge and allowing them to benefit from digital learning and participate in public debate. The European Commission (EC) aims to achieve a high level of protection of children and young people in the online world, including their personal data, while fully upholding their right to access the internet for the benefit of their social and cultural development.
Adopted by the EC in May 2012, The *Strategy for a Better Internet for children* proposes a series of actions to be undertaken by the EC, Member States and by the wider industry, such as mobile phone operators, handset manufacturers and providers of social networking services. The strategy sets out to give children and young people the digital skills and tools they need to fully and safely benefit from being online. It also aims to unlock the potential of the market for interactive, creative and educational online content. One of the key actions stemming from this strategy is the implementation of the Better Internet for Kids (BIK) programme, previously the Safer Internet Programme. Key activities include:

- **Safer Internet forum**: an annual international conference in Europe where a wide range of relevant stakeholders come together to discuss the latest trends, risks and solutions related to children and young people’s online safety.

- **Internet Governance Forum (IGF)** – an annual forum bringing together various stakeholder groups to discuss public policy issues relating to the internet.

- **Safer Internet Centres (SICs)**: these are present in 31 European countries, and give advice and information to children and young people, parents/carers and teachers – typically comprising an awareness centre, helpline and youth panel. The SICs youth panels are consulted on online safety issues and development of information material. SICs hosting hotline services receive reports on online illegal content. **Insafe** and **INHOPE** (collaborative network of hotlines) work together through a network of SICs across Europe.

- In the UK, the **UK Safer Internet Centre (UK SIC)** is a partnership of three organisations with experience and expertise in making the internet a safer place: the Internet Watch Foundation (IWF), Childnet International and South West Grid for Learning (SWGfL). The UK SIC carries out awareness-raising campaigns, works closely with youth panels, and operates a hotline and a helpline for professionals working with children and young people.

- **Safer Internet Day (SID)**: this is an annual event held in February each year in over 100 countries. SID aims to promote safer and more responsible use of online technology and mobile phones, especially among children and young people across the world. Globally, SID is coordinated by the joint Insafe/INHOPE network, with the support of the EC, and 31 national SICs across Europe.
Given the decision to leave the European Union, it is critical that mechanisms are put in place to ensure the continuation of conversations and sharing of good practice on e-safety.

United Kingdom context

In 2008, the UK Department for Children, Schools and Families (DCSF) commissioned Professor Tanya Byron to review the risks to children and young people from exposure to potentially harmful material on the internet and in video games, and to assess the effectiveness and adequacy of existing measures to help protect children and young people from being exposed to such material. The Byron Review ‘Safer Children in a Digital World’ (2008)\textsuperscript{14} made a series of recommendations to the UK government including the creation of a UK Council on Child Internet Safety (UKCCIS), which was launched in September 2008 (chaired by Home Office/Department for Education). In late 2018, this was further developed into the UK Council for Internet Safety (UKCIS); the remit has moved beyond children and young people to improve internet safety for all. The UKCIS Board includes over 30 organisations including industry, law enforcement, academia, and the charity sector, as well as representatives from the devolved nations.

UKCCIS developed ‘Click Clever Click Safe: The First UK Child Internet Safety Strategy (2009)’\textsuperscript{15}. The strategy sets out work carried out to keep children and young people safe online; commitments to parents/carers, children and young people and the work UKCCIS is planning to do to make these happen; and how the public can monitor their level of success in making children and young people safer. A number of initiatives have stemmed from this, including the ‘Zip it, block it, flag it’ green cross code for internet safety, which has been adopted by social networking sites as well as schools and charities. Additionally, online safety became a compulsory part of the curriculum from the age of 5 as a result of this strategy.

More recently, UKCCIS published Education for a Connected World: A framework to equip children and young people for digital life\textsuperscript{16}. This Framework sets out the skills and knowledge that children and young people should have at different developmental stages, across a range of topics including:

- Self-image and identity
- Online relationships
- Online reputation
A number of key safeguarding policy drivers provide the backdrop to the development of this e-Safety Strategy. The Department of Health (DoH) is the lead department on child protection and is responsible for child protection policy. In March 2016, DoH launched the new Co-operating to Safeguard Children and Young People in Northern Ireland\(^17\), providing the overarching policy framework for safeguarding children and young people in the statutory, private, independent, community and voluntary sectors, and outlining how communities, organisations and individuals must work both individually and in partnership to ensure children and young people are safeguarded as effectively as possible.

The previous overarching strategy for children and young people in Northern Ireland expired in 2016, and an updated Children and Young People’s Strategy 2017-2027 (Department of Education) was released for consultation in 2017. Aligned to the outcome that ‘children and young people live in safety and stability’, the draft strategy highlights the need to educate children and young people on how to stay safe online, while also ensuring that parents have the knowledge and confidence to monitor their children’s safety.

In addition, ‘Safeguarding children: a cross-departmental statement on the protection of children and young people’ (OFMDFM, 2009) emphasised the need for enhanced collaboration and integration of UK-wide and cross-jurisdiction bodies that have responsibility for policing, regulation and public awareness-raising around Internet use. The Safeguarding Board Northern Ireland (SBNi) was established in 2012 under the Safeguarding Board (Northern Ireland) Act 2011\(^18\). The SBNi acts in accordance with the Act and ‘Guidance to Safeguarding Board for Northern Ireland (2014)\(^19\). The SBNi’s Strategic Plan 2018-2022\(^20\) outlines four strategic priorities namely:

1. To provide leadership and set direction in the safeguarding and protection of children and young people.
2. To provide a voice to children and young people affected by domestic and sexual violence and abuse.

3. To improve outcomes for children and young people affected or potentially affected by neglect through promoting the early recognition and improvement of agency responses.

4. To provide a voice for children and young people affected by mental health issues.

The strategic plan highlights SBNI’s specific commitment to e-safety, noting that they will ‘continue to work to keep children and young people safe online and deliver on the intentions contained in the Northern Ireland Executive e-Safety Strategy and Action Plan (in development)’.

Cyber Security: A Strategic Framework for Action 2017-2021 was released by the Department of Finance in 2017. While not primarily targeted at children, the Framework has potential to impact children’s lives; the key aim is to build a safe and innovative society where individuals, businesses and communities can safely and skilfully access the most leading edge digital resources. Strands of work will focus on:

- **Leadership:** establishing governance structures to support coordination of efforts across Northern Ireland and with wider UK.

- **Defend:** the framework will seek to address cybercrime and keep individuals and businesses protected through enhancement of security provisions and cybercrime reporting mechanisms. Security of public Wi-Fi (in particular through the Smart Cities initiative) is identified as a key action, as is education and awareness raising of cybersecurity issues.

- **Deter:** the framework will seek to build on resources to respond to and punish cybercrime, as well as prevention approaches which will educate and deter those who are at risk of becoming involved in cybercrime.

- **Develop:** the framework will also focus on growing local talent in the cyber industry through provision of digital skills programmes, continued professional development and building and sharing opportunities for a career in cybersecurity.

The SBNI ‘Child Safeguarding Learning and Development Strategy and Framework’ (2015 – 2018) aims to contribute to the improvement of child protection and safeguarding training and education by setting out the key minimum learning outcomes to equip staff and volunteers in organisations, with the skills, knowledge and competence to promote the safety and well-being of children and young people, within the remit of their roles and
responsibilities. E-safety is highlighted as one of the focus areas which will include interagency training and learning outcomes.

E-safety of children and young people falls within the remit of all government departments in some capacity, therefore a cross-departmental strategy is essential. In 2013, OFMDFM carried out an audit of departmental actions, gaps and future priorities around e-safety and produced a summary paper ‘Synopsis of actions within the public sector to enhance child internet safety’ OFMDFM (2013). In informing the development of this draft strategy, follow up interviews were undertaken with departments to capture any progress within departments and identify and further gaps for consideration (the findings have been incorporated in this draft strategy).

The Department of Education provide guidance to schools around digital matters via a number of key circulars:

- 2016/27 Online Safety (current circular)

2016/26 – Effective Educational Uses of Mobile Digital Devices
2015/21 – School obligations to manage data
2013/25 – E-Safety guidance
2011/22 – Internet safety

In 2014, NCB on behalf of the SBNI published 'An exploration of e-safety messages to young people, parents and practitioners in Northern Ireland', a scoping study mapping agencies currently delivering e-safety training and support in Northern Ireland. The publication identifies the key messages given across the four risk areas of content, contact, conduct and commercialism, and considers the usefulness and impact of these messages. Key findings from this study included a lack of consistency across Northern Ireland in terms of training delivered and messages given, and highlighted the need for a comprehensive cross-departmental strategy to support the consistent roll-out of e-safety training and support.
Current e-safety provision in NI

E-safety training and support for children, young people, parents/carers and practitioners is currently delivered across Northern Ireland by a number of training and development organisations. NCB’s (2014) report for SBNI on current delivery of e-safety messaging across Northern Ireland identified a number of common themes in support:

- **E-safety training**: this is delivered by a wide range of organisations across Northern Ireland, spanning the statutory, voluntary, community and private sectors. There are varying levels of collaboration evidenced, with some good examples of extensive partnership working between these organisations.

- **Messages**: the most common areas targeted by e-safety messages in Northern Ireland include using mobile phones, cyberbullying, use of privacy settings and sharing of personal information, and ‘sexting’.

- **Dissemination**: e-safety messages tend to be delivered in one of four 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.
  - **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.).

The e-safety Evidence and Policy Review (NCB, 2016) which informed this strategy details a full list of providers of e-safety training, information and support identified during the review. While this strategy doesn’t seek to duplicate this work, there is much concern around the often disparate nature of key messages and approaches to training delivery, and practitioners report feeling unsure about which resources to ‘trust’. This strategy outlines actions to enhance current supporting structures, and aims to provide a much needed clarity and coordination of messaging, ensure quality of resources, training and dissemination methods, and advocate for the measurement of impact on the children, young people and families that services are delivered to.
The process: designing an e-Safety Strategy for Northern Ireland

The co-design model

A co-design process informed the development of this e-Safety Strategy for children and young people in Northern Ireland. This collaborative approach incorporates the voices of children, young people, practitioners and other key stakeholders throughout the design and development process to ensure that any strategic plan and actions developed are fully informed by the real needs and experiences of the people whose lives it will impact. The following structures informed the design, evidence collection and drafting of this e-Safety Strategy:

- **Project Board**
  - Membership from across relevant government departments & voluntary sector representation

- **Young People’s Advisory Group**
  - 20 members, 2 meetings

- **Parent Teacher Advisory Group**
  - 20 members, 2 meetings

A complete list of all organisations and individuals involved in the co-design process is included in Appendix 2. With the support of these participatory structures, significant evidence gathering activities took place, including:

- One to one interviews with 42 key policy makers and practitioners
- Focus groups with 36 teachers from the broad range of school types across NI
- Focus groups with 57 children and young people from across NI (age 13 & upwards)
- Focus groups with 49 parents from right across Northern Ireland

Co-design process
What did key stakeholders tell us?

‘Parents are nervous as they don’t know too much about [the internet] and because there has been a lot of stories like cyber-bullying’. (Young person)

‘My family over-exaggerate the dangers a lot. I will be laughing at something and they will be going: “Who took that photo, who is that etc.”’ (Young person)

‘They are the high up teachers, the ones responsible for child protection and things like that and I would not necessarily want to go to one of those; it is not the 25 year old teachers who get what you are going through, it is the 50 year old ones who have been teaching so long they forget they have been pupils’. (Young person)

‘I try to give them trust and not question. I keep the Xbox in the living room but still don’t feel like I’m in control of what they’re watching on their phones or tablets. I try to read their behaviour when I go in to check but they’re exposed to so much I don’t know how to control what they see’. (Parent)

‘I’m very strict with my teenagers about age restrictions on games but my husband isn’t so it makes it very hard’. (Parent)

‘We can’t consider e-safety in a silo. It’s all part of the wider safeguarding focus with particular links to Child Sexual Exploitation’. (Policy maker)

‘There is a wide range of messages out there, including the ‘scaremongering’ approach. We don’t want to stop anyone doing what they are doing, but we need to standardise messages, share good practice and identify key themes and issues then people can make it their own’. (Policy maker)

‘We tend to be reactive to specific issues so at the moment there would be huge things in our school around Snapchat. But we are never prepared for it. It is always after the event, unfortunately’. (Practitioner)

‘The parents you want to target are not coming. It is the parents that come that you know you have no worries. They are the ones that are sitting in front of you’. (Practitioner)

‘There is pretty much nothing in place, really, if I am honest about it. Apart from acceptable use of internet within a closed system anyway, so it is entirely pointless. But it is just a box ticking exercise. It is just paperwork. It is not actually affecting having our kids make good decisions online, really, at this stage’. (Practitioner)
Key issues raised by stakeholders are summarised below:

**Children and young people**
- Think they know enough to keep themselves safe online but yet often think that their friends don’t.
- Want to know the consequences of their actions rather than being told not to do something.
- Know who to go to in school if they have a problem, but would rather talk to their friends than a teacher.
- e-safety messages vary from school to school, as does the way of delivering the messages.
- Want to know that if they do report something, their concerns are taken seriously.
- Most say they know more than adults about ‘tech stuff’.

**Parents/carers**
- Want e-safety messages to be real life and hard hitting.
- Think e-safety training should be for the wider family, including grandparents.
- Need to set a good example for children with their own online behaviour.
- Think that children know more than adults about technology.
- Many parents ignore age restrictions and set their children up on social media etc.
- Fears include rapidly changing risks, in particular on health and wellbeing.

**Policy makers**
- Departments find it difficult to collaborate under current structures, particularly as there are no facilities to share resources.
- Strategic guidance would help prioritise e-safety, however it will still lie within a safeguarding remit.
- Would like a much stronger evidence base on what works to protect children and young people online, to inform spending.
- e-Safety Strategy should be aligned with new Children and Young People’s Strategy and other emerging relevant strategies.

**Practitioners**
- Too many conflicting messages and a lack of guidance on which training programmes to ‘trust’. A prescribed list of approved trainers would be useful.
- Little resources available to fully embed e-safety within a school or organisation & keep up to date on emerging issues.
- e-safety should be relevant to all practitioners working with children and young people yet it’s hard to get buy-in from most.
- Concerned at possible criminalisation of young people for e-safety incidents such as sexting.
- A flexible and tiered approach is essential to meet the needs of all children and young people.
Children and young people

• Feel like there are too many restrictions and they are missing out on opportunities.
• Most young people have online friends they don’t know in real life, and many have met up with them, so they think that many of the e-safety messages are out of date.
• Phones are the most popular device and young people access the online world round the clock.
• Young people think there are no such things as safe or unsafe apps, it’s about knowing how to use them.
• Teaching young people about e-safety should be fun and interactive and by someone they can relate to.

Parents/carers

• Don’t really understand the different apps and find it hard to keep up.
• Think that the internet gives children and young people a false reality to live up to and adds to their pressures.
• There is so much information out there on e-safety that it is hard to know which to trust.
• Parents more likely to set time restrictions and worry that their children are using the internet late at night.
• Often e-safety training focuses on the negatives and makes parents’ fears worse.

Policy makers

• Want to see a balance between restricting children and young people’s access where appropriate and educating them to stay safe.
• e-safety must be strongly represented in inspection procedures across all settings working with children and young people.
• e-safety training and support must take a child rights approach.
• Departments don’t have the capacity, resources or remit to monitor individual organisations, programmes or services.

Practitioners

• It’s hard to separate e-safety from wider safeguarding, particularly in recording incidents.
• Schools and youth organisations find it hard to engage parents/carers in e-safety training.
• Many find it hard to define ‘right’ or ‘wrong’ in terms of online access and don’t have sufficient guidance to make an informed decision.
• Budgets are extremely tight and capacity often at the limit within services, therefore it’s difficult to fit in e-safety without dedicated resources when other priorities must take precedence.
Moving forward: A strategic approach to e-safety

Vision

Our vision is that all children and young people can make best use of the educational, social and economic benefits of the online world, while having the skills to protect themselves from potential risks.

Outcomes

This e-Safety Strategy must align to the outcomes of the new Children and Young People’s Strategy, when finalised, in particular, that all children and young people:

- are physically and mentally healthy
- live in safety and stability
- enjoy play and leisure
- learn and achieve

Additionally, this strategy aims to deliver the following outcomes relevant to e-safety:

Primary outcome:
All children and young people are safe and secure online.

Secondary outcome 1:
All parents and carers are supporting their children to stay safe online.

Secondary outcome 2:
All those working with children and young people are supporting them to stay safe online.

Secondary outcome 3:
The general public are supporting children and young people to stay safe online.
Core principles and commitments

Several common themes emerged throughout the stakeholder engagement process, which must inform any work taken forward to support the e-safety of children and young people.

- The mobile nature of technology has rendered much e-safety messaging around restriction and monitoring of online access outdated. While restrictions undoubtedly have their place, particularly for very young children, e-safety support must focus on the empowerment and education of children and young people, building digital resilience and enabling them to make use of the opportunities while keeping themselves safe.

- All stakeholders recognised the importance of a prevention and early intervention approach to e-safety rather than a reactionary one, emphasising the need for consistent e-safety education from the earliest years and continuing until adulthood. This does not preclude the need for appropriate intervention services should incidents arise.

- The strategy must provide consistency of opportunity for all. Stakeholders discussed the postcode lottery, with messaging and e-safety support dependent on where a child or young person lives. Additionally, inconsistent access and opportunities still exist for some young people, particularly for the most vulnerable groups.

- The e-Safety Strategy, service design and delivery must be evidence informed, making use of the most up to date research on ‘what works’. Stakeholders’ feedback and a review of available data has also highlighted a gap in evidence of need. This e-Safety Strategy must take a participatory approach to address this, ensuring that the voices of all stakeholders, including children and young people, parents, carers and practitioners, are fully included in future service design and delivery.

These themes have been translated into a set of core principles and commitments, set out below, which will underpin this e-Safety Strategy for Children and Young People in Northern Ireland. It is recommended that all future e-safety policies, services and programmes for children and young people take due cognisance of these values and principles in design and approach.
Core principles of the Northern Ireland e-Safety Strategy

- All children and young people have the **right** to access and make use of the knowledge that the online world provides, as long as the information doesn't cause harm to themselves or others.

- All children and young people must be **equally** supported to stay safe online, and respect the rights of others to be safe online, regardless of where they live.

- All children and young people must be **educated** and **empowered** to access the online world safely, rather than be restricted.

**We will...**

- Take a **joined up approach** to e-safety, with all departments committing to improving e-safety outcomes for all children and young people.

- Make use of **innovative new tools and methods** provided by the online world in order to disseminate information.

- Take an **evidence based** approach, ensuring that e-safety training and support services are based on both evidence of need and ‘what works’ to keep children and young people safe online.

- Take an **outcomes** based approach, recognising the need to evaluate impact on the lives of children and young people.

- Ensure the meaningful **participation** of stakeholders, including children, young people, parents and carers (including corporate parents) throughout e-safety policy and service development.

- Recognise a **tiered** approach to e-safety service development and delivery, acknowledging that children and young people all have different needs at different stages in their lives.
• Recognise the need for a prevention and early intervention approach to e-safety throughout service development and delivery.

• Ensure that e-safety training and support is delivered in partnership with parents, carers, those working with children and young people, and the wider community.

• Recognise a flexible approach to e-safety that can incorporate the rapid pace of emerging technologies and associated risks.
Key pillars for action

In line with the ‘whole child’ approach to care and support for children and young people, this strategy recognises that the online world is woven throughout every part of children and young people’s lives. E-safety relating to children and young people is integral to the wider safeguarding agenda for children and young people. Everyone has a role to play in protecting children and young people online, therefore this strategy is necessarily cross-departmental, representing the NI Executive’s collective response to e-safety. As such, it must be given due cognisance in the development of all future departmental strategies and guidance impacting children and young people, and align with wider population outcomes.

Utilising the learning gathered throughout the co-design process, including existing knowledge of what works elsewhere, this strategy focuses on three key pillars for action to ensure that we achieve our vision of keeping all children and young people safe online.

1. Creating a sustainable e-safety infrastructure for Northern Ireland
2. Educating our children and young people, their parents and those who work with them
3. Developing evidence-informed quality standards for e-safety

1. Creating a sustainable e-safety infrastructure for Northern Ireland

This strategy seeks to provide leadership and overall coordination for e-safety education and empowerment across NI. To facilitate this, we will support the development of a strong infrastructure that will allow collaboration, consistency and the sharing of good practice within and outside of Northern Ireland. Key areas for change include:

**Strengthening links between NI and wider UK e-safety structures:** Moving forward with e-safety provision in Northern Ireland, it is critical that we look beyond our own region and actively involve ourselves in policy discussions at a regional, national and global level. The Department of Health currently sits on the UK Council for Internet Safety (UKCIS); we must strengthen and build on this and other links between the NI Executive and such UK wide e-safety bodies, ensuring that we are active players in the overarching development of e-Safety approaches, and opening up two-way communication channels and opportunities for learning and sharing of best practice. This is particularly important given the wide membership of UKCIS, which includes government representation across the four nations; voluntary, community, statutory and education sector bodies with an interest in e-safety; and
industry representatives and internet providers, including BT, Sky, Virgin Media and Talk Talk. Working closely with these organisations at a policy level must be a strategic priority for Northern Ireland. Above this however, there must be mechanisms in place to allow local children, young people, parents/carers, and those who work with or care for them, to inform this wider discussion.

**Developing an e-safety coordination role via SNI:** Throughout the stakeholder engagement process, a central concern from all was the lack of coordination of e-safety training, services and support across Northern Ireland, resulting in different levels of e-safety information and support being provided to children and young people. Children and young people report receiving a number of mixed messages from responsible adults, and were confused as to where to seek advice when something went wrong, with most saying they would rather talk to a friend or do nothing. They also reported a wide range of attitudes from parents to the online world, with some being over cautious and others not taking any interest. Teachers and youth workers said they didn’t know which training providers to trust, or what they should be teaching their students outside of the curriculum. Parents/carers, teachers and even children and young people told us that they didn’t know what the latest apps were, how they worked or what the risks were.

Consistency requires leadership and coordination, therefore SNI will take lead responsibility for coordinating the delivery of actions emerging from this strategy. This central coordination role is critical and must include the maintenance of an overview of the e-safety landscape across Northern Ireland; facilitation of opportunities for the regular 2-way flow of information between government departments, practitioners and industry partners; and support for the dissemination and sharing of current and relevant information and good practice, for example through the development of a strong social media presence or in the facilitation of regional events and working groups as required.

**Developing a central hub for e-safety information and facilitation of signposting:** In addition, while a number of excellent resources exist to support e-safety, parents/carers, children, young people and practitioners have told us that they aren’t sure how to access structures at a regional level. A central repository of e-safety information, support and guidance is needed to support dissemination of consistent messaging to children and young people, parents/carers, practitioners, policy makers and the wider public. This resource should be free to access, accessible by all, and should facilitate signposting to existing relevant resources and indeed support services in the event of an incident of concern. Again, the SNI as coordinating body for e-safety will play a critical role in maintaining this hub,
ensuring that it is kept up to date with emerging information and resources, and can add to, rather than duplicate, existing resources and services.

**Provision of a baseline level of filtering for Wi-Fi in public areas:** While this strategy has endorsed the role of education and empowerment of children and young people, rather than restriction, there remains an overarching duty to safeguard, in particular younger users and those who are more vulnerable. As the majority of young people now have an internet-enabled mobile phone, online activity no longer takes place solely at home, with young people telling us that they access the internet constantly while out and about. Additionally, parents/carers regularly allow very young children to use a phone or tablet while out and about to watch cartoons or play games. A baseline level of filtering is therefore recommended for all public places across Northern Ireland. Such schemes already exist, such as the Family Friendly Wi-Fi scheme implemented by UKCCIS (now UKCIS) and the UK government, or the Smart Cities ‘City Wi-Fi’ scheme implemented by Belfast City Council and identified as a key action in the NI Cyber Security Framework (2018). This strategy recommends the need for wider roll-out of such schemes to ensure appropriate effort has been made to protect all children and young people when out and about. As young people often have access to their own mobile network, local and national internet service providers must also be involved in this discussion as we work together to protect all children and young people.

**Developing a consistent approach to e-safety in schools through stronger Departmental direction on technical provision:** The Education Authority (EA), via C2K, provide the infrastructure to support the use of ICT in schools. A key part of this for e-safety purposes is the filtering system. In line with this strategy’s commitment to empowerment and education rather than restriction where possible, EA currently provides a tiered approach, with flexibility for senior staff to allocate pupils to one of five internet security groups:

1. Internet default
2. Internet Social Networking (e.g. Twitter, Facebook)
3. Internet Streaming (e.g. YouTube, BBC iPlayer)
4. Internet Advanced (e.g. shopping, webmail, online forums etc.)
5. Internet Gaming (e.g. Games required for learning)

EA also provide technical support for schools via a helpline, as well as e-safety training and guidance for staff to support the education of pupils. While teachers and education policy
makers reported that school filtering systems were strong, a number of teachers reported that their school had bypassed the core security systems by installing a second Wi-Fi line. This is often used to support external devices such as i-Pads, which many schools appear to believe aren’t supported by the EA system. Changes and improvements to the EA C2K Wireless system have eradicated the need to install a second line. DE already provide detailed guidance for schools in this area, highlighting that this additional provision is not necessary, however despite this, many schools continue to install a second Wi-Fi line. This exposes children to additional risk; during the focus groups, several children and young people told us that they were able to access unrestricted Wi-Fi in the school grounds. The Education and Training Inspectorate (ETI) cover this area in their inspection procedures, referencing the Online Safety Circular 2016/27. The focus is on provision of e-safety messages for pupils, and in discussions with groups of children ask what information they have been given on e-safety and how they stay safe on-line. Moving forward, an ongoing review of technical provision within schools, and continued reminders and enhanced education for schools will be required to further safeguard children in this area.

Creating a sustainable e-safety infrastructure for Northern Ireland:

Summary of key actions.

- Strengthening of links between NI and wider UK e-safety structures
- Developing an e-safety coordination role via SJNI
- Developing a central repository of e-safety information and signposting
- Provision of a baseline level of filtering for Wi-Fi in public areas:
- Developing a consistent approach to e-safety in schools through strong Departmental direction and enhanced education for schools on technical provision

2. Educating our children and young people, their parents and those who work with them

Responsibility for educating children and young people doesn’t fall solely to teachers. Indeed, parents have the primary responsibility for safeguarding their children and young people, in conjunction with a number of other sources. Education can take place at home, at school, in residential or custodial care, at youth clubs and organisations, while socialising with friends or wider family, via the online world, and in a wide range of other settings.
Education initiatives in e-safety must therefore be targeted not only at children and young people themselves, but at parents, carers, the wider family, those working with children and young people in a paid or voluntary capacity, and indeed the wider population to an extent. Parents and those working with children and young people must also be supported to model acceptable behaviour in their own use of e-technologies. Key areas for change include:

**Developing a consistent approach to e-safety messages for children, young people, parents, carers and practitioners:** As noted by a range of stakeholders during the co-design process for this strategy, e-safety messaging often appears confusing and conflicted. Parents feel ill-informed and are trying to enforce rules that are outdated and irrelevant, and while children and young people feel that they know enough to keep themselves safe online, they also said that they don’t think their friends do, and that stronger messaging is required. Practitioners don’t know which resource to trust and often end up creating their own, leading to further disparity. Clarity and consistency of messaging is a key concern for this strategy; we therefore recommend the development of a core set of e-safety messages relevant to all children, young people, parents and carers. These messages must first and foremost focus on education and empowerment of children and young people, enabling them to make best use of the online world in a safe, secure and respectful way, rather than restricting their access, while at the same time safeguarding the most vulnerable. In line with Section 75 considerations, further specialised messaging should also be developed to reflect individual differences in children and young people’s needs, and thought must be given to how best to disseminate these messages, developing resources in a range of formats to ensure they are accessible to all children and young people. Messages should also be developed for parents and carers, practitioners and the wider population, recognising the specific role that each has to play in the safeguarding of children and young people.

**Embedding a culture of e-safety within schools, colleges and child/youth services:**
Again in line with the ‘whole child’ approach, this strategy emphasizes that e-safety is the responsibility of all and therefore does not fall only under the remit of schools or college. Further effort is needed to achieve a consistent strategic approach to e-safety across schools, colleges, health and social care services, as well as other statutory, voluntary and community children and youth organisations. Departmental guidance for such services and organisations must shift the focus to embedding of e-safety within the organisational culture. While a standalone e-Safety Strategy is necessary within such organisations to enhance visibility of key issues, e-safety should be addressed as a fully integrated aspect of overall safeguarding within schools, colleges and youth organisations. In particular, while the majority of schools and child and youth organisations have appointed a dedicated person
with responsibility for e-safety, it is essential that this person has clear links with the safeguarding team. Their role in embedding a culture of e-safety must be clarified and strengthened, with appropriate resourcing allocated to allow them to build their capacity and that of their colleagues, overseeing policy development, training and support for children and young people, and championing e-safety throughout the organisation.

Formal schooling does however continue to provide a key opportunity for widespread education in e-safety issues. Agreed core messaging must be incorporated within the cross-curricular skill of ‘Using ICT’ and the areas of learning of Personal Development and Mutual Learning (primary) and Learning for Life and Work (post-primary), and wider school curriculum at all ages and stages, and where appropriate using structured lesson plans (such as the UKSIC/SWGFL ‘Digital literacy and citizenship’ lesson plans), while allowing flexibility to suit the needs and stage of the class.

**Skilling up practitioners who work with children, young people and families:**
Stakeholder feedback from the 2016 co-design process told us that e-safety usually falls within the responsibility of one or two key people within a service or organisation, with the wider team not particularly educated, or often interested, in the issues. While it is important to have one or more staff members with a higher level of knowledge/expertise, a basic knowledge of the online world is essential for all those working with children and young people. This strategy therefore focuses on the need to upskill all those working with children and young people, and proposes a number of key actions to support this, including a wider focus across primary training and in continued professional development for key practitioners.

**Educating our children and young people, their parents and those who work with them:**

**Summary of key actions.**

- Developing a consistent approach to e-safety messages for children, young people, parents, carers and practitioners.
- Embedding a culture of e-safety within schools, colleges and children and youth services and organisations.
- Skilling up practitioners who work with children, young people and families.
3. **Developing evidence-based quality standards for e-safety provision**

**Understanding the scale of the problem:** development of e-safety guidance, policy and services must be based on up to date evidence of need, and of ‘what works’. Outside of official crime statistics, there is little regular data collected on either the scale of e-safety related incidents happening across NI, nor of the particular issues and concerns facing children, young people and parents or carers on a regular basis. It is important to remember that the incidents which make the headlines, or appear as crime statistics are the exception; we know little about the everyday e-safety needs of children and young people. This strategy proposes the need to collect and collate more robust data to inform future strategy direction. This will require stronger direction on recording and reporting of incidents across the children and youth sector, and a commitment to further research to help us understand the real impact on children and young people’s lives in Northern Ireland. The recent Addressing Bullying in Schools (NI) Act 2016, which has not yet come into operation, will legislate for the recording of information pertinent to incidents of bullying in schools, including circumstances and motivation for the incident. While plans don’t currently extend to collating this information at population level, the information must be used by schools to inform their own work. A similar approach could be taken to e-safety to ensure that we have up to date information on the actual occurrence of e-safety related incidents.

**Strengthening self-assessment processes:** Self-assessment is a critical tool in developing and maintaining a consistent approach to e-safety across Northern Ireland. For schools, colleges, youth and community organisations, an e-safety self-assessment tool will help to embed e-safety within the school ethos. The ‘360 degree safe’ tool is already used by a number of schools, and allows them to consider their overall approach to e-safety, from putting the appropriate policies and procedures in place, to implementing them in every day practice. An associated but less detailed tool, the Online Compass, is available for other organisations to follow a similar approach. This strategy proposes the widespread promotion of self-assessment tools such as these within schools, colleges and statutory organisations, as well as across voluntary and community sector organisations.

**Reviewing current legislation in line with emerging e-safety trends and revision where required:** While specific elements of e-safety fall under current Northern Ireland legislation, in particular criminal behaviour (such as the distribution of indecent images, sexual abuse and online grooming) and safeguarding issues, there is a danger that this legislation may become outdated as trends in online activity change. Policy makers, parents and carers and practitioners who fed into the development of this strategy expressed particular concern at
the rise in incidents of sexting, the potential for criminalisation and the impact this may have on children and young people in the longer term. This strategy therefore proposes a review of the current legislative framework relating to e-safety and revision where appropriate.

**Developing a charter mark scheme for e-safety training:** In developing this strategy, extensive work has been carried out to gather evidence of existing training and education services, and numerous programmes have been identified across the private, voluntary and statutory sector. This leads to confusion for those organisations seeking to purchase training for the young people or practitioners they work with, and again results in inconsistency of messaging. While this strategy does not seek to duplicate ongoing work, and indeed cannot endorse one training programme over another, there must be a guarantee that these programmes and services are providing a consistent, safeguarding approach to e-safety for all children and young people. The introduction of a charter mark scheme for training organisations has been successful in supporting the delivery of a high quality standard of service in Australia. Organisations who wish to be included on a list of approved providers of e-safety training in Australia must apply to the voluntary certification scheme, and comply with a number of criteria around messaging, delivery methods and a commitment to practitioner training. This strategy proposes the introduction of a similar approach in Northern Ireland. Once in place, consideration must be given to additional resources for schools to buy-in training from approved trainers.

**Developing evidence-informed quality standards for e-safety:**
**Summary of key areas for action**

- Understanding the scale of the problem.
- Strengthening self-assessment processes for e-safety
- Reviewing current legislation in line with emerging e-safety trends and revision where required
- Developing a charter mark scheme for e-safety training.
Summary: a strategic approach to e-safety
| Outcomes                                                                 | All children and young people are safe and secure online                                                                 | All parents and carers are supporting their children to stay safe online.                                                                 | All those working with children and young people are supporting them to stay safe online.                                                                                                                                                                                                                       | The general public are supporting children and young people to stay safe online.                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|                                                                                                                                                                                                                                                                                                                                                                            |
| **Key pillars for action**                                              | Creating a sustainable e-safety infrastructure for Northern Ireland.                                                          | Educating our children and young people, their parents/carers and those who work with them.                                                                                                                                                                                                                                                                                                                                                       | Developing evidence-informed quality standards for e-safety.                                                                                                                                                                                                                                                                                                                  |
| **Areas of activity**                                                  | • Strengthening links between NI & wider UK e-safety structures.                                                            | • Developing a consistent approach to e-safety messages for children, young people, parents & carers, and practitioners.                                                                                                                                                                                                                                                                                                                                 | • Understanding the scale of the problem.                                                                                                                                                                                                                                                                                                                              |
|                                                                         | • Developing an e-safety coordination role via SBNI.                                                                          | • Embedding a culture of e-safety within schools, colleges and child and youth services and organisations.                                                                                                                                                                                                                                                                                                                                                                        | • Strengthening self-assessment processes for e-safety.                                                                                                                                                                                                                                                                                                                    |
|                                                                         | • Developing a central repository of e-safety information and signposting.                                                    | • Skilling up practitioners who work with children, young people and families, and parents and carers, to support children and young people online.                                                                                                                                                                                                                                                                                                                                 | • Reviewing current legislation in line with emerging e-safety trends and revision where required.                                                                                                                                                                                                                                                                       |
|                                                                         | • Widening provision of a baseline level of filtering for public Wi-Fi.                                                      |                                                                                                                                                                                                                                                                                                                                                                                    | • Developing a charter mark scheme for e-safety training.                                                                                                                                                                                                                                                                                                                  |
|                                                                         | • Developing a consistent approach to e-safety in schools through strong Departmental direction and enhanced education for schools on technical provision |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                            |
Making a difference: Delivering this e-Safety Strategy for Children and Young People

A three year action plan 2019-2022, including a proposed implementation model, has been developed to support this strategy. The action plan will be reviewed annually by the SBNI with a report produced to the NI Executive. The full action plan is included in appendix 1 for consideration.

Developing governance and accountability structures

SBNI will take the lead as central coordinating body with responsibility for e-safety. The Child Protection Senior Official’s Group (CPSOG) was established in September 2018 to address cross-cutting child protection issues which require cross-departmental input and coordination. The CPSOG meets on a quarterly basis and is chaired by the Department of Health. Its standing membership comprises representatives from the Departments of Education, Justice and Finance. Representation from other NI government departments may be requested should a specific issue arise which extends beyond the remit of core member departments. The CPSOG will take oversight of the E-Safety strategy as a cross-cutting child protection issue.

SBNI currently hosts an e-Safety Forum, comprising representatives from statutory, community and voluntary sector children and youth organisations. Such a forum has a critical place in a functioning e-safety infrastructure for Northern Ireland. Membership, chair arrangements and Terms of Reference for this forum will be reviewed, and mechanisms put in place to support joint working and a two way flow of information between these two groups.
How do we know we’re making a difference?

Measuring impact: the Outcomes Based Accountability process
In line with the recent Government commitment via the draft Programme for Government 2016-2021, an Outcomes Based Accountability (OBA) approach will be used to measure the impact that this strategy is having on children, young people, parents, carers, practitioners and the wider population. Key definitions include:

Population accountability: this considers the condition of well-being of whole populations in a community, city, county, region or country. In relation to this strategy, the condition would be that all children and young people in Northern Ireland are safe online. By their very nature, these outcomes will be quite broad and multi-dimensional and cannot be achieved by a single organisation, service or programme working in isolation. Rather, it takes sustained, collaborative and concerted action by many organisations, services and programmes working alongside key stakeholders.

Outcome: a clear statement of the condition of wellbeing that we want to achieve for our population e.g. all children and young people are safe and secure online.

Indicator: a measure used to quantify the achievement of this population outcome, e.g. recorded number of crimes against a child or young person that include an online element.

The population outcomes targeted by this e-Safety Strategy for Children and Young People are set out on page 28 of this strategy. A number of preliminary indicators to demonstrate impact have been identified below.

Primary outcome: All children and young people are safe and secure online.

Preliminary indicators include:

- Incidence of e-safety related crime involving children and young people*.
- Incidence of e-safety incidents reported (to schools, colleges, youth and community organisations, and via CEOP, Police 101 and other core reporting facilities)*.
- Number of children and young people who feel confident that they are safe when accessing the online world.*
Secondary outcome 1: All parents and carers are supporting their children and young people to stay safe online.

Preliminary indicators include:
- Number of parents/carers reporting that they have the skills and knowledge they need to keep their child safe*
- Number of parents/carers who know where to access support and information to keep their children safe online*.
- Number of parents/carers who have attended e-safety training in the past year*

* This information is not currently collected at a population level in Northern Ireland.

Secondary outcome 2: All those working with children and young people are supporting them to stay safe online.

Preliminary indicators include:
- Number of those working with children and young people reporting that they have the skills and knowledge they need to keep children and young people safe online*
- Number of those working with children and young people who know where to access support and information to keep children and young people safe online.*
- Number of those working with children and young people who have attended e-safety training in the past year.*

* This information is not currently collected at a population level in Northern Ireland.

Secondary outcome 3: The general public are supporting children and young people to stay safe online.

Preliminary indicators include:
- Members of the public report that they are aware of the risks facing children and young people online*.
• Members of the public who know how to report an online concern involving children and young people*.

* This information is not currently collected at a population level in Northern Ireland.

**Performance accountability:** this describes how well particular services or programmes perform and whether or not they are achieving the outcomes they are supposed to be achieving. Each programme or service will have a set of performance measures which would relate to whether programme/service participants are any better off as a result of participating, e.g. how many participants on an e-safety training programme feel they now have better skills to keep themselves safe online.

**Performance measure:** These are measures of how well an individual programme or service is performing. This is measured using three questions:

- How much did we do?
- How well did we do it?
- Is anyone better off?

Performance measures must be developed for each key action in the accompanying action plan to demonstrate impact of actions and their contribution to turning the curve on the population level indicators. The diagram below demonstrates how the actions set out in this strategy contribute to the high level outcomes identified:

![Diagram](image-url)
**Turning the Curve process**

Moving forward, relevant indicators will be refined through the full implementation of the OBA ‘Turning the curve’ process. We already know that baseline data on the impact of the online world on children and young people in Northern Ireland is scarce; a key part of the Turning the Curve process will therefore be the identification of a data development agenda to ascertain further data that we need to collect in order to measure impact. Performance measures must also be developed to measure impact of the actions and their contribution towards the overarching outcomes. This strategy is a ‘live’ document; the outcomes, indicators and actions will be reviewed using the Turning the Curve methodology on an annual basis.

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>All children and young people in NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>OUTCOME</td>
<td>are safe and secure online</td>
</tr>
<tr>
<td>EXPERIENCE</td>
<td>What would this outcome look like if we could see it, hear it, feel it?</td>
</tr>
<tr>
<td></td>
<td>For example...</td>
</tr>
<tr>
<td></td>
<td>1. Online criminal activity involving children and young people</td>
</tr>
<tr>
<td></td>
<td>2. Calls to CYP helplines that have an online focus</td>
</tr>
<tr>
<td></td>
<td>3. CYP feel confident that they are safe online</td>
</tr>
<tr>
<td>INDICATORS &amp; BASELINE</td>
<td>Data development Agenda (Pt 1)</td>
</tr>
<tr>
<td>STORY Behind the baselines</td>
<td>Data development Agenda (Pt 2)</td>
</tr>
<tr>
<td>PARTNERS With a role to play</td>
<td>Data development Agenda (Pt 3)</td>
</tr>
<tr>
<td>WHAT WORKS</td>
<td>• What would it take to turn the curve?</td>
</tr>
<tr>
<td>ACTION PLAN</td>
<td>• What do we propose to do, how and by when</td>
</tr>
</tbody>
</table>
References


8 https://www.stonewall.org.uk/sites/default/files/staying_safe_online_guide.pdf

9 CEOP 'Think u know' https://www.thinkuknow.co.uk/parents/articles/looked-after-children-specific-risks/


The following initial actions will contribute to the delivery of the proposed outcomes.

<table>
<thead>
<tr>
<th>1. Creating a sustainable e-safety infrastructure for Northern Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key actions</strong></td>
</tr>
<tr>
<td>a) Developing a central e-safety coordination role.</td>
</tr>
</tbody>
</table>
| b) Developing a central repository for e-safety information and facilitation of signposting | • Design and development of a website  
• Ongoing content management  
• Establishment of a social media presence to raise awareness of the repository and information. | SBNI | Year 1 |
| c) Strengthening links between NI and wider UK e-safety structures | • Engagement of the Child Protection Senior Official’s Group to oversee e-safety  
• Review of current e-Safety Forum arrangements including membership, chair arrangements and Terms of Reference. | DoH  
DoE  
DfE  
DfC  
DoJ  
NI Executive | Year 1 |
<table>
<thead>
<tr>
<th>d) Developing a consistent approach to e-safety in schools through strong Departmental direction and enhanced education for schools on technical provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishment of a formal feedback mechanism to support NI contribution to UKCIS meetings &amp; ensure the voice of local service users and stakeholders are heard.</td>
</tr>
<tr>
<td>SBNI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e) Provision of a baseline level of filtering for Wi-Fi in public areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A review of current technical provision in schools, in particular provision sourced outside of the C2K system.</td>
</tr>
<tr>
<td>• Continued Departmental direction (as set out in Circular 2016/27) for schools against the need to install internet services outside of the C2K system, and on responsibilities and risks if they choose to do so against direction.</td>
</tr>
<tr>
<td>DE C2K</td>
</tr>
</tbody>
</table>

| Year 3 |

2. **Educating** our children and young people and those who work with them
<table>
<thead>
<tr>
<th>Key actions:</th>
<th>Specific activities:</th>
<th>By whom?</th>
<th>Timescale</th>
</tr>
</thead>
</table>
| a) Developing a consistent approach to e-safety messages for children,   | • Development of a core set of e-safety messages for children and young people, parents and carers, in conjunction with key stakeholders.  
• Development of further specialist messages for vulnerable groups.  
• Development of age appropriate and accessible publications to disseminate core messages.  
• Review of current reporting pathways and referral mechanisms to support services when issues arise, and development of an agreed reporting pathway to enable children and young people to access support if needed.  
• Development of a ‘reporting pathways’ resource for children and young people, parents/carers and those who work with them to reinforce messaging on where to contact if help is needed.  
• Development of a public awareness campaign to ensure wider dissemination of relevant e-safety messaging.                                                                                                                                                                                                                     | SBNI           | Year 1      |
<p>| young people, parents/carers and practitioners.                           |                                                                                                                                                                                                                                                                                                                                                      | e-Safety Forum | Year 3      |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **b) Embedding a culture of e-safety within schools, colleges and children and youth services and organisations.** | - Development of consistent guidance on the need for an e-safety lead within schools, colleges and child/youth services including key safeguarding responsibilities and their role in disseminating e-safety learning to embed e-safety within the wider organisational culture.  
- Ensure consistent messaging of all curricular content on e-safety.  
- Development and dissemination of sample e-safety policies and procedures to support embedding of e-safety within organisations. | CCEA  
EA  
CAFRE, DfE  
CPSOG | Year 2 |
| **c) Skilling up practitioners who work with children, young people and families.** | - E-safety training needs analysis for practitioners working with children, young people and those who care for them.  
- Exploration of current inclusion of e-safety training in continued professional development for practitioners working with children, young people and those who care for them, including resources used.  
- Review of current inclusion of e-safety content within third level education courses where students will eventually work with children, young people or parents/carers | SBNI  
e-Safety Forum  
CPSOG  
Teacher training facilities | Review of current content to be completed by end of year 1 |
### 3. Developing evidence-informed quality standards for e-safety provision

<table>
<thead>
<tr>
<th>Key actions:</th>
<th>Specific activities:</th>
<th>By whom?</th>
<th>Timescale</th>
</tr>
</thead>
</table>
| **a) Understanding the scale of the problem** | • Review of currently available data on the scale of e-safety incidents in Northern Ireland, and identification of gaps.  
• Development of a pilot survey for children and young people to be carried out annually to gather information on usage, social and emotional impact, skills, concerns and other key areas of e-safety.  
• Exploration of legislation to enhance recording procedures for schools, colleges and child/youth services to include a record of online component of incidents (similar to recording provision set out by the Addressing Bullying in Schools Act (NI) 2016). | CPSOG & e-Safety Forum  
CPSOG & e-Safety Forum  
DE | Year 1  
Year 1  
End of year 1 |
<p>|   | Exploration of low-cost research resources to plug gaps, such as consideration of links with relevant postgraduate students seeking a research focus. | Review of current legislation in line with emerging e-safety trends (ongoing) | e-Safety Forum | DE DOJ | Year 1 |
|---|---|---|---|
| b) Strengthening self-assessment procedures | Promotion of the use of good practice audit tools across NI, such as the ‘360 degree safe’ e-safety self-assessment tool for schools and further education colleges, or the Online Compass tool for child and youth services as a self-assessment. | Development of a communications plan and provision of one to one support where necessary for schools, colleges and children and young services to utilise these tools. | SBNI | DE CPSOG | Year 1 |
|   | Development of guidance from DE for schools and colleges to promote the use of self-assessment tools, including reference to the SBNI website for further information on available tools. |   |   |   | Year 1 |
| c) Developing a charter mark scheme for training delivery organisations | Design of scheme concepts and principles | Design and development of resources, including hard/soft copy forms and website presence. | SBNI | E-safety Forum | Year 3 |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Development of communication plan to gain buy-in from training organisations.</td>
<td></td>
</tr>
<tr>
<td>• Administration of the scheme, including maintenance of database of approved providers, monitoring of delivery standards and adherence to Chartermark conditions.</td>
<td></td>
</tr>
<tr>
<td>• Exploration of specialist funding support for schools, colleges and child/youth organisations to buy training from the approved list of charter mark delivery organisations</td>
<td>CPSOG</td>
</tr>
</tbody>
</table>
Appendix 2: Summary of stakeholder engagement

**E-safety Project Board**

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Anderson</td>
<td>Education Authority</td>
</tr>
<tr>
<td>Angela Kane</td>
<td>Department of Education</td>
</tr>
<tr>
<td>Eilis McDaniel (Chair)</td>
<td>Department of Health</td>
</tr>
<tr>
<td>Derek McDowell</td>
<td>Department of Agriculture, Environment &amp; Rural Affairs</td>
</tr>
<tr>
<td>Alasdair MacInnes</td>
<td>Department of Health</td>
</tr>
<tr>
<td>Helen McKenzie</td>
<td>Safeguarding Board NI</td>
</tr>
<tr>
<td>Martine McKillop</td>
<td>Department of Justice</td>
</tr>
<tr>
<td>Steven McNeill</td>
<td>South Eastern Health and Social Care Trust</td>
</tr>
<tr>
<td>John Noble</td>
<td>Department for the Economy</td>
</tr>
<tr>
<td>Colin Reid</td>
<td>NSPCC</td>
</tr>
<tr>
<td>Stephen Wilson</td>
<td>Police Service NI</td>
</tr>
<tr>
<td>Zoe McKee</td>
<td>Police Service NI</td>
</tr>
<tr>
<td>Veronica Holland</td>
<td>Department of Justice</td>
</tr>
<tr>
<td>Celine McStravick</td>
<td>National Children’s Bureau</td>
</tr>
<tr>
<td>Claire Dorris</td>
<td>National Children’s Bureau</td>
</tr>
<tr>
<td>Shane McKinney</td>
<td>Department of Agriculture, Environment &amp; Rural Affairs</td>
</tr>
<tr>
<td>Shauna Mullan</td>
<td>Department for the Economy</td>
</tr>
</tbody>
</table>
### Young People’s Advisory Group

<table>
<thead>
<tr>
<th>Name</th>
<th>Roisin</th>
<th>Niamh</th>
<th>Aoife</th>
<th>Emma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names</td>
<td>Michael</td>
<td>Ciara</td>
<td>Alex</td>
<td>Jenni</td>
</tr>
<tr>
<td>Names</td>
<td>Kalem</td>
<td>Jack</td>
<td>Emma</td>
<td>Ana</td>
</tr>
<tr>
<td>Names</td>
<td>Harry</td>
<td>Edward</td>
<td>Ryan</td>
<td>Samantha</td>
</tr>
</tbody>
</table>

### Stakeholder interviews

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Stakeholder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safeguarding Board NI</td>
<td>RQIA</td>
</tr>
<tr>
<td>Department of Health</td>
<td>Parenting NI</td>
</tr>
<tr>
<td>The Executive Office</td>
<td>VOYPIC</td>
</tr>
<tr>
<td>Department of Education</td>
<td>Fostering Network</td>
</tr>
<tr>
<td>Department of Justice</td>
<td>Mencap NI</td>
</tr>
<tr>
<td>Department for the Economy</td>
<td>Kinship Care NI</td>
</tr>
<tr>
<td>Department of Agriculture, Environment and Rural affairs</td>
<td>Nexus NI</td>
</tr>
<tr>
<td>Department for Communities</td>
<td>Rainbow Project</td>
</tr>
<tr>
<td>Youth Justice Agency</td>
<td>Belfast Metropolitan College</td>
</tr>
<tr>
<td>NIABF</td>
<td>Northern Regional College</td>
</tr>
<tr>
<td>Belfast Health &amp; Social Care Trust</td>
<td>South East Regional College</td>
</tr>
<tr>
<td>Northern Health &amp; Social Care Trust</td>
<td>Southern Regional College</td>
</tr>
<tr>
<td>Southern Health &amp; Social Care Trust</td>
<td>INEQE</td>
</tr>
<tr>
<td>Western Health &amp; Social Care Trust</td>
<td>Wayne Denner</td>
</tr>
<tr>
<td>Children &amp; Young People’s Strategic Partnership</td>
<td>iTeach</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>NSPCC</td>
<td>Equiniti</td>
</tr>
<tr>
<td>Sport Ni/Child Protection in Sport Unit</td>
<td>Presbyterian Church in Ireland</td>
</tr>
<tr>
<td>C2K NI</td>
<td>Catholic Church in Ireland</td>
</tr>
<tr>
<td>Libraries NI</td>
<td>Girl Guiding Ulster</td>
</tr>
<tr>
<td>Arts Council NI</td>
<td>Radar NI</td>
</tr>
<tr>
<td>Police Service of Northern Ireland</td>
<td>Family Friendly Wi-Fi</td>
</tr>
</tbody>
</table>

**Focus groups:**

<table>
<thead>
<tr>
<th>Teacher focus groups:</th>
<th>Venue</th>
<th>Meeting with:</th>
<th>Number of attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education Authority</td>
<td>Chief Education Welfare Officers</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>St Killian’s College</td>
<td>Larne Area Learning Community (Including Larne High School, Larne Grammar School, St Killian’s College)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sacred Heart College, Newry</td>
<td>Newry Area Learning Community (including Abbey Christian Brothers Grammar School, Newry High School, Newtonhamilton High School, Our Lady’s Grammar School, Sacred Heart Grammar School, St. Coleman’s Boys Grammar School, St. Columban’s College, Kilkeel, St. Joseph’s Boys High School, St. Joseph’s High School,</td>
<td>15</td>
</tr>
</tbody>
</table>
St. Louis Grammar School, St. Mark’s High School, St. Mary’s High School, St. Paul’s High School)

<table>
<thead>
<tr>
<th>Venue</th>
<th>Meeting with:</th>
<th>Number of attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belfast</td>
<td>YP Advisory Group</td>
<td>17</td>
</tr>
<tr>
<td>Derry</td>
<td>Rainbow Project</td>
<td>10</td>
</tr>
<tr>
<td>Belfast</td>
<td>Action Deaf Youth</td>
<td>7</td>
</tr>
<tr>
<td>Dungannon</td>
<td>St Patrick’s Academy</td>
<td>10</td>
</tr>
<tr>
<td>Belfast</td>
<td>NEETS Youth Forum</td>
<td>3</td>
</tr>
<tr>
<td>Belfast</td>
<td>Include Youth</td>
<td>2</td>
</tr>
<tr>
<td>Enniskillen</td>
<td>Include Youth</td>
<td>2</td>
</tr>
<tr>
<td>Belfast</td>
<td>Arthritis Care</td>
<td>6</td>
</tr>
</tbody>
</table>

St Fanchea’s College Fermanagh Area Learning Community (including Devenish College, Enniskillen Royal Grammar School, Erne integrated College, Mount Lourdes Grammar School, St. Aidan’s High School, St. Fanchea’s College, St. Joseph’s College, St. Kevin’s College, St. Mary’s College, Irvinestown, St. Mary’s High School, Belleek, St. Michael’s College) 11
<table>
<thead>
<tr>
<th>Parent focus groups</th>
<th>Jordanstown</th>
<th>Jordanstown Special School</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Portadown</td>
<td>Blossom Sure Start (BME Group)</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Belfast</td>
<td>Colin Early Intervention Community</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Belfast</td>
<td>Open call to parents/carers</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Belfast</td>
<td>Orangefield PTA</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Belfast</td>
<td>Shankill Zone</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Safeguarding Board for Northern Ireland
The Beeches
12 Hampton Manor Drive
Belfast BT7 3EN
Tel. 02890 690718
www.safeguardingni.org
Twitter: @safeguardingni

National Children’s Bureau
The NICVA Building
61 Duncairn Gardens
Belfast
BT15 2GB
Tel: 028 9089 5006
www.ncb.org.uk/northernireland
Twitter: @ncb_ni_tweets