

The First National Youth-Led Inquiry into Cyberbullying and Cyberviolence



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

Co-ordinated by



With support from

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**Greenwich
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Special thanks to

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Thanks to the following organisations for their involvement:





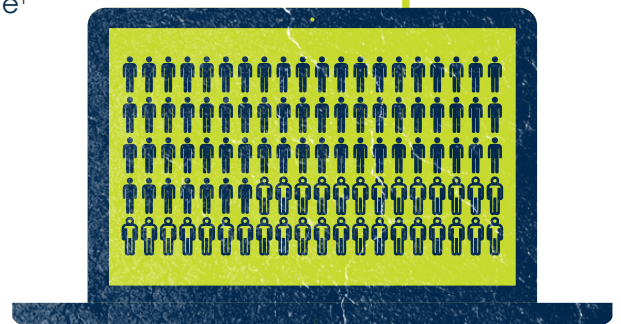
UK Government
spending on
addressing
cyberbullying



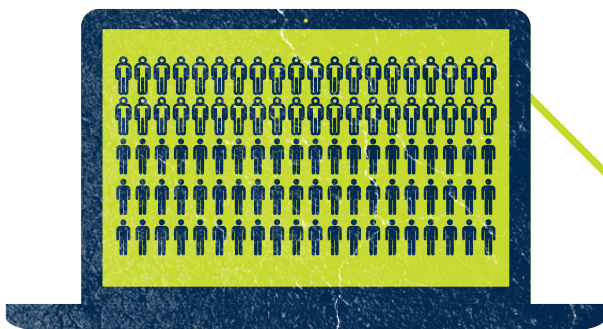
In 2014 98% of 16-24 year olds are online¹



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



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



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



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



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



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

Executive summary:

The Youth-Led Inquiry into Cyberbullying and Cyberviolence aim to prove one thing in August 2014. This was that when young people are given the opportunity to lead and engage in issues that matter to them they will challenge the way in which adults think about the problems and solutions.

Cyberbullying has become a real challenge the children and young people as technology becomes part of their everyday lives. It can take many forms, and have both short and long term impacts on those that are targeted. The young people who decided to tackle this problem ranged from 15 to 22 years old and from a range of organisations. All young people volunteered their time in the run-up to the Youth-led Inquiry by attending planning meetings. These meetings involved discussing what bullying meant to the young specialists, what they would like to achieve and what questions they think are most important to get answers from adults.

The Youth-led Inquiry was held on 1st August 2014 at City Hall. The agenda of the day was to bring in experts and industry leaders. Firstly, on Policy and Research; which included: Professor Andy Phippen from Plymouth University, Annie Mullins from the Institute of Digital Well-Being, Justice of the Peace Brian Higgins, Graham Ritchie from the Office of the Children's Commissioner and Dr Richard Graham from the Tavistock Institute. Secondly, on Social Media, Technology and Young People which included: Kathryn Tremmlet from the UK Safer Internet Centre, Dr Jo Twist from the UK Interactive Entertainment Association, Mithera Nandoo and Rebecca Newton from Mind Candy, Patricia Cartes from Twitter and Rosa Birch from Facebook. The final theme looked at Protection and Education; and included Marie Cooney from the Child Exploitation and Online Protection Centre, Will Gardner from Childnet, Alex Holmes from the Diana Awards and Anthony Smythe from Beat Bullying.

The main findings from the Youth-led Inquiry were:

- There is still a lack of research on what is cyberbullying and cyberviolence on how to tackle these issues.
- United Nations rights of the Child does offer protection to young people online but this needs to be part of an education program in schools.
- Terms cyberbullying and cyberviolence may not be appropriate to describe the range of experiences for young people engaging with technology, further research is needed.
- Cyberbullying was seen as a dated term as young people experience bullying both online and off-line.
- At present there is no work being done to address young people perpetrating cyberbullying.
- The law is seen as adequate for addressing cyberbullying but training needs to be offered to adults and young people to understand when things become serious enough to involve the police.
- Schools were seen as a key place in which to educate and support young people in protecting themselves from both cyberbullying and cyberviolence. But training needed to involve adults and young people working together.
- There needs to be more opportunities, in schools, in industry, and in government for young people to be participants in decision-making and research to help address the issues of cyberbullying and cyberviolence.

The Youth Led Inquiry

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Background:

In 2013 there were two significant events that formed the background to the Youth-led Inquiry in 2014.

There has been a growing concern on the risks of cyberbullying in the UK. A frustrating aspect of this has been the lack of young peoples voice in solving the issue. There has been increasing concern in the media regarding cyberbullying. When adults don't offer solutions this creates a climate of fear and anxiety regarding the use of technology particularly for parents. It is more important than ever that young people are not seen as the victims of cyberbullying but as leaders who can solve this problem when adult listen.

Secondly, Anti-Bullying Week which took place in November 2013 was specifically focused on cyber-bullying. A key trend highlighted by one of the team was that a lot of cyberbullying material was: 'dated and focused on PCs, when young people are on smart phones, tablets, and social networking sites, it's just not cool'. This was an important point because it was so obvious. The speed at which technology and social behaviours were changing meant that a lot of resources and interventions were at risk of no longer being relevant in the lives of children and young people.

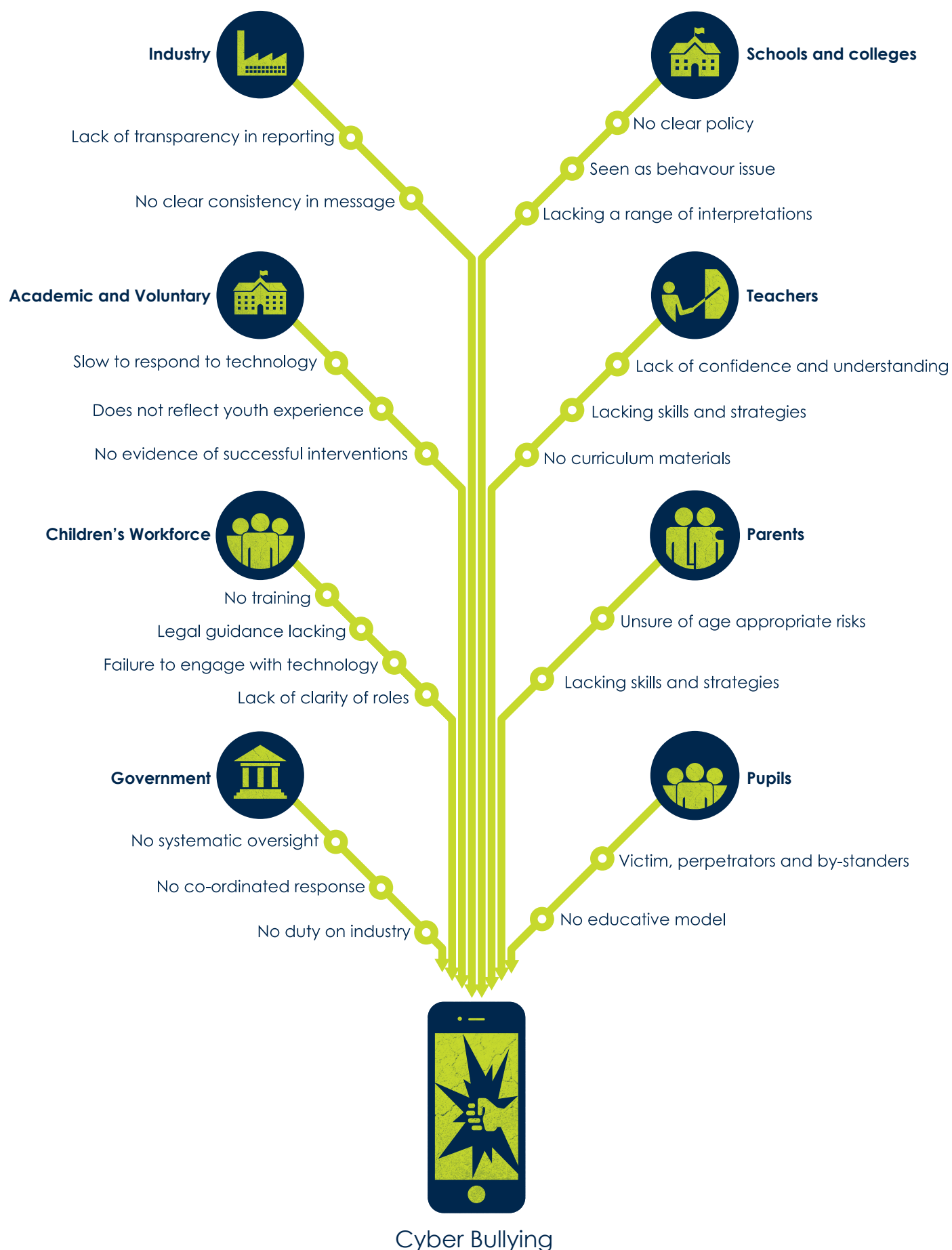
In 2014, Samantha Marks from the Scouts and Luke Roberts from Resolve Consultants Limited were discussing cyberbullying and the lack of participation by young people in the debates that impact on their lives. Luke Roberts had been mentoring a team of young people and in a recent conversation concerns had emerged about how young women in particular were being treated in online environments; this was wider than cyberbullying. What was clear was that these young people wanted to make a difference, but could not find a way to participate in the issues affecting them. Samantha crystallised the problem perfectly when she said:

“Young people should be participants and not recipients”

From this statement, the idea of the Youth-led Inquiry was born.

Luke Roberts had already begun mapping the causes (see Figure 1, below) for the the underlying reasons for cyberbullying. The purpose of the Youth-led Inquiry would be to explore the issues facing children and young people from their perspective, but also, exploring the system-wide implications of how experts, industry, public bodies, and charities were working together or could work together.

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-Couprie – 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.

Work with Demos and the Centre for Social Media Analysis (CSMA):

In the run-up to the Youth-led Inquiry, the team worked with CSMA to look at Cyberbullying in social media. This helped provide young people with a deeper understanding of the difficulties of putting bullying behaviour into a context. Young people identified a number of terms which they thought would be used in instances of cyberbullying. They found that identifying single words out of context made it difficult to identify whether this was humour, banter, or bullying. The report concludes 'This suggests at least some limitations on how far automated systems can resolve these problems, and potentially greater responsibility at the level of schools and individuals'.

The experience of working on the short research project highlighted to young people some of the challenges the industry faces in identifying cyberbullying and cyberviolence from the constant stream of communication that represents multiple forms of interaction between individuals.

After the team of young specialists experienced the issues and challenges faced by companies when assessing what is banter, cyberbullying or cyberviolence, they then brainstormed questions they wanted to ask panel members during the inquiry as to what would make a difference.

For the purpose of the inquiry the young specialists used two definitions to help make the distinction between different types of online behaviour.

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).

Prior to the start of the Youth-led Inquiry.

Prior to the Youth-led Inquiry, a number of organisations were contacted to attend (Appendix 1: Invitation). However, not all the organisations could attend so they were asked to provide a submission statement to help inform the questions young people would ask on 1 August (See appendix 2). In addition, guests were also asked to provide a submission form.

The following organisations provided a submission and supported but did not attend the Youth-led Inquiry:

PC Steve Sweeny, Metropolitan Police Safer Schools Lead who's work focuses on secondary schools. Steve agreed with the term "cybervioence", but thought the term " cyberbullying" should use the word target. The Metropolitan Police provided support in all areas of the submission form. Concerned that both cyberbullying and cyberviolence can lead to physical violence.

Paul Bennun, GAME Retail Limited. Paul agreed with both definitions. Could provide support in all areas of the submission form, but does not have a specific policy on cyberbullying and cyberviolence. Game can potentially help non-gamers, particularly parents understand the risks and ways to prevent cyberbullying. GAME believes that a co-ordinated, aligned industry-approach should address these issues.

Professor Carsten Maple, National Centre for Cyberstalking Research agreed with the definition of cyberviolence and offered an alternative

'The use of electronic means to deliberately cause harm to an individual or group'

Agreed with the definition of cyberbullying but was concerned about :

'The lack of understanding of what are acceptable communications by the perpetrators, and lack of awareness of protection and support mechanisms for victims. However, most urgent are SIMPLE methods for reporting bullying and appropriate support mechanisms for victims. It is also important to ensure that data is adequately protected.'

Professor Maple also made clear that the difference between cyberbullying and stalking was the fixation with the target. NCCR are willing to support and conduct research in this area. The NCCR believe that the law is adequate but

'Guidance has been provided by the DPP regarding unacceptable communications, but this message needs spreading further. All areas of the criminal justice system , education, employers and citizens need simple and effective guidelines.'

The Youth-led Inquiry thanks these organisations for taking the time to provide this information and for their expertise to help inform the debate.

Introduction to the Youth-led Inquiry:

On 1st August 2014 at City Hall in London 12 young people formed the first ever Youth-led Inquiry into Cyberbullying and Cyberviolence. The young people were aged from 15 to 22 and brought a range of experiences on how technology, identity and harmful behaviours were impacting their generation. The purpose of the youth-led inquiry was to allow young people to take centre stage as leaders. This report highlights their journey, their solutions, and their recommendations to address cyberbullying and cyberviolence.

The Youth Led Inquiry



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.

The chair of the youth-led inquiry opened proceedings by asking if the panel agreed with the definitions of cyberviolence and cyberbullying.

This drew a range of responses from panel members. On the one hand the term "cyberbullying" is commonly used to describe a particular type of behaviour that is familiar to most young people. However, there was concern that different types of behaviour such as suicidal thoughts, self-harm, and being humiliated online were all being lumped under the umbrella of cyberbullying. The term "cyberviolence" was seen as a helpful way to capture the broader spectrum of behaviours that can happen online as long as it was clear that cyberviolence could also be directed inwards as well as outwards towards other individuals.

6.1 Cyberbullying and the Law.

There was a consensus of panel members that there was no need for new laws to be introduced to deal with cyberbullying. Indeed, Brian Higgins suggested that the law is adequate - it's the implementation that is the problem. There is a lack of clarity about the threshold between online behaviour being harmful and to being criminal and this is a problem for law enforcement agencies that needs to be addressed. None of these panel members wanted to see young people being criminalised for cyberbullying or cyberviolence without prevention and intervention strategies first being put in place.

6.2 Cyberbullying, Cyberviolence and the United Nations Rights of the Child.

Dr Graham Ritchie provided important evidence on how cyberbullying is an infringement of the rights of the child. He cited the following articles as particularly important to the work of the Children's Commissioner when addressing the issues of cyberbullying and cyberviolence. "All children and young people in the UK have these rights. Children and young people should respect the rights of their peers – all children and young people have a responsibility to ensure that their peers are able to fully enjoy their rights".

Article 13 (freedom of expression) states that children have the right to get and share information, as long as the information is not damaging to them or others. This means that children and young people have a responsibility to also respect the rights, freedoms and reputations of others.

Article 16 (privacy) states that children have a right to privacy. Through cyberbullying, children and young people may be targeted in their home, and perpetrators of cyberbullying may use social media to spread gossip about a child or young person. This could be regarded as an invasion of their privacy.

Article 19 (protection from all forms of violence) states that children have the right to protection from mistreatment, including physical and emotional abuse. Cyberbullying is an intentional effort to cause harm which impacts on the wellbeing of a child, and is therefore contrary to this right. This Article also states that there should be appropriate procedures in place to prevent, identify and investigate any form of child maltreatment – organisations should therefore establish policies to address bullying, covering prevention, intervention and support.

Article 28 (education) states that children have the right to education. Bullying can cause victims to disengage from education. Governments should therefore take measures to encourage attendance at schools, including the establishment of robust policies and procedures to address bullying.

6.3 Cyberbullying, Cyberviolence and Mental Health.

Dr Richard Graham spoke about concerns about the lack of understanding regarding young people's online lives by medical professionals, in particular, and professionals, in general. He spoke about his concerns of the social media 'projecting certain lifestyles that young people cannot achieve or have access to'. He spoke about incidences where medical professionals had not recognised how important young people's online identities are. In addition, there is a lack of training to help adults keep up-to-date with trends and risks in this area.

Annie Mullins also was concerned by the lack of training for social workers and other professionals working with families to understand how young people's online lives were being affected. She also raised concerns about repressing negative emotional experiences online, such as giving young people the opportunity to vent, express anger, express sadness, as they would in their real-life experiences. It was important to recognise that young people will make social mistakes and this is part of their learning experiences whether this is online or in the real world.

Annie Mullins final point was to raise the issue of anonymity. Having recently worked closely with Ask.fm, it was important to recognise that anonymity can be healthy for young people wishing to explore different identities through online experiences. The ability for social media to provide this service was seen as a positive as it allows young people to enter different communities without damage to their real-world reputation or identity. The Youth Led Inquiry was concerned that anonymity could also increase risks of cyberbullying and cyberviolence as perpetrators could be cruel without recognising the impact on the victim. There was a strongly expressed concern by both Annie Mullins and Dr Richard Graham about the lack of funding for young people to access mental health services such as Child Adolescent Mental Health Service (CAMHS) and trained staff to address their issues.

6.4 Cyberbullying, Cyberviolence and Education.

There was broad agreement across the panel that education plays a pivotal role in supporting and protecting young people from both cyberbullying and cyberviolence. The opportunity to have discussions about cyberviolence and cyberbullying needed to be placed in the appropriate part of the curriculum. Prof Andy Phippen commented that the British government's new computing curriculum had missed a vital opportunity:

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

The real opportunity to address both cyberbullying and cyberviolence must come from cross-curricular learning opportunities and E-safety to be embedded within PSHE alongside Sex and Relationship Education. He also stated that there was no clear evidence of effective practice to support schools in addressing cyberbullying and cyberviolence due to a lack of evaluation from both government and from academics. He did cite restorative approaches as a way in which to bring people together to find mutually beneficial solutions.



The Young Specialists met charities and CEOP



A selfie with Twitter



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

7.1 Definitions: Cyberbullying and Cyberviolence.

On the issue of cyberbullying, the panel thought that although this term was useful it was out of date with the realities that young people face. Cyberbullying was a term much more relevant to when young people were location based next to their PCs. However, with the proliferation of mobile technology such as 4G and greater access than ever to Wi-Fi young people were using their devices as part of their everyday social interactions. The panel on the whole saw "cyberbullying" as a term that needed to be incorporated back into the term of "bullying" and that the bullying could occur either online or off-line. The issue of "Cyberviolence" presented a different problem as Patricia Cartes explained "it was the balance between freedom of speech and keeping people safe". This was a dilemma faced by all social media companies. Patricia illustrated her point by giving the following example "with sexual images what you may have at the start is harmful or aggressive behaviour. As this gets more widely distributed, the community often responds by showing its disapproval or challenging such harmful behaviour". She then went on to say "at the other end of the extreme Twitter does not moderate freedom of speech, as it is really important to issues such as in Egypt and Tunisia where people have anti-government views and can use social media safely without their government finding out who they are". From an industry perspective Cyberviolence has to be put within this context.

7.2 Safety from the industry perspective.

The representatives from Mind Candy explained that because of the age of the children they work with, cyberbullying and cyberviolence were not a major issue. It was more likely that children would use nasty names or fall out with each other. Also importantly Mind Candy welcomed users from all ages rather than having specific age brackets on the Moshi Monster gaming platform. Rebecca Newton also explained that when websites have massive amounts of users all operating on their platform at the same time, moderation becomes a challenge. There was a need for the introduction of algorithms that can protect children and young people by identifying warning signs such as keywords. However, this needed to be put within the context in which these words were being used. So there was still a role for human moderators being supported by programmes that specifically check the safety of users. Dr Jo Twist explained that the UK games industry has led the way in children and young people's safety as they had to ensure that young gamers were protected in their online communities. Facebook had changed the reporting system in response to research into emotional intelligence from Harvard University with a greater focus on social reporting. Twitter recognised that there was still work to be done but they had introduced easier ways for their users to block or mute tweets within the flow of tweets.

There was concern among the young specialists that social reporting would not be effective when someone is being deliberately targeted, rather than being given help to ask friends to stop doing something online with Facebook. In addition there was concern that being referred to another organisation could make them feel like no one is willing to help because it is not clear how long the help will take.

7.3 The issue of Anonymity.

The issue of anonymity was seen as useful for young users who create avatars without having to disclose anything about their identity. For example, Moshi Monsters due to the young age of its users has allowed children to set up accounts without a great deal of personal information. Likewise, Twitter allows users to set up multiple accounts without having to identify themselves. For Facebook, it was important that users could be identified within their social networking site, whereas for Twitter, the issue of anonymity was a protective factor for wider political issues.

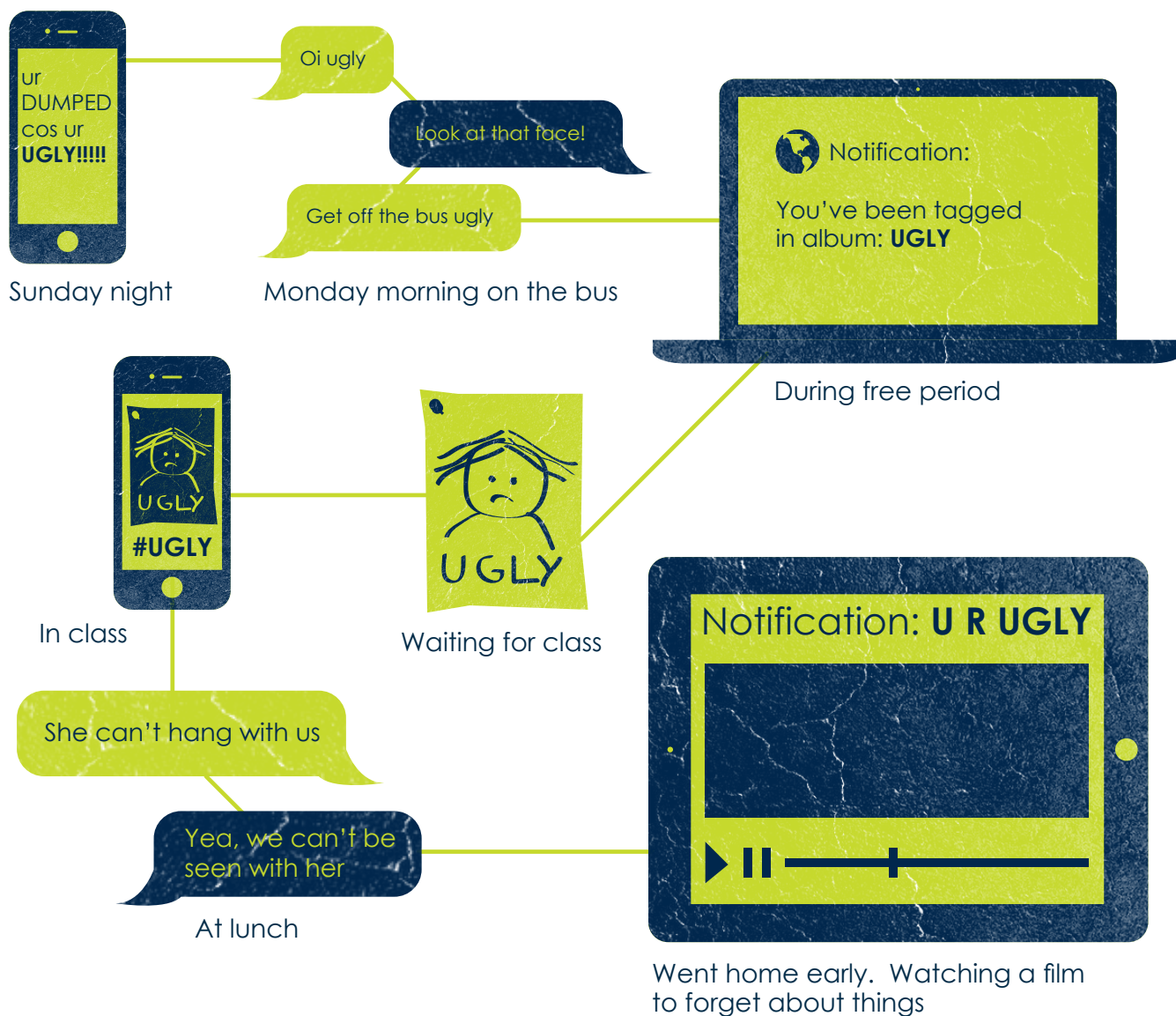
7.4 Gender and identity: girls and women in computer games.

The question was asked by the young specialists as to why there is such a narrow portrayal of girls and women within the computer game industry. Dr Jo Twist responded that this was not surprising when only 6% of programmers are women. With regard to the sexual images of women, Facebook commented that nudity was not promoted on their social media. For Facebook, it was important to recognise feminism and to educate about risks and opportunities for girls and young women. Twitter monitored accounts for graphic or nude content, but it was important to put this in context. For example, a media story might be talking about abuse but may not be being abusive.

7.5 Online Communities: Standards and norms.

Rebecca and Mithra from MInd Candy both felt it was important to encourage people of all ages to use websites to help shape social norms. For Mind Candy, it was important that young people are given the tools that are helpful to manage the reality of the online world. Twitter has in place a trust and safety team as well as a product safety team. There have been ongoing efforts to understand how new features could be potentially misused. However, at the heart of their philosophy on safety is that the community of users self-regulate and self-moderate to keep everyone safe. For Facebook, which is an age restricted website, there is no drinking or gambling allowed to target/market to younger users. Dr Jo Twist was adamant that the UK games industry had been pioneering in protecting children and young people in online gaming communities. This was because the gaming industry was keen to promote gaming and keep gamers safe and had therefore developed a range of safety techniques that have been adopted across the industry.

The interplay of bullying between the online and physical world



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

8.1 Definitions of Cyberbullying and Cyberviolence.

There was concern about the definition of cyberbullying as a term not being reflective of the current experiences of children and young people. BeatBullying commented that cyberbullying has evolved with its 24/7 nature which makes it difficult for children and young people to escape from it. This also means that places of safety are scarce, with no distinction between the online and off-line world anymore. All panel members suggested that bullying should include cyber/online within the definition. The Diana Awards suggested that the key was looking at behaviour in any place whether it is online or offline. CEOP suggested that in an online environment it can be difficult to defend yourself from Cyberbullies and were concerned about the issue of defining power. There was a mixed response to the term "cyberviolence", as Childnet was concerned that the term was not helpful in defining a range of online behaviours. However, CEOP stated that within their work the term "cyberviolence" would incorporate issues such as stalking which needed to be explained to young people

8.2 The role of Education in addressing Cyberbullying and Cyberviolence.

All the panel members thought there was an important role for education to play. Will Gardner from Childnet stated:

We need to seize every opportunity that we can with more services and resources. There is a role for schools to do more, such as in the computing curriculum to adequately address this. We need young people to know about E-safety. In that way young people can carry the message home. For us the work of Safer Internet Day is to focus people's minds and to find 'teachable moments'.

Will also suggested that E-safety needs to be part of PSHE curriculum and this was echoed by CEOP but with an emphasis on having a range of learning tools that would enable young people to challenge the behaviour that they see. Alex Holmes argued that schools already had policies but the goal was to up-skill people bearing in mind that pupils spend 11,000 hours during their school life. He suggested that there needs to be more focus on good practice to support education. Will Gardner reminded the panel that the government had withdrawn previous cyberbullying guidance and had trimmed down present anti-bullying guidance to schools. Anthony Smythe commented that lots of work may be being done in this area, but we need to move from best practice to common practice to help schools to learn. There was concern from both Childnet and Beat Bullying that the UK which has been in the leading position on many child E-safety issues could lose this position.

CEOP also suggested that young people needed to be aware of offences, such as having nude pictures of a young person under 18: this is an offence. CEOP also saw an important role in Sex and Relationship Education to help young people recognise sexualised behaviours online.

8.3 Cyberbullying, Cyberviolence, and Parents.

All the panel members agreed that it was vitally important that parents are reached in initiatives and informed of ways to help children and young people stay safe online. This was very important to the work of CEOP in preventing forms of sexual exploitation. It was suggested by all members of the panel that the development of an advertising campaign across multiple media, and television in particular, would help to support parents. For Marie Cooney at CEOP:

'Parental involvement is critical to address risk faced by young people'.

8.4 The Role of Government in tackling Cyberbullying and Cyberviolence.

CEOP suggested that UKCCIS (The UK Council for Child Internet Safety) could play an important role in bringing its strongest players to help address the issues faced by children and young people. There is particular concern about addressing victimisation and the lack of services to do this. Beat Bullying were concerned that the burden should not be placed on schools alone and that there was a clear failure of industry to self-regulate. It was now time for government to introduce minimum standards as there is no safety regulation at present. For all panel members there was an important role for OFSTED to play in identifying good practice to help educators. This was also echoed by CEOP in the role in which OFSTED could help to address some of these issues.

BeatBullying called for a criminal offence to be created, as the current legislation is not fit for purpose to address persistent abuse. Anthony Smythe of Beat Bullying was concerned that young people can go to the police but then have cyberbullying or cyberviolence treated as mere banter which could go on for as long as five years and can lead to self-harm. He was concerned that present legal redress such as miscommunication or harassment is not adequate and that legislation needed to be smarter. He was adamant that this was not about criminalising children or young people, but based on a tiered approach from prevention, education, early intervention to adequate legal protection. This would in effect create an Anti-Bullying Strategy for government. However, Childnet was concerned about the introduction of regulation and what it could achieve. Will Gardner suggested that the issue of industry was one of longevity - the longer a service exists the safer it has to become to attract new users and keep existing users.

8.5 Interventions.

Alex Holmes stated The Diana Awards Ambassador Training on Bullying has reaching over 8000 young people and that supporting young people was really important. However, he was concerned that overall charities were not maximising their potential reach in working together. The focus of the Diana Awards was on creating a whole school approach. There was also concern that there was no specific work being done to support perpetrators that would help to understand and intervene. This was shared across the panel. All the panel members presented evidence of effectiveness from independent evaluations. However, there was concern that these interventions were without funding and could lead to a failure to continue to build the evidence base to address cyberbullying and cyberviolence.

The Youth-led Inquiry was concerned that support for interventions was often focused on primary school aged pupils and that there was no support for older young people aged 15-16 and above.

The end of a long day



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 'fake 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.

Conclusions:

The need for education was seen as the biggest driver for change by the young specialists, but they were concerned that schools don't take PSHE seriously and that delivery is patchy. They also felt that a lot of E-safety material was focused on primary- aged pupils and there was nothing for older young people to relate to. They like the idea of cross-curriculum activities that could include issues on sexism and sexualised behaviour as well as protecting yourself and your reputation online.

A striking conclusion from the submissions from organisations is that no-one is specifically doing work with perpetrators of cyberbullying, and cyberviolence. The over-focus on young people as victims means that there is a lack of understanding about the role changes in situations and also what are the most effective ways to address both cyberbullying and cyberviolence from the perspective of perpetrators. Professor Andy Phippen highlighted Restorative Approaches as a possible way of addressing both victim and perpetrator. More needs to be done in this area.

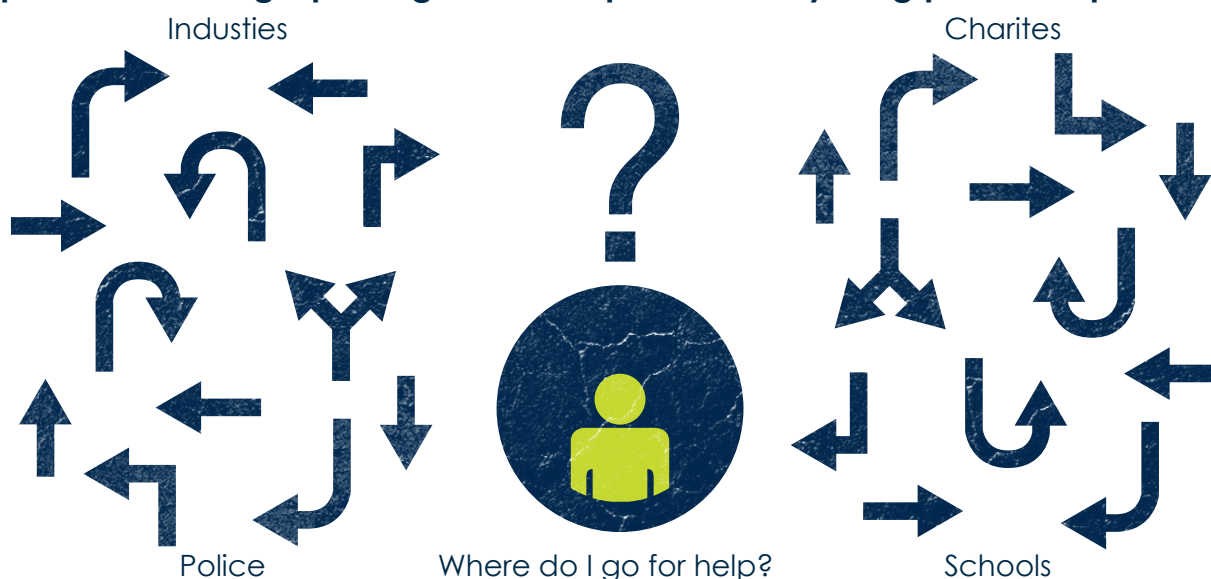
There is a lack of clear government leadership in this area with several government departments (Department of Education, Department of Culture, Sports and Media, Ministry of Justice, and the Home Office) all dealing with aspects of these issues, but at present there is no minister responsible. Importantly there are no young people being represented in any of these areas to give advice and support or to channel the voices of young people into government departments. The UK Council for Child Internet Safety has been focused on adult-to-child abuse and has not worked in any way to address peer-to-peer abuse. Likewise Cyber-Streetwise, a government initiative has focused on adults rather than young people.

The Youth-led Inquiry has highlighted that industry is willing to both engage and play an active role in protecting children and young people. It is vital that ways to continue these conversations are developed so that issues and concerns by young people and industry are heard, explored, and developed.

The role of charities and non-governmental organisations has highlighted a focus on education, yet there is concern amongst young people that this tends to be focused in the capital and in large cities. There was also concern about how effective these educational programmes are when young people are not informed of the results. It was also important to hear from CEOP that their work does not involve cyberbullying although schools often tell young people to report to CEOP.

There was an overarching concern from the young specialists that social media companies were keen to sign-post young people in distress to charities, but it was not clear what the outcomes are or what effective interventions are. There was a concern that between reporting incidents, and then being signposted for support, the charities sign-posted could not offer help. This in effect can perpetuate the feeling of helplessness during a very traumatic time, as the help advice is not suitable for young people.

The problem with sign-posting – at what point can a young person expect help?



All but one organisation felt that the law in place is adequate. However, there is a lack of education for professionals, parents, and young people about when the law can intervene and what the threshold is.

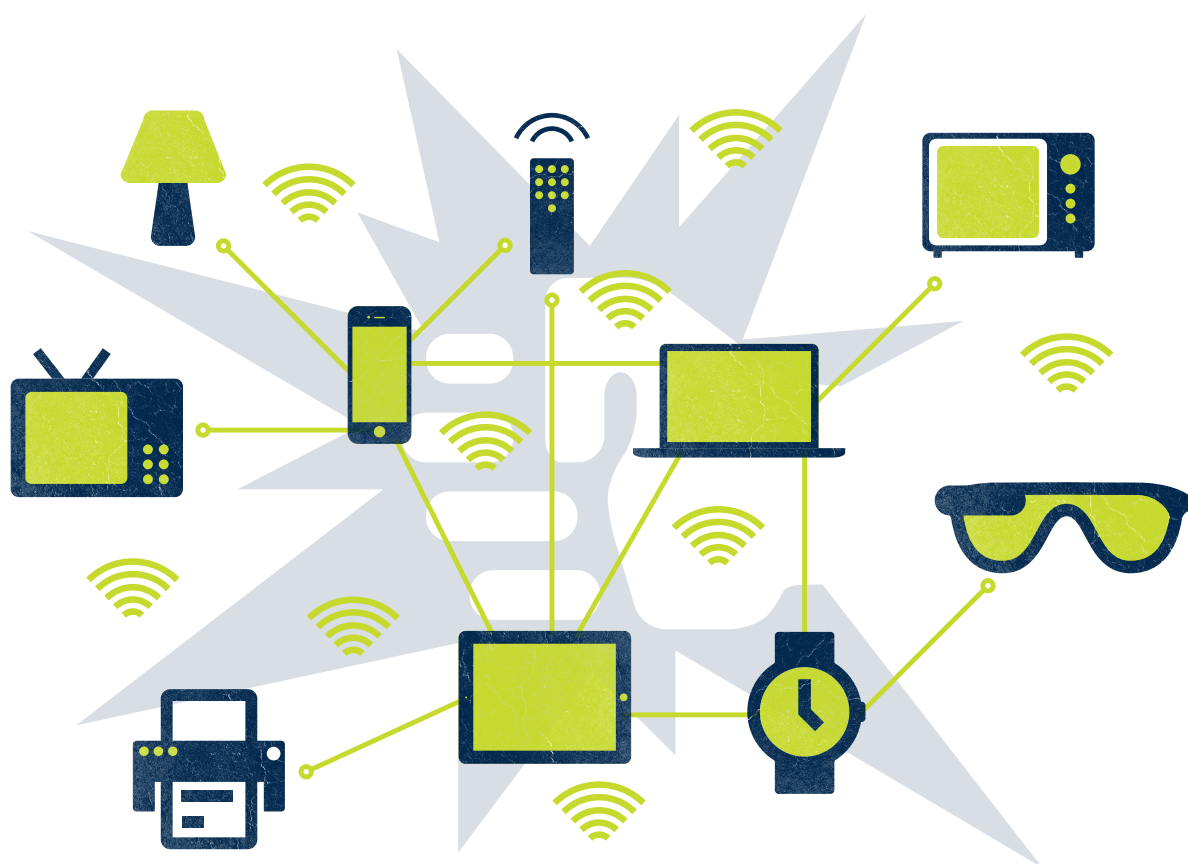
Cyberbullying may already be dated. The term “cyberviolence” may be contested but is a useful springboard for capturing a range of behaviours which are presently being grouped under the term cybe bullying.

Young people's experiences are now more mobile and this is likely to increase with the Internet of Things

I thought it was the Internet of Stuff?

The Youth-led Inquiry Specialists were concerned that with the push towards wearable technology and more technology in the home young people could be more immersed in abusive and harmful instances e.g. a message on your wristwatch tells you something nasty has been posted on Twitter, and as you go to your fridge your fridge tells you something horrible has been put on Facebook and all of this happens before you've even had your breakfast!

The internet of things: The new weapons of bullying?



Finally, the lack of investment in this area means that resources are not keeping up with the needs of young people and the UK risks losing its place as a leader in addressing cyberbullying and cyberviolence.

Luke Roberts

Resolve Consultants Limited

This reports is dedicated to the young specialist who committed their time and energy to an issue they felt passionately about solving.

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.

Appendices

Appendix 1: Invitation

Dear Sir/Madam

We have finalised our plans for the Youth Led Inquiry taking place in the Chamber, City Hall, London on August 1st 10.00-1600 which involves the gathering of young people from several organisations.

The purpose of this inquiry;

- Explore what adults from a range of sectors are doing to protect children and young people from cyberbullying and cyberviolence.
- Identify patterns and trends that are happening in these sectors with regards to these issues.
- Identify strategies to educate, prevent and respond to cyberbullying and cyberviolence that are in the interests of all children and young people.

We would really appreciate your input and welcome you to participate in this Inquiry, following this meeting we would ask you to attend a follow up to assess the actions. We are aiming to produce a report to be handed to the Prime Minister on the recommendations of the young people involved.

Please complete the submission form attached. Please return by 30th June 2014 to lukeroberts@resolve-consultants.co.uk

Please can you also confirm if your organisation will be able to send a representative for the 1st August 2014. Due to numbers we will send a confirmation to you if you have been chosen to attend as a panel member on 1st August. An agenda will follow shortly. We are unable to pay travel expenses for attendance. If you have not been selected your submission may be used in the final report.

If you have any questions please do not hesitate to contact Luke Roberts lukeroberts@resolve-consultants.co.uk who is co-ordinating on behalf of the Youth Led Inquiry.

We are really looking forward to meeting you.

Many thanks

Natalie Jade Lee - Chair of the Youth Led Inquiry.

Appendix 2: Submission form.

Youth Led Inquiry: Participant Submission Form.

On August 1st 2014 at City Hall young people from several organisations will be coming together to collect evidence from invited guests on what is being done to protect children and young people from cyberviolence and cyberbullying.

In preparation for this meeting the Youth Led Inquiry (YLI) are inviting submissions from organisations and experts to help formulate questions and understand the present activities and views from industry leaders, charities, academics and the public sector.

Name: _____

Organisation: _____

The YLI are using the term cyberviolence as an umbrella terms for a range harmful behaviours including harassment, abuse, bullying, trolling, stalking, discrimination and humiliating online.

Cyberviolence can be defined as:

The use of Information Communication Technology to deliberately cause harm to an individual or group in cyberspace.

1. Do you agree with this definition? Please put in bold your response and short statement on your reason for your response.

Stance	Reason
Yes	
No	
Don't know	
No comment/ NA	

The YLI are going to define cyberbullying 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 2008⁸)

2. Do you agree with this definition? Please put in bold your response and short statement on your reason for your response.

Stance	Reason
Yes	
No	
Don't know	
No comment/NA	

About you or your organisation:

What does your organisation do:

**What do you or your organisation do to address cyberviolence and cyberbullying?
Please put an X in the box.**

- ☐ Research
- ☐ Education
- ☐ Prevention
- ☐ Reporting
- ☐ Responding
- ☐ Support and Advice

Please give details to your answer.

What are you or your organisations major concerns about the risks posed to children and young people regarding cyberviolence and cyberbullying?

Have you seen a change in trends or behaviour that makes you or your organisation concerned about the risks or trends in cyberviolence and cyberbullying?

What more do you think you or your organisation can do to help address cyberviolence and cyberbullying?

What more do you think your sector/industry could do to address cyberviolence and cyberbullying?

Do you think there is a role for government to play in addressing cyberviolence and cyberbullying?

Do you think there should be a specific law against cyberbullying for children over 10 years old? Please put an X in the box.

☐ Yes ☐ No ☐ Don't know ☐ The law is adequate at present

Is there anything else you would like to add?

Thank you for completing the Youth Led Inquiry Submission form. Your organisation may be invited to give evidence on the day to the panel. We may use your submission answers in our final report, and all submissions will be included in the appendix to the final report.

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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)



RESOLVE CONSULTANTS LIMITED

The First National Youth-Led Inquiry into Cyberbullying and Cyberviolence

Luke Roberts

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.