

The First National Youth-Led Inquiry into Cyberbullying and Cyberviolence

Youth People's Views



Resolve

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YOUNG PEOPLE AS PARTICIPANTS AND NOT RECIPIENTS

This report captures the run-up to and delivery of the first of the youth-led inquiry into Cyberbullying and Cyberviolence held on 1st August 2014.

Luke Roberts

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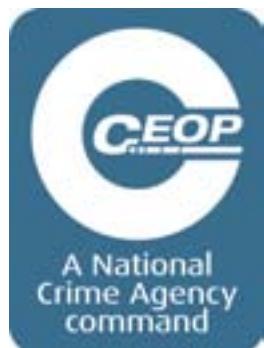
**Greenwich
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Special thanks to



Thanks to the following organisations for their involvement:





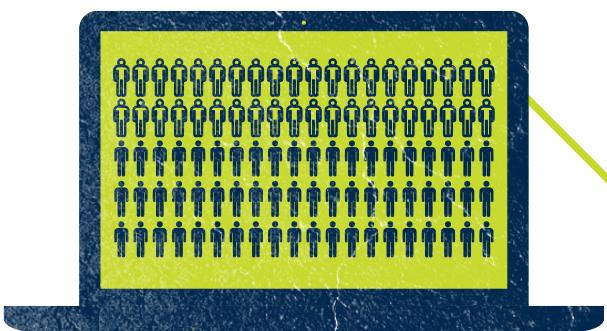
UK Government spending on addressing cyberbullying



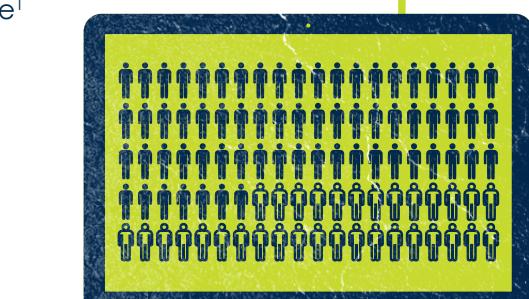
In 2014 98% of 16-24 year olds are online¹



14-15 year olds are the most tech savvy in the UK²



40% of parents and carers don't know what to do if their children have been cyber bullied⁵



67% of children and young people would ask their parents for help if they were being cyberbullied⁴



69% of teachers want more taught through the national curriculum on cyberbullying⁷



6 year olds know more about digital technology than 45 year olds⁶

The risks increase to mental health if you spend over 5 hours a day online³

There is no specific mention of cyberbullying in the computing curriculum



Comments and reflections from the young people in the Youth-Led Inquiry:

What is helpful and what is harmful? – It's all very clouded about sexual things - basically what is legal? What is healthy and what is risky?

The Female gaming community is fawning over female gamers. There is no middle ground for girls and women and in the internet community you are either - experts in something or sexual objects.

There's lack of support to address sexual harassment – e.g. why is that ok over the internet. Sex and relations education needs to address online protection for girls and young women, and trans women.

They should invent a keyboard that can tell if you are typing the keys in anger and then warns you about sending that message.

You don't want to be phoning Childline when you're 16

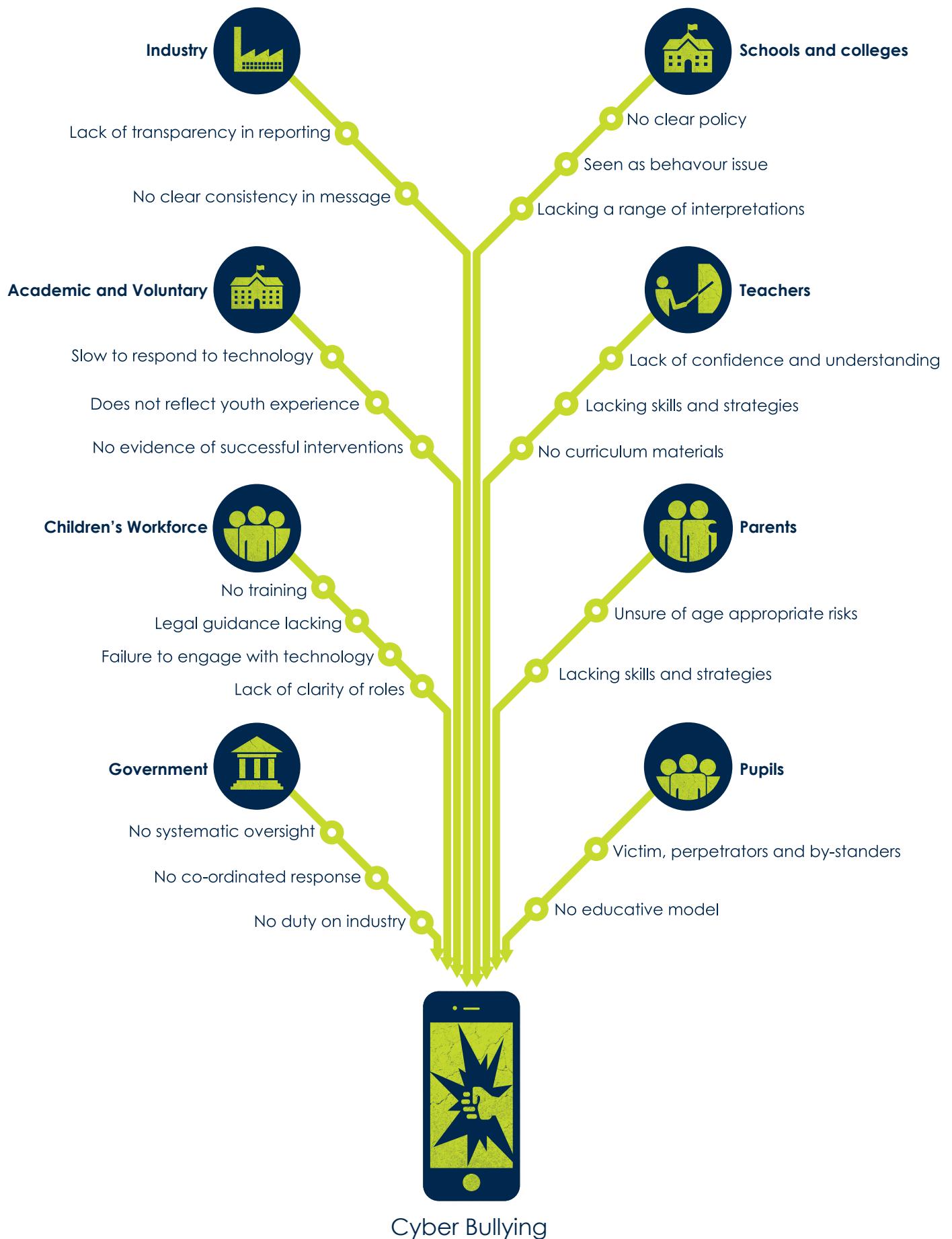
The fact that on Facebook, anonymity is forbidden and can result in the account being banned if real names are not used. This becomes an issue for people in certain professions like teaching for example. Also, it's interesting that Facebook own Instagram yet there are completely different rules!

Many of the guests felt that the definitions of CyberBullying and CyberViolence, if unexplained wouldn't actually be understood by most people. Also terms such as "deliberately" could in fact 'take the perpetrator off the hook' but then if it is not deliberate is it harmful?

Education is the key. Young People need to train adults!

I want all young people to know you don't have to live with the label "victim"; you were targeted, and you can move past it.

Figure 1. Cyber-Bullying and Cyberviolence: Contributing Factors.



Meet the team: The Youth-led Inquiry Members.



Natalie Lee – Chair and Head of Business Partnerships and Fabulousness.

My role is very important to me as I believe bringing together a range of different organisations and businesses to discuss this topic is vital to the success and development of the work that we do and will all add to making the difference we want to achieve. I will build as many positive relationships with various organisations including the ones we engaged with at the YLI as I believe the extra support and guidance they offer will help us greatly in getting our message across to the masses and make a real change within our society.



Beckie Lazarus - Head of Banter and Corporate Affairs.

My role is important to me as I believe the big companies and people need to hear what we have to say and I'll make sure that our voices are heard. It's important to me because these are the people deciding potentially our generation's future and I feel that they need to understand and listen to what our generation actually has to say.



Rahim Khan– Head of Gaming and Bullying.

Hi I'm Rahim and I was part of the youth-led enquiry and part of the online gaming side of things. My role is important to me because I feel that young people are being bullied on their consoles and not enough serious action is taken against the bully. Some of the answers we got back from Facebook and Twitter were helpful in giving us an idea of how they work and how they deal with situations like cyberbullying. Although we appreciated them giving us answers some of them seemed very rehearsed but at least we got some information from them. I was very happy overall with my role in the youth-led enquiry and appreciate the work the whole team has done.



Amber Roberts-Couplie – Joint Head of Social Justice and Feminism.

Feminism and Social Justice hold great importance to me; as a female in society I regularly have to deal with prejudice and malice on the Internet. Social problems that occur within the media, based on race, gender and sexuality are not properly looked into. So by having the youth-led inquiry, I found an insight into how social media and the Internet respond to these kinds of issues. From the Youth-led inquiry I found it particularly interesting looking at how the Internet and cyberbullying and cyberviolence can affect mental health, and I feel that more information should be made available about the topic. I also think there should be better education and information provided about the issue of sexual exploitation of teenage girls on the Internet and how to deal with those issues.

Overall I think much light was shed by having the Youth-led inquiry. However I feel some issues drawn from the inquiry should be delved into further and looked at separately.



Kieran Gentleman – Head of Evidence and Insight.

Evidence is crucial - doing anything requires evidence to know whether what you are doing is working or not. It provides a platform on which you can work, so depending on the evidence you can alter what approach you take to get your results. Changing what you say, who you target or staying with the same criteria you used because the evidence suggests it actually works. Evidence is based on facts so it can also be used to back up what someone says helping indicate whether what they say is true or not.



Danielle Freeman- Grantham - Joint Head for Social Justice and Feminism.

I chose to represent Feminism and Social Justice on the panel because these are issues that affect me directly. Being someone that has grown up in the technological age I have had personal experience with cyberbullying and I know how damaging that experience can be for children in

this society. In many cases now, especially on social media platforms much of the abuse, largely with derogatory behaviour, is directed towards women for the only reason that they are women. This is something that I feel can be changed in the future and through the work we are doing in the alliance, and through further education of children I feel the internet can be a safer place for everyone.

Theodore Harriot – Head of Social Research & Technical Communication and Trends.

I was an influencing voice who gave to the group many questions and ideas. I was able to listen to and take on board ideas of others and accept them or in some cases add my ideas to them to help make a stronger suggestion on ways to help succeed in our inquiry.

I was also part of the team of four who were allowed to try out a new programme developed by DEMOS, a think-tank; this programme allows us to quickly search through tweets using certain Key Words that we input into the system. The results that we collected from this software opened a gateway into our investigation of cyberbullying and cyberviolence.

Alex Hancox - Head of Parents and Teachers.

Responsibility for parents and teachers.

Aim to ensure there is sufficient support for both with regards to cyberbullying and cyberviolence.

Aim to increase awareness of cyberbullying being a by-product of “offline” bullying, as cyberviolence is often carried out by those who already know their victim.

Seek to ensure that any decrease in schools' funding does not affect pastoral care.

Ensure that parents understand the technology their children are using.

Merhawit Ghebre – Head of Consumerism and Capitalism.

My role was important to me because I felt for the first time young people were holding decision makers, consultants and adults to account as they represent young people on a higher scale. Young people do not get a chance to put adults or anyone in a higher position under scrutiny because of the lack of representation they have in society. One reason could be that young people are given a bad image because of the media. Therefore, it could be regarded that they don't know any better so this is the reason why they don't act in a well-behaved manner. This shows misconceptions of young people, which create these inequalities.

We would like to thank Hannah Winslade and Antara Amin for their support on the day.

Robert Hoare - Head of Investigations and Research

As part of the Youth Led Inquiry, my role was to use the meeting as a tool for research as a means of investigating how to resolve online bullying. I made a point to ask questions that were concise, assertive, and yet also co-operative; my aim was to find out where we agreed and disagreed with those we were questioning. I then brought the results back to the team at discussions as we tried to come to a collective hypothesis.

In addition, I took part in the Demos research project prior to the main event. This was another great opportunity to hone my research skills and decipher what were the most pressing issues.

Supporting Team:

Luke Roberts – Resolve Consultants and Co-ordinator for the Youth-led Inquiry.

Samantha Marks – Scouts National Development Officer (Safeguarding)

Rebecca Palmer – Peer Outreach Team Co-ordinator.

Laura Higgins – UKSafer Internet Centre and Professionals Online Safety Helpline.

Amanda Langridge – Riddlesdown Collegiate

Jonathan Baggaley – National Crime Agency - CEOP

Special thanks to the Greenwich Volunteer Police Cadets for their support the 1st August event.

Andy Harris – Greenwich Volunteer Police Cadet Coordinator

Matt Jupp – Cadet Instructor

Emilia Clarke: Head Cadet

Kaitlyn Hurdwell: Deputy Head Cadet

Chawhan Nemdharry: Team Leader

Shanee Simpson: Deputy Team Leader

Finally the Youth Led-Inquiry would like to say a big thank you to Mind Candy for the generous donation to help make this all happen.

Cyberviolence can be defined as:

The use of Information Communication Technology to deliberately cause harm to an individual or group in cyberspace whereas, within the spectrum of cyberviolence, cyberbullying is a specific relationship situation.

Cyberbullying can be defined as:

"An aggressive act or behaviour that is carried out using electronic means by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself" (Smith et al 2008).

Theme 1: Policy and Research.

The inquiry panel for the first theme on policy and research, consisted of the following representatives:

Annie Mullins - Institute for Digital Well-being.

Prof Andy Phippen - Plymouth University.

Dr Richard Graham - Tavistock Institute.

Dr Graham Ritchie - The Office of the Children's Commissioner.

JP Brian Higgins - Justice of the Peace and CyberSecurity Challenge.

Natalie the Chair of the Youth-led Inquiry opened by asking did the panel agree with the definition of cyberbullying and cyberviolence; all of the panel did. Young people were keen to know what is being done to help prevent and stop both cyberbullying and cyberviolence.

Graham Ritchie from the Office of the Children's Commissioner highlighted key articles in the United Nations Rights of the Child which could help ensure young people felt safer.

The team was surprised to know that United Nations Rights of the Child could be applied to address cyberbullying and cyberviolence. They had never been taught this in schools. They wondered how this could be used to help other young people stay safe.

Annie Mullins from the Institute of Digital Well-being was concerned that the term cyberbullying and cyberviolence was being used to cover a broader range of behaviours. Young people agreed that adults did not know enough about their online lives and so were calling everyt hing cyberbullying even when it was not the case.

Dr Richard Graham was concerned about the mental health aspects of cyber bullying and cyberviolence . Young people agreed that there was not enough support done given for those people who were actually experiencing mental health issues because of cyberbullying and Cyberviolence. Dr Richard Graham also pointed out that the advertising on social network sites sometimes created a lifestyle that was unachievable. The young people considered how to help other young people recognise different types of lifestyle. This is important to help reduce stress and anxiety if young people don't feel they are living up to the images portrayed in advertising.

There was also a discussion about the use of language; Merhawit argued that language in youth culture changes and adults don't understand this. So there is a disconnect between what young people might see as appropriate language and what adults see as appropriate language.

Prof Andy Phippen highlighted the fact that the computing curriculum was not providing enough detail to young people on E safety to address cyberbullying and cyberviolence. They loved his quote:

"Putting cyberbullying into the computing curriculum is the equivalent of putting drugs into the chemistry curriculum"

All of the young people felt that cyberbullying and cyberviolence should be part of Personal Health Social Education (PSHE) in schools. However, they were worried that schools don't have consistent high-quality PSHE. The young specialists also felt that young people should be part of the training for adults and other young people.

Brian Higgins spoke about the legal implications as a judge. He felt and so did the panel that the law was fine but needed to be explained better particularly to police, judges, and teachers. The young specialist agreed with this as they felt that young people did not know the law, and if you want to report something they did not think police officers would take this seriously. They wanted to see young people working with the police and criminal justice so that cyberbullying and cyberviolence would be taken more seriously. Beckie wanted to know when banter became bullying, and bullying became a crime. This would help young people understand when to report things to the Police.

Theme 2: Social Media, Technology and Young People.

The second theme for the inquiry panel was: Social Media, Technology and Young People. It consisted of the following representatives:

Rebecca Newton and Mithra Nandoo - Mind Candy

Rosa Birch - Facebook

Patricia Cartes - Twitter

Dr Jo Twist - UK Interactive Entertainment Association

Kathryn Tremlett - UK Safer Internet Centre

Natalie opened this session with the same question: did the panel agree with the definitions of cyberbullying and cyberviolence? Interestingly, the social network companies did not agree as they saw online bullying as part of bullying, rather than a separate form of bullying. This is because bullying could move between online and off-line because technology is more mobile.

The Youth-led Inquiry also wanted to know when free speech becomes bullying. The panel agreed this was difficult as it depended on:-

- The context
- The relationship between the people involved
- The actual words being used.

The Youth-led inquiry recognised this made it very difficult for adults to judge if this was bullying or banter. The young people felt more education and training for young people and staff on recognising the difference would really help to prevent cyberbullying and cyberviolence.

Amber raised the issue of the way girls are depicted in computer games - either sexy or a boffin. Dr Jo Twist from UKIE responded that the big challenge for the industry was to get more girls interested in designing and making computer games. She also said that the games industry recognised that bullying was an issue and worked very hard to protect its gaming communities but that more could be done if they worked with young people.

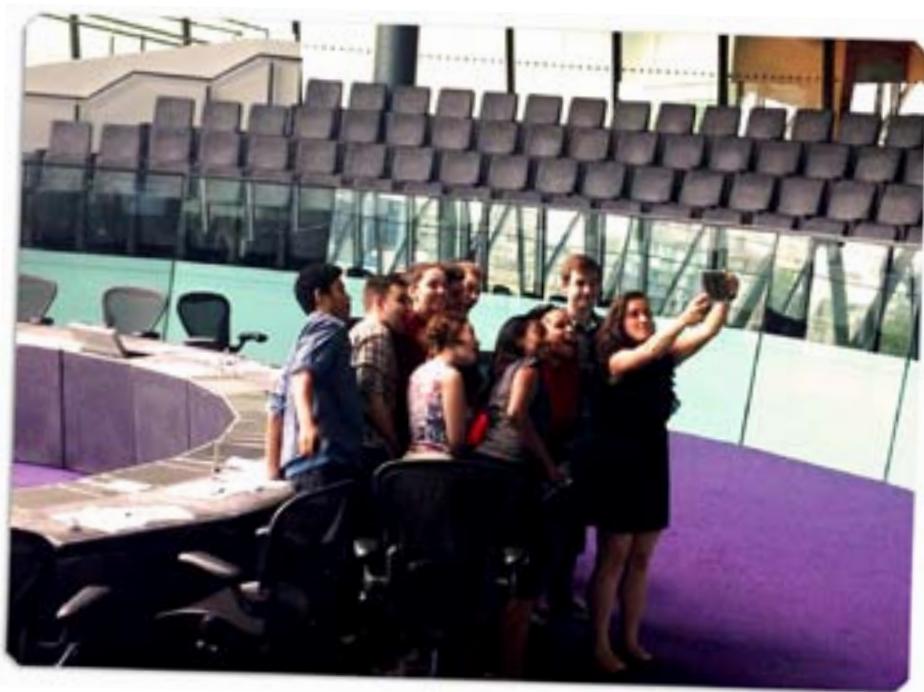
The young specialists were very excited at finding ways in which they could work with games companies to improve safety. Rahim was worried that with more consoles linking into social networking sites this would create more opportunities for online bullying.

They had wanted to know what is being done by industry to keep young people safe. Rebecca Newton from Mind Candy explained that they have moderators for Moshi Monsters who are watching and making sure things are done to keep young people safe and to address any incidents that are reported. The Youth-led inquiry felt that this was really good for children but as you get older you move from having avatars that are anonymous to being asked to put your real details into your profile accounts. They did not think that there was enough information and support to help young people with this transition from anonymous to identifiable accounts such as Facebook where you have to put in your real details.

The Young Specialists met charities and CEOP



A selfie with Twitter



Theme 3: Protection and Education.

The third and final theme was protection and education; the panel consisted of the following representatives

Will Gardner - Childnet

Marie Cooney - CEOP (Child Exploitations and Online Protection Centre)

Anthony Smythe - BeatBullying

Alex Holmes - Diana Awards

Natalie opened the final session of the day asking: did the panel agree with the definitions of cyberbullying and cyberviolence? Anthony Smythe from Beat Bullying agreed but was also very concerned about the 24-hour nature of cyberbullying which meant young people could not escape from cyberbullies. Will Gardner was concerned about the term cyberviolence, as violence referred to a physical act.

Rahim wanted to know if the government was to give charities money, what would they do with it? The response from all the panel members was to have a national advertising campaign to help inform children and young people, and parents. The young specialists thought that this was a good idea but needed to be supported through education. They also wanted an advertising campaign aimed at teenagers as lot of campaign were focused at young age groups.

Alex Holmes from the Diana Awards, suggested that charities should work together to help address the problem. The Youth-Led Inquiry were worried that charities seem to only focus on targets of cyber bullying and cyberviolence and there is no work to support perpetrators, bystanders, or followers. Kieran was concerned that the evidence on cyberbullying and cyberviolence is not clear and so no one really knows what works to help stop these issues.

Hannah was concerned that charities and government agencies tend to focus on the big cities and young people in villages and towns don't get the same level of education and support. The panel agreed more needs to be done to reach young people across the country.

Anthony Smythe of Beat bullying wanted to see cyberbullying become a criminal offence after a range of interventions were put in place. The Youth-Led Inquiry did not think this would be helpful until the law was much clearer and there was more education and support for young people.

Marie Cooney talked about the work of the Child Exploitation and Online protection Centre (CEOP) in particular wanting to do more to protect girls and young women. Both Amber and Danielle agreed with this as they felt girls are not given enough support to protect themselves online. Such as what to do when you receive messages or pictures from boys. They were also concerned that it is very difficult for teachers and parents to talk about this issue and so often you are left having to try and figure out things for yourself or talk to your friends for advice.

Alex was concerned about the fact that parents do not know what to do if their child is being cyber bullied or experiencing hurtful behaviour online. He asked the panel what more could be done. All the panel members agreed that parents play a vital role in helping to protect children but as they become teenagers, it can be hard for parents to have this conversation. The Youth-led inquiry agreed and felt it was important that parents are given support by teenagers to help them understand the technology. But it was still up to parents to help young people understand the risks such as the permanence of information when you put things about yourself online or that an image or message can be distributed beyond those people you trust.

The Youth-Led Inquiry team felt the panel had raised important points about the way in which schools could do more to help educate young people. They wanted to see young people training teachers and also train OFSTED Inspectors so that adults could understand the challenges young people face because of cyberbullying and cyberviolence, and how to deal with these appropriately.

The young specialists were very excited at finding ways in which they could work with games companies to improve safety. Rahim was worried that with more consoles linking into social networking sites this would create more opportunities for online bullying.

They had wanted to know what is being done by industry to keep young people safe. Rebecca Newton from Mind Candy explained that they have moderators for Moshi Monsters who are watching and making sure things are done to keep young people safe and to address any incidents that are reported. The Youth-led inquiry felt that this was really good for children but as you get older you move from having avatars that are anonymous to being asked to put your real details into your profile accounts. They did not think that there was enough information and support to help young people with this transition from anonymous to identifiable accounts such as Facebook where you have to put in your real details.

The Youth-led Inquiry team recognised that being anonymous online can be very important to some young people particularly if you want to discuss issues that you are worried or concerned about. However, this has to be balanced against giving other young people the opportunity to be nasty through the same use of these websites. Twitter said one of the important things about their community is how the community response can help protect individuals by other members of the community standing up for them. The Youth-Led Inquiry thought this was really important and having other young people stand up for you should be promoted across the social networking sites.

Theo wanted to know what the social networking sites were actually doing to help young people. Twitter said that having the ability to be anonymous was important but that they were always willing to look at how they do things. Facebook had created an anti-bullying hub to help young people. The Youth-led inquiry was concerned that reporting was not easy and social media companies were not clear on what would happen once you've reported an incident of cyberbullying or cyberviolence. They wanted to see processes that help young people. They really rated Instagram as an example of good practice in industry for being very proactive in its stance on cyber bullying and cyberviolence.

Reflections from the team: Meeting at Mind Candy Offices.

Beckie: The difference I want to make in the world is that I want teenagers to know that there is someone there for them and I want them to understand that they are important and have the potential to do anything.

Danielle: Changing things for young people, I think, that the education about the internet and its dangers need to be improved, with specific effort into working with bullies and their targets so that the issues can be fully resolved.

Merhawit: I don't know if this is a change but I would like to see young people who are hard to reach to actually get involved in particular events. This is the whole point of organising events. Instead we see ticked boxes which only prove young people were there. Another change I would like to see is trying to tackle labelling of young people in schools which may result in bullying, conflicts with society or even conflict with themselves. As John Mill, the philosopher argued if everyone is happy then society is happy. Mill was arguing about the feminist movement and how women are equal to men; which lead on to my other point which is to tackle gender stereotyping from a young age. Girls are already stereotyped by boys and face the comments of "you should be in the kitchen" etc. We need to change this.

Natalie: We need to know how technology is going to be used in the future and how we can help young people to use it safely; rather than always waiting for something to go bad and then everybody saying nothing has been done.

Amber: I would like to see more help for young people when you try and stand up for something. Sometimes it's very hard when other people put you down and say you're being too sensitive about an issue like bullying.

Rahim: It is really important with more young people playing computer games we need to know how to stay safe online and know how to report things. At the moment I'm not sure what to do if this was happening to me or my friends when we are playing games.

Robert: The conclusion I came to personally was that the problem of online bullying must be tackled at its roots. It is not simply enough to counter singular instances of bullying. Instead there must be concentrated effort to hinder these instances before they occur by working with both victims and perpetrators. Furthermore, it must be accepted that bullying of any kind will never fully be stamped out, and the most important thing is that we lessen its likelihood of occurring and its impact. We need the resources to resolve issues when they arise. Finally, I feel that the distinction between "cyberbullying" and "real life bullying" must be broken down in order for anti-bullying measures to be effective; we all seemed to reach a consensus that bullying today spans across both spheres, not just one.

Figure 2. Addressing Cyberbullying and Cyberviolence: Helping Young People to live online and offline safely.



Road-map for change to address cyberbullying and cyberviolence

1. Young people as participants in working with government, industry, academics, and charities to address the issues of cyberbullying and cyberviolence (as shown in figure 2 above) more opportunities are needed to facilitate dialogue.
2. The development of resources to help educate professionals; such as police officers, social workers, teachers, and parents and carers, on how to prevent and intervene to address cyberbullying and cyberviolence.
3. A clarification of the law in regards to cyberbullying and cyberviolence to help understand the legal thresholds, what the police, prosecutors, and judges, can do to help protect children and young people.
4. A Youth-led research programme into understanding the difficulties in identifying bullying and banter and also to address perpetrators' motivations and what works to help them to stop.
5. Industry to have clear guidelines on reporting processes and what to expect when cyberbullying or cyberviolence are reported.
6. The development of an educational resource for young people by young people (13+) to help address issues of identity, safety, sex and relationships and online responsibilities.
7. The need a clear national framework to address, prevention, early intervention, reporting and responses in schools and other settings working with young people. This would include industry and social media sites. The framework would also address the risk of young people being sign-posted to the wrong service at the wrong time and act as an audit of gaps in service.
8. More work to be done with the gaming industry and social media on how to promote girls as games developers to address stereotypical and sexualised portrayals of girls and women in games.
9. Greater collaboration between industry and young people to help understand how the Internet of Things can be used or misused in bullying and Cyberviolence.
10. Government to play a crucial role in helping to fund, identify and evaluate prevention and intervention strategies. Young people need to be represented in future work development.

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Foot Notes

¹ Ofcom Adults Media Use and Attitudes report 2014

² Ofcom Communications market report: United Kingdom-techy teens are shaping how we communicate.

³ The Power of the Web: A Systematic Review of Studies of the influence of the Internet on Self-Harm and suicide in young people, Kate Daine, Vinod Singerevelu, Sue Simkin, Paul Montgomery 2013

⁴ <http://www.anti-bullyingalliance.org.uk/press-centre/new-survey-finds-parents-and-teachers-struggle-to-keep-kids-safe-online.aspx> 2013

⁵ <http://www.anti-bullyingalliance.org.uk/press-centre/new-survey-finds-parents-and-teachers-struggle-to-keep-kids-safe-online.aspx> 2013

⁶ Ofcom Communications market report: United Kingdom-techy teens are shaping how we communicate.

⁷ <http://www.anti-bullyingalliance.org.uk/press-centre/new-survey-finds-parents-and-teachers-struggle-to-keep-kids-safe-online.aspx>

⁸ Smith, Mahdavi, Caralho, Fisher, Russell and Tippet 2008)



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