

# Kingston University London



Centre for Abuse & Trauma Studies

## **Evaluation of CEOP ThinkUKnow Internet Safety Programme and Exploration of Young People's Internet Safety Knowledge**

---

**Report Two: Prepared by Professor Julia Davidson  
with Elena Martellozzo and Mia Lorenz,  
Kingston University**

**July 2009**

**Kingston University Research Team: Professor Julia Davidson Project Lead, Julie Grove-Hills Research Associate, Mia Lorenz Research Associate & Manager Survey Research, Elena Martellozzo Research Associate & Manager Qualitative Research.**

## Table of contents

|  |           |
|--|-----------|
| <b>1.Executive summary .....</b>                       | <b>3</b>  |
| Extent of online risk-taking.....                      | 3         |
| Effect of safety advice .....                          | 3         |
| Evaluation of the TUK programme .....                  | 4         |
| Recommendations .....                                  | 4         |
| <b>2.Research context and aims.....</b>                | <b>6</b>  |
| <b>Research Context.....</b>                           | <b>6</b>  |
| The TUK Programme .....                                | 8         |
| TUK Programme Delivery .....                           | 9         |
| <b>3.Methodology .....</b>                             | <b>10</b> |
| <b>Sampling and Recruitment .....</b>                  | <b>10</b> |
| Schools Sampling .....                                 | 11        |
| Additional Sampling (panel sample) .....               | 11        |
| Ethics.....  | 12        |
| Informed and Voluntary Consent .....                   | 12        |
| Assurance of Confidentiality and Anonymity .....       | 12        |
| Data Collection .....                                  | 13        |
| Survey Data Analysis .....                             | 14        |
| Research Limitations .....                             | 15        |
| <b>4.Findings- Sample Characteristics(4.1).....</b>    | <b>16</b> |
| The Focus Groups Sample.....                           | 16        |
| The Survey Sample.....                                 | 16        |
| Geographical distribution .....                        | 17        |
| <b>4.2 Findings- Survey and Interview.....</b>         | <b>18</b> |
| Time spent online .....                                | 18        |
| Online activities.....                                 | 19        |
| Internet safety advice received.....                   | 21        |
| Risk taking behaviour and stranger perception.....     | 22        |
| Sharing of personal information.....                   | 23        |
| <b>4.3 TUK Evaluation.....</b>                         | <b>27</b> |
| TUK training delivery.....                             | 27        |
| Self-reported impact on behaviour.....                 | 32        |
| Comments about TUK training.....                       | 33        |
| Visits to the TUK Website.....                         | 34        |
| TUK recall and branding issues.....                    | 37        |
| <b>4.4 TUK Trainer Interview Findings .....</b>        | <b>38</b> |
| Sample characteristics .....                           | 38        |
| Children’s awareness of Internet safety .....          | 38        |
| Parents’ awareness of Internet safety.....             | 40        |
| <b>Evaluation of the TUK programme .....</b>           | <b>41</b> |
| Website.....   | 40        |
| Delivery .....   | 41        |
| Training.....  | 43        |
| <b>5. Recommendations .....</b>                        | <b>44</b> |
| <b>References.....</b>                                 | <b>46</b> |
| <b>Appendix 1: Questionnaire wording.....</b>          | <b>47</b> |
| <b>Appendix 2: Trainer interview topic guide.....</b>  | <b>53</b> |
| <b>Appendix 3: Focus Group Interview schedule.....</b> | <b>54</b> |

*Note: This report is the second in a series produced for CEOP and the NAO. Report One (Lorenz and Davidson, 2009) presents a detailed discussion of the survey findings.*

## 1. Executive Summary

The ThinkuKnow (TUK) programme is managed by the Child Exploitation and Online Protection Centre (CEOP) and is part of its programme to reduce the harm caused by those individuals that seek to abuse children and young people through the misuse of technology. It is part funded by the European Commission's (EC) Safer Internet Plus programme and aims to provide Internet safety advice to children and young people aged between 5 – 16 years of age, as well as information for parents and support for professionals who work directly with them. It concentrates on three key messages: how to have fun; how to stay in control; and how to report a problem. Although the main focus is on sexual abuse and exploitation, such as grooming, the programme covers other aspects of Internet safety and security. The TUK programme is delivered by a network of trained and vetted volunteers, drawn from professionals who work directly with children, such as teachers, police officers and child protection workers.

As part of its funding agreement with the EC CEOP agreed to commission an independent evaluation of the TUK programme aimed at 11-16 year olds. This is the oldest part of that programme and was launched in September 2006. This research aimed to explore young people's understanding and awareness of messages from the CEOP TUK Internet safety programme, whilst also exploring young people's Internet use and risk taking behaviour. The research incorporated two stages: a qualitative stage which included 21 focus groups with 84 young people (49 girls and 35 boys) in schools throughout the UK who have received the TUK programme. The second stage of the research involved a large survey of 1,718 young people across the UK aged 11-16 years old<sup>1</sup>. In total over 1,800 young people participated in the research, making this one of the largest, recent studies of young people and Internet safety in the UK. The study also included 11 face-to-face and telephone interviews with TUK trainers.

The key findings are outlined below.

### 1.1 Extent of online risk-taking

- **A high proportion of children reported having engaged in high risk behaviour online** (defined by degree to which they share information with and interact with strangers<sup>2</sup>), and somewhat fewer (but still a high proportion) say they will continue with such behaviour. However it should be kept in mind that interacting with strangers (i.e. adding them as IM or Facebook friends and exchanging messages) is becoming an accepted behaviour and is probably not perceived as 'risk-taking'. This finding is supported by both the survey and focus group data.
- **One in five young people have received a 'threatening' experience online**, described as being made to feel uncomfortable or online peer bullying experiences.
- **There is a fairly small but significant association between interaction with strangers and higher levels of threat experience.**
- **Girls appear to be at higher risk than boys** because they use social aspects of the Internet more (notably instant messaging and social networking sites), and are slightly more willing to share some types of

---

<sup>1</sup> A detailed description of the survey findings can be found in National Audit Office Report One 'Evaluation of the TUK Internet safety programme'

<sup>2</sup> The definition of a stranger given to respondents was: "A stranger is someone who you may have spoken to online for some time, but who you have never met in person." It should be noted that other research shows that many young people do not consider such people to be strangers; rather, they are perceived to be 'virtual friends'. Nevertheless in this report we use the word 'stranger' as this was the word used in the survey. For a more detailed explanation, please see the definitions on page 19.

personal information with and to interact with strangers. Girls are far more likely to have had a 'threatening' experience online. **However, boys are twice as likely to do nothing in reaction to a 'threatening' experience.**

## 1. 2 Effect of safety advice

- **The most common source of online safety advice for young people appears to be parents/relatives and schools.** There are indications that parental advice is more effective if there is a close parent-child relationship, possibly with parental monitoring of Internet use.
- **Young people do however seem fully conversant with key Internet safety messages but do not seem to always act on the advice provided. This is particularly true of the 13 plus age group.** This finding is supported by the survey and focus group data.
- **Safety advice appears to have little effect on past or planned risk-taking behaviour.** This finding is supported by the survey and focus group data.
- **Young people who have had some safety advice in the past two years are slightly less likely to share certain personal details with strangers,** but the effect, which although statistically significant, is small. **Having had any safety advice in the past two years does not appear to reduce either past or future willingness to interact with strangers.**
- **Young people are aware of what they should do in response to a 'threatening' situation,** and unlikely to do nothing in response to online 'threats'.
- **Young people who have had TUK training were more likely to say they would report a threatening experience online via ThinkuKnow or Childline.**
- **There is no evidence that TUK training and the TUK website reduce young people's likelihood to share personal information with or interact with strangers.**

## 1.3 Evaluation of the TUK programme

- **A high proportion of young people were unable to recall whether or not they have had TUK.** It is likely that this is attributable to a combination of problems with recall, training delivery and branding. This makes it difficult to estimate the prevalence of TUK delivery; however it is likely that at least 14% of UK children have received the TUK programme in school. It was noticeable that some young people were unable to recall the brand during focus group interviews.
- **Recall of safety messages appears to fade over time.** This applies to both in-school delivery and the TUK website. Furthermore it appears to be the case that less than half of young people who have received TUK say they remember the messages well. This finding is supported by survey and focus group findings.
- **Suggestions for improving the TUK website revolved around making the site 'fun' and 'interactive', and reducing the amount of text.** Young people had few suggestions for improving the TUK programme.

- **Suggestions for improving the programme include: less staged videos; a shorter presentation; delivery by an external person; the involvement of young people in programme delivery; development of a different programme for teenagers aged 13 plus.**

Although these findings do not suggest a relationship between having received TUK training and a decrease in risk taking behaviour, it should be pointed out that even those children who say that they have not had any online safety advice in the past two years, are likely to have absorbed unspoken standards about Internet safety from their social environment and peers. It is probable that risk taking behaviour may have been much higher in the absence of any advice and training, informal or otherwise.

## 1.4 Recommendations

This section gives a brief overview of the recommendations (recommendations are provided in full at the end of the report). It is recommended that:

1. CEOP urgently review the current TUK training delivery monitoring and quality control system;
2. Research evaluation be routinely incorporated into TUK programme delivery;
3. CEOP Ambassadors work proactively with head teachers to encourage support for both the delivery and monitoring/quality control;
4. CEOP should also work proactively with TUK ambassadors and trainers to ensure compliance with an enhanced quality control programme;
5. The TUK website should be made more interactive and less text-heavy;
6. CEOP should seek to engage much more pro-actively with parents and carers to ensure they have a real understanding of online safety issues, the development of TUK for parents is suggested;
7. As programme recall and impact fade quickly, repetition of key safety messages within the school environment is essential;
8. As young people are highly likely to interact with and sometimes meet 'virtual friends', this issue should be addressed with reference to 'real examples' of anonymised vignettes where possible and videos should be more realistic;
9. As girls appear to be at much greater risk of an online grooming approach, given their extensive use of social networking sites, focus in online safety training should be upon appropriate and inappropriate social networking behaviour as well as key safety messages. There may be a role for teachers to work collaboratively to reinforce this issue in PSHE classes;
10. Some children seem to believe that boys are not at a great risk of being sexually abused
11. Young people (aged 18 plus) should be directly involved in the delivery of TUK given their likely understanding of the digital environment and ability to relate to children;
12. The TUK presentation and website should be updated to include other technologies such as mobile phones;

13. Internet safety advice should be integral to the school environment, e.g. key messages displayed on plasma screens;
14. More CEOP training, support and feedback should be available for trainers;
14. Although a TUK (or similar) programme is currently available for parents to foster engagement and develop understanding of Internet safety issues, a more effective way for them to receive the reach these messages should be found.

## 2. Research Context and Aims

### 2.1 Research Aims

This research aims to explore young people's understanding and awareness of messages from the CEOP ThinkuKnow (TUK) Internet safety programme. TUK is an education initiative developed by the Child Exploitation and Online Protection (CEOP) Centre, as part of its harm reduction activity. The programme aims to raise awareness amongst children and young people about the dangers they may encounter online, particularly from child sexual predators, and provides a resource for teachers and parents for use with pupils. The research also explored young people's online risk taking behaviour.

The research was originally commissioned by CEOP in April 2009. A qualitative, focus group approach was requested by CEOP in schools throughout the UK. 21 focus groups have been conducted with children in the same schools sample utilised for the online survey. The online survey element of the research was commissioned by the National Audit Office in April 2009. This final report presents survey, focus group and trainer interview findings.

The evaluation aimed to explore:

- Young people's general knowledge regarding general Internet safety
- Young people's use of the Internet
- Young people's online risk taking behaviour
- Young people's recall and understanding of the TUK programme and TUK Internet safety messages
- The extent to which behaviour appears to be adapted in the light of the TUK programme
- Young people's perceptions of TUK and suggestions for programme improvement

### 2.2 Research Context

Internet use has grown considerably over the last five years. Information computing technology now forms a core part of the formal education system in many countries, ensuring that each new generation of Internet users is more adept than the last. Research conducted in the UK by Livingstone and Bober in 2004 suggested that the majority of young people aged 9-19 accessed the Internet at least once a day. The Internet provides the opportunity to interact with friends on social networking sites such as Facebook, MySpace and Bebo and enables young people to access information in a way that previous generations would not have thought possible. The medium also allows users to post detailed personal information, which may be accessed by any site visitor and provides a platform for peer communication hitherto unknown (Jewkes, 2003; Davidson & Martellozzo, 2008b).

Children and young people make extensive use of the Internet via interactive services such as games, social networking sites and instant messages. Jewkes (2003) emphasises the importance of encouraging appropriate and safe use of the Internet by assisting children and young people to feel comfortable navigating the information highway. Technology, it is suggested, should be combined with education to raise awareness amongst children, parents and teachers, and to promote effective inter-agency partnership working. Recent research suggests that young people are at risk from online abusers when navigating the digital world (Davidson & Martellozzo, 2008).

Measures to protect children include school-based programmes aiming to educate children, parents and teachers about the dangers posed by sex offenders in cyberspace. Such programmes are now routinely delivered to secondary school children in the UK and other countries such as the USA, New Zealand and Canada (Davidson & Martellozzo, 2004). In the USA, the ICAC (Internet Crime Against Children) Task Force has created a programme to help both children and parents to understand the importance of the Internet but also the dangers that may be encountered whilst using it. The programme has been developed by NetSmartz Workshop. NetSmartz is an interactive, educational safety resource from the National Centre for Missing and Exploited Children (NCMEC) and Boys & Girls Clubs of America (BGCA) that uses age appropriate, 3-D activities to teach children and teens how to be safer when using the Internet. NetSmartz has been implemented in more than 3,000 BGCA Clubs nationally, serving more than 3.3 million young people. The programme provides parents, children and teachers with an overview of online risks. It argues that in addition to the useful educational information available on the Internet, a great deal of Internet content is not appropriate for children. This content can include nudity or other sexually explicit material; hate or racist websites; promotional material about tobacco, alcohol, or drugs; graphic violence; information about satanic or cult groups; or even recipes for making bombs and explosives at home. Other Internet dangers to children include sexual exploitation or enticement and, more recently, online grooming (Davidson & Gottschalk, 2009 & 2010 forthcoming).

According to ICAC (2000) more than 30 million children in the USA alone use the Internet. The number has no doubt increased since this research was published. In the US a report on the Nation's Youth (2004) suggests that 1 in 4 children on the Internet had an unwanted exposure to sexually explicit pictures that were inappropriate for children to view. Approximately 1 in 5 received a sexual solicitation or approach; 1 in 17 was threatened or harassed; 1 in 33 received an aggressive sexual solicitation (from someone who asked to meet them somewhere; called them on the telephone; sent them regular mail, money, or gifts). These findings suggested that young people engaged in extensive risk taking behaviours online and this would seem to validate the findings from this survey research.

Recent research led by Livingstone (2009) and funded by the European Commission Safer Internet Programme (EC SIP) suggests a rank for young people's online risk taking behaviour. The work draws upon findings from research studies exploring young people's Internet behaviour across Europe and includes the views of thousands of young people across Europe.

The ranking of risk incidence is as follows:

1. Providing personal information to strangers (50%)
2. Seeing adult pornography online (40%)
3. Seeing violent or hateful content (30%)
4. Meeting an online contact (10%)

Livingstone (2009)

*\*There is some variation in behaviour between European countries*

In comparison findings from the survey (Davidson et al 2009) reported here suggest that: 42% received an attachment from a stranger; 37% added a stranger to their instant messaging and 35% added a stranger to their social networking friends group. This research is validated by the work of Livingstone et al (2009) in suggesting that a significant proportion of young people continue to engage in online risk taking behaviour. This study suggests a difference in risk taking behaviour amongst younger children (11-12) and teenagers. Research conducted by O'Connell (2002) suggests that 91% of the children surveyed in her sample were aware of the



dangers of providing personal information online to strangers, whilst only 40% of children who chatted online regularly were aware of online safety issues.

Ofcom's (2009) recent research exploring young people's (aged 16-24) online behaviour suggests that the younger age range (16-19) were much less aware of potential risks in accessing and entering personal information to websites than were the older age range in the sample: *'Young adults are less likely to make any kind of judgment about a website before entering personal details, less likely to have any concerns about entering personal details online-----within the young adult population, it is the attitudes and behaviours of the youngest adults- those aged 16-19- which are the most striking. These adults are the most likely to share information and download content from the Internet, at the same time as being less likely to make any checks or judgments, and more likely to believe that the Internet is regulated'* (2009, 2). This finding supports the contention made here that the older children in the sample are more likely to engage in risk taking behaviour online and appear less likely to act on advice regarding Internet safety.

It is interesting to note that the Ofcom (2009) research findings suggest that young people are more willing to learn about digital technology use via parents, friends and trial and error, rather than reading manuals. This may support the contention here regarding the potential effectiveness of good parental support and information giving in the provision of Internet safety advice.

## 2.3 The TUK Programme

The ThinkUKnow Programme is now delivered to children and young people throughout the UK. The programme seeks to impart Internet safety advice to children and young people aged 5-16. The programme has been launched in a number of sages: 11- 16 year olds in September 2006; 8 – 10 year olds and parent on October 2007; and 5-7 year olds in May 2008. The programme includes a presentation for delivery in schools (usually) and a website with different sections for different age groups, parents, teachers and trainers. It has three key messages:

- How to have fun:
- How to stay in control; and
- How to report a problem

The programme is complemented by CEOP "Report to Police" mechanism, which can be found in applications, such as Windows Live Messenger in the UK, where children, young people or adults can report directly to CEOP any concerns about potential illegal or inappropriate contact with a young person.

Trainers are encouraged to report the number of children trained via a website link (they must go on to the website to do this). Safety advice is also provided on the website; an example of the advice provided (parents) can be seen below:

- Help your children to understand that they should never give out personal details to online friends they do not know offline.
- Explain to your children what information about them is personal: i.e. email address, mobile number, school name, sports club, arrangements for meeting up with friends and any pictures or videos of themselves, their family or friends. Small pieces of information can easily be pieced together to form a comprehensive insight in to their lives and daily activities.
- Make your children aware that they need to think carefully about the information and pictures they post on their profiles. Inform them that once published online, anyone can change or share these images of them.

- It can be easy to forget that the Internet is not a private space, and as result sometimes young people engage in high risk behaviour online. Advise your children not to post any pictures, videos or information on their profiles, or in chat rooms, that they would not want a parent or carer to see.
- If your child receives spam or junk email and texts, remind them never to believe their contents, reply to them or use them.
- It's not a good idea for your child to open files that are from people they don't know. They won't know what they contain—it could be a virus, or worse - an inappropriate image or film.
- Help your child to understand that some people lie online and that therefore it's better to keep online mates online. They should never meet up with any strangers without an adult they trust.
- Always keep communication open for a child to know that it's never too late to tell someone if something makes them feel uncomfortable.

[www.thinkuknow.co.uk/parents/internetsafety/](http://www.thinkuknow.co.uk/parents/internetsafety/)

As part of its work to promote the EC's Safety Internet Day CEOP have also developed two stand alone short films for class assemblies.

## 2.4 TUK Programme Delivery

CEOP provides training for professionals who work directly with or to protect children and young people and who wish to deliver the programme to children. The majority of TUK delivery appears to take place in schools and such delivery can take many forms, the most common of which are videos shown at assembly, videos shown in class and presentations by a trainer (which may also include the videos).

Any professional who works in a relevant field can apply to become a TUK trainer or registrant. These individuals (usually teachers or police officers) have to possess a current Criminal Records Bureau check, as well as to agree to their identity and employment details being validated, as and when required.

TUK programme delivery can take many forms including assembly and classroom delivery. Those professionals who have undertaken the TUK half-day training can deliver the secondary school resources (TUK trainers). However, the primary school resources and assembly material can be delivered without training, as long as identity and employment details are verified. CEOP also trains Ambassadors who are then qualified to cascade this training further.

Trainers or registrants are obliged to not tamper with the TUK material or branding, but as the following evaluation reveals, consistent and branded programme delivery does not seem to be the case in practice.

Trainers and registrants are asked to report on the number of children they train before they can download new materials. They are also reminded to upload the numbers they have trained periodically by email. However, because of the voluntary nature of this programme this reporting requirement is not mandatory, and the problems experienced during the sampling phase of this project point to widespread under-reporting. Schools have also indicated that Internet safety training is delivered by other local providers such as the police and other agencies, and this training is not necessarily TUK-related.

### 3. Methodology

The fieldwork was conducted in May and June 2009. The research consisted of a quantitative survey phase running parallel to a qualitative focus group phase, preceded by cognitive testing of the survey data collection instrument. This section describes the methodological approach which was approved at the outset of the evaluation by CEOP and the NAO.

21 focus groups were undertaken in schools throughout the UK. It was initially agreed that the survey be administered to 1,000 pupils aged 11-16 in schools across the UK, stratified by age, gender and ethnicity. The aim was to create a comparison group by recruiting a sample half of which would have received TUK in the past two years and half not having received TUK. One to one in-depth interviews were also conducted with a small sample of 11 TUK trainers.

Due to severe sampling and recruitment difficulties, which are detailed below, the final, non-stratified sample consisted of 1,718 children aged 11-16. Of these, 1,028 children recruited via schools and 690 children recruited via an online panel provider. The final survey instrument was an online survey, as described in the data collection section.

#### 3.1 Sampling and Recruitment

##### Schools Sampling

The sampling frame as originally specified was to consist of the list of children aged 11-16 attending 12 UK schools where TUK was delivered to some of the student body in the past two years. The criterion for sample inclusion was that at least 150 children should have received TUK.

It was agreed that CEOP would provide the research team with a spreadsheet containing a clean schools sampling frame, and that CEOP would facilitate access. The spreadsheet provided contained circa 2,000 entries detailing different organisations and a numerical summary of the number of children trained throughout the UK. The organisations included a mixture of schools, local police forces, CEOP trainees and charities.

The spreadsheet was poorly organised and inaccurate<sup>3</sup> and as a result required considerable filtering and data cleaning to identify secondary schools where TUK was recorded as delivered to a large enough number of children. In many cases it was unclear:

- In which schools TUK had been delivered
- When TUK had been delivered
- How many children received TUK in individual schools
- Who had delivered the programme
- In what format the programme had been delivered (delivery style and format varies between schools; some children receive the full programme whilst others may only see a video).

Due to the poor quality of the sampling frame, it was not possible to select a representative and stratified sample of schools as originally intended.

Through a process of filtering the data set further (primary schools and those where fewer than 150 pupils had received TUK were removed), a short list of schools was

---

<sup>3</sup> The number of children actually trained in each of the sample schools was found to be inaccurate and frequently underestimated. This is probably attributable to a lack of systematic recording on the part of trainers delivering the programme.

selected, researched and contacted personally by research team members. Each school received a research pack (both via email and post) containing:

1. A post agreement letter for head teachers
2. Covering letter for parents
3. An informed consent letter for parents
4. A consent form for parents
5. A young person consent form

Approximately 25 schools were approached. Of these, only four agreed to take part in the research. Schools were generally unwilling to cooperate given the short research time frame and other considerable pressures upon their time, including examinations. In order to satisfy the original target sample number of 12 schools, CEOP assisted with further access. As a result 11 schools agreed to participate; however four of these dropped out when the survey instructions were circulated, as the survey period fell just before and in some cases during the examination period.

An additional complication arose due to a lack of parental consent, which delayed the start of fieldwork further. The resolution of this issue is detailed in the ethics and consent section.

As a result of these problems the final survey sampling frame consisted of 2,890 students across 7 schools. The participating schools are geographically spread across the country as indicated in the sample characteristics section<sup>4</sup>. The resulting sample is hereafter referred to as the *schools sample*.

Furthermore, differences are *only* highlighted where they are both statistically significant and involve large differences in percentages between the groups being compared<sup>5</sup>. However it should be noted that due to sample limitations, even large differences in percentages are generally rather weak in terms of statistical measures of association.

### Additional Sampling (panel sample)

Due to concerns over the size and composition of the survey sample that would be attainable via the schools, the possibility of recruiting a top-up sample via an online panel provider was investigated. It was decided to purchase 750 interviews from the Teen Panel<sup>6</sup>. Panel members were selected for invitation in such a way as to ensure approximate UK representative distributions in terms of geographical spread and ethnicity, but quotas were not used to enforce this in terms of actual participation. Quotas were however used to ensure a 50/50 gender split.

As the Market Research Society rules forbid research companies like Research Now from contacting children directly, the survey invitation for the Teen Panel is sent to the parent, who controls access for the child.

The Teen Panel contact method is important for the analysis, as it implies that:

- Teen Panel parents are possibly more Internet-aware than the average UK parent
- The parent-child relationship is possibly closer than usual amongst the Teen Panel cohort
- Teen Panel parents are possibly more likely than the average UK parent to have given these children online safety advice

---

<sup>4</sup> There appears to be a lack of inner city TUK deliveries, but it may be that other organisations and agencies such as the police are providing this training but the information does not appear to be recorded systematically.

<sup>5</sup> Given the limitations of the samples (see methodology section), a very conservative approach is taken here in order to avoid the possibility of reporting any misleading findings.

<sup>6</sup> an online panel operated by Research Now Ltd.

- Teen Panel children may be less likely to take risks because they know their parents are involved / feel their parents are monitoring them more.

The implications of this are discussed in the findings and recommendations sections.

### 3.2 Ethics

Careful consideration was given to all relevant ethical aspects of this research to ensure strict adherence to codes of conduct, primarily the British Society of Criminology (BSC) Ethical Guide. In addition reference was made to the British Sociological Association guidelines and to those imposed by Kingston University.

Ethical permission to conduct the research was gained from the Kingston University Ethics Committee in February 2009.

#### Informed and Voluntary Consent

Written consent for children to participate in the research was gained from their parents/guardians via Head Teachers before focus group interviews were undertaken. The children's consent was also sought. Respondents were provided with a description of the research which clearly described the research aims and process.

Informed consent was sought from schools, parents and young people for the survey fieldwork. However very few parents returned the consent forms despite repeated contact and incentives, and gaining their consent proved to be impossible. In response to this ethical dilemma, the research team consulted BSC Ethical Guidelines again to seek clarification. The key sentence in the guidelines is "Researchers should pay special attention to these matters (consent) when participation is sought from children, young, or vulnerable people, including consideration of the need for additional consent from an adult responsible for the child at the time participation is sought" [www.britishsocietycriminology.co.uk](http://www.britishsocietycriminology.co.uk)

The survey fieldwork proceeded on the basis that:

- The team attended to every other ethical informed consent issue
- Written consent was sought from Head Teachers *in loco parentis*
- Written consent was sought from the young people immediately before the survey was administered, and they could refuse to participate
- The survey was not intrusive or likely to cause distress, and
- CEOP and NAO approved the proposed modification.

Participation in the research was on a voluntary basis.

#### Confidentiality and Anonymity

A statement regarding confidentiality and anonymity was given to all respondents, with the usual provisos. However provision was made that any child disclosing abuse during the research would be referred to the School Child Protection Officer. In the event, this did not occur.

To allay respondent concerns over the confidentiality of their participation given the sensitivity of the research topic, assurances were given regarding safe and confidential data storage. Data is stored in strict adherence with the Data Protection Act 1998. Data kept at the university was anonymised and stored by ID number only, and all written records are kept in locked cabinets. Data gathered via the online survey did not include names.

### 3.3 Data Collection

The survey data collection instrument was an online questionnaire (Appendix One), the focus group data collection instrument was an interview guide (Appendix Three). The instruments were developed on the basis of TUK programme aims, current and recent research in the area, and the NAO Adult Internet Security Survey questionnaire.

The survey instrument was validated by means of 10 cognitive interviews with children at two participating schools:

- An urban, ethnically mixed comprehensive school
- A very rural, largely white comprehensive school.

Cognitive interviewing aims to uncover possible misunderstandings, inconsistencies, unclear questions or terms, inappropriate response options and incomplete coverage of a particular theme. Specifically it investigates:

- Respondent comprehension of questionnaire wording
- Respondent recall of activities asked about and identification of possible recall problems
- Cognitive judgement processes and shortcuts used by respondents to select their answers
- Issues around responses chosen, e.g. inappropriate response categories or socially desirable responses.

The cognitive interview discussion guide was developed after the survey questions were agreed, as the questions asked in cognitive interviews related to the specific wording of survey questions. As the survey was to be administered online, the cognitive interviews used an online version of the questionnaire for testing purposes. Interviews were not recorded but extensive notes were taken by the researcher.

The questionnaire was modified after the first round of cognitive interviews, and the modified version tested with the five remaining respondents. The final questionnaire wording is included in Appendix 1. All cognitive interviewing was carried out in May 2009.

Schools survey fieldwork was conducted from 4-24 June 2009. The research team sent a written briefing and an appropriate number of young person survey consent forms to each school, followed by a phone call to confirm that the briefing was understood. The survey was administered in the ICT suites of participating schools during scheduled ICT or PSHE classes. Students completed the questionnaire online. The teachers remained in the room but were asked not to circulate so as to prevent students from giving false answers "to please the teacher". This approach was chosen as it ensures a higher response rate than inviting children to participate in their own time.

To prevent pupils from completing the survey twice, each school was issued with a set of cards to distribute to pupils once consent was gained. Each card had a username unique to the school (to track completions from each school) and a unique, non-reusable password. The survey was carried out by schools in their IT suites during school hours with a teacher present during the survey.

Panel fieldwork was conducted from 12-16 June 2009. Survey invitations to panellists included a unique ID to prevent respondents from completing the survey more than once. It is likely that young people in the panel sample completed the survey at home in an unsupervised setting.

A total of 1,808 young people completed the online survey, which consisted of 17 standard questions and another 2 each for those who had TUK in class and who had visited the TUK website respectively. The mean survey completion time was 7 minutes and 36 seconds.

Focus group (21 were conducted with 83 children) fieldwork was conducted from 8/6 -3/7 2009. Seven schools participated in this stage of the research; several initially agreed and then declined. A minimum number of 4 and a maximum number of 6 children participated in each focus group. Schools selected children on the basis of their availability and parental consent, and although every attempt to stratify the sample approximately in terms of age, gender and ethnicity was made, the resulting sample reflects the pattern of received parental consent, which was very low in some schools.

Focus groups were facilitated by one researcher and were recorded, the interviews were transcribed by a professional transcriber and analysed using the thematic qualitative technique, emergent themes were identified and evidence is presented in the form of verbatim quotes. The qualitative data is presented with key findings from the survey data in this report. One to one, semi-structured interviews were undertaken with 11 teacher TUK trainers, the interviews were administered during the same period as the focus groups the findings are reported in a separate section.

### 3.4 Survey Data Analysis

On completion of the fieldwork phase the data was cleaned. A total of 91 cases were eliminated on the following grounds, with SPSS used to analyse the mean interview duration:

- Entering an invalid age (13 respondents)
- Completing the survey in less than 3 minutes (72 respondents)
- Giving patently spurious responses to open questions (5 respondents).

As a result of this cleaning, the mean interview duration for the remaining respondents increased by 13 seconds, to 7 minutes and 49 seconds. The reason there was only a small increase despite the large number of respondents eliminated is that a handful of respondents spent quite a long time completing the survey.

The cleaned data was tabulated using the Merlin data processing software package, in accordance with a table specification prepared by the research team. The tables were checked for errors to ensure that the specification was adhered to. These tables were used to conduct an initial analysis.

Merlin supports statistical significance testing; however, limitations in the software package restrict testing to the use of the students T test for independent samples. Data from tables that showed large and interesting differences in percentages was therefore analysed using non-parametric statistical tests in SPSS, primarily Cramers V. All significant differences referred to in the report refer to these non-parametric tests.

In the analysis, the school and panel sample are sometimes treated separately in order to enable comparisons. However for most analytical purposes, the sample is treated as a combined whole and then divided into groups as required, e.g. by whether or not respondents received TUK.

### 3.5 Research Limitations

The primary limitations to this study stem from both the research design itself (a post-test design, a pre-post test design would have been preferable) and the sampling and recruitment issues discussed in the sampling section.

The post-test design was selected due to the time constraints under which this evaluation was carried out. A better approach to evaluating the effectiveness of Internet safety educational initiatives is a true pre-and post-test design carried out in a more controlled environment, ideally with two post-test data collection cycles to explore recall. It is also preferable to anticipate the need for an evaluation and to run research alongside such programmes.

Problems with sampling mean that it is difficult to ascertain the extent to which the two groups of respondents are representative of the average UK 11-16 year old.

The schools sample was a self-selecting one, based both on administrators' willingness to participate in the study, and the administration of the survey based on informed consent, some students may also have opted out. It is also possible that schools where TUK has been delivered are in some way different from schools where it has not been delivered.

The Teen Panel is self-selecting in that it relies on parents choosing to join the panel, and on their children choosing to complete a survey suggested by their parent.

These issues clearly limit the generalisability of this study. However the large sample size achieved, and the representativeness of the sample in terms of geographical location (schools sample); ethnicity and gender may, in part, mitigate this limitation. Furthermore the schools sample and panel sample are treated as a combined whole for most analysis purposes, in the hope that irregularities in each sample may compensate for any limitations. It is also worth noting that at least some of the data on risk taking behaviour is validated by Livingstone et als (2009) recent research.

The comprehensive nature of the survey data collection instrument development process was intended to reduce measurement error to a minimum; there is thus little reason to believe that there is any threat to reliability. Similar use of language was employed in focus groups to ensure consistency between measures.



## 4. Findings

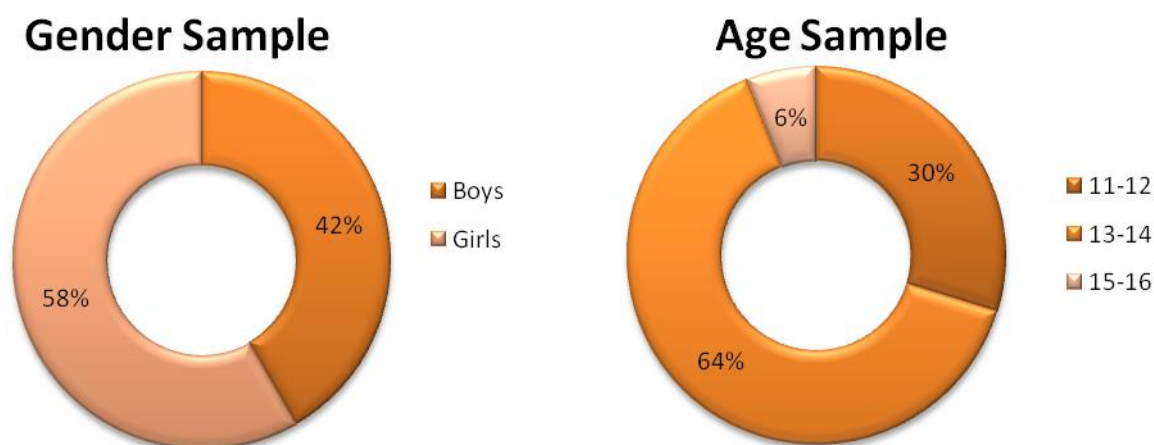
### 4.1 Sample characteristics

The total survey sample consists of 1,718 young people across the UK aged 11-16. This includes 1,028 respondents recruited via schools (the schools sample) and 690 respondents recruited via the Research Now Teen panel (the panel sample). There are differences between these two samples that arise from the differences in their respective sampling frames and method of recruitment. The findings in this report refer to the combined sample unless specifically noted.

Where survey findings are described as “significant”, this means they are statistically significant at a 95% confidence level or higher. Furthermore, differences are *only* highlighted where they are both statistically significant and involve large differences in effect size (i.e. in percentages between the groups being compared)<sup>7</sup>.

#### 4.1.1 The Focus Group Sample

The focus groups sample consisted of 84 young people across the UK aged 11-15. It is important to note that the schools sample consists overwhelmingly of 13-14 year olds (64%) and very few (6%) 15-16 year olds<sup>8</sup>. The sample gender composition is 58% girls and 42% boys.



It is important to stress that the extent to which the findings from this element of the research can be generalised is limited given the small sample size.

#### 4.1.2 The Survey Sample

**The mean age of the sample is 13.6** and the majority (60%) of respondents are aged 13-14.

**The survey sample gender composition is 52% female and 48% male** which is roughly in line with UK average for that age segment<sup>9</sup>. While the panel sample has a 50/50 gender split, the school sample is 54% male and 46% female.

<sup>7</sup> Given the limitations of the samples (see methodology section), a very conservative approach is taken here in order to avoid the possibility of reporting any misleading findings.

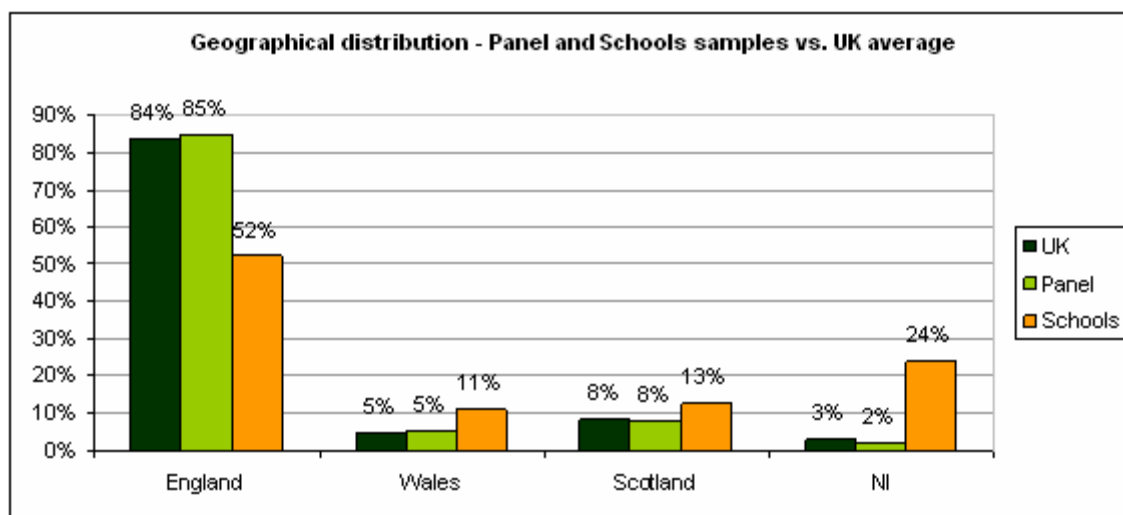
<sup>8</sup> This is because, due to the delay in starting fieldwork in schools, older students were taking exams or had left school by the time the fieldwork began and were unable to participate in the research.

<sup>9</sup> Source: ONS interactive population pyramid set to 2008, [http://www.statistics.gov.uk/populationestimates/svg\\_pyramid/uk/index.html](http://www.statistics.gov.uk/populationestimates/svg_pyramid/uk/index.html)

Of those who stated their ethnicity, **94% are white**. This is a slightly higher proportion than the UK average<sup>10</sup>. There are no appreciable differences between the panel and schools sample in terms of ethnicity.

## Geographical Distribution of Survey Sample

The geographical distribution of the survey sample is skewed in comparison with recent UK population estimates<sup>11</sup>. As illustrated below, the geographical distribution of the panel sample is fairly similar to that of the UK population, but the schools sample has far fewer respondents from England than would be expected. This is a direct consequence of the sampling and recruitment problems with schools described in the methodology section.



The table below presents further detail about school locations and the % response to the survey, the table also shows the geographical distribution of the focus group sample.

**Table 1- Schools sample location characteristics**

| Area             | Urban/rural     | % of sample  |
|------------------|-----------------|--------------|
| <b>Southwest</b> | Suburban        | <b>14.7%</b> |
| <b>Southeast</b> | Rural           | <b>24.2%</b> |
| <b>East</b>      | Suburban        | <b>12.2%</b> |
| <b>Northwest</b> | Rural           | <b>1.1%</b>  |
| <b>Wales</b>     | Urban           | <b>11.1%</b> |
| <b>Scotland</b>  | Suburban        | <b>13.0%</b> |
| <b>NI</b>        | <b>Suburban</b> | <b>23.7%</b> |

<sup>10</sup> Which was 92.1% at the 2001 census. Source: ONS (2003) *Population Size: 7.9% from a minority ethnic group*, <http://www.statistics.gov.uk/cci/nugget.asp?id=273>

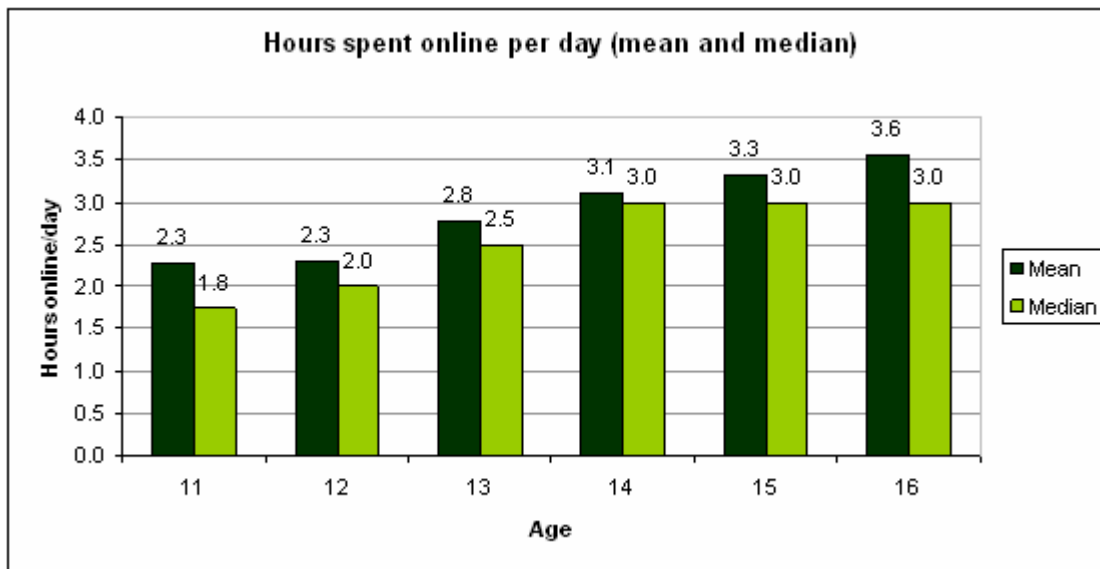
<sup>11</sup> Office for National Statistics (2008). News release: UK population approaches 61 million in 2007. London: ONS. Available online at <http://www.statistics.gov.uk/pdfdir/popest0808.pdf>

## 4.2 Survey and Focus Group Findings

### 4.2.1 Time spent online

In the online survey young people claimed that they spend an average of 2.5 hours<sup>12</sup> online per day, which includes time spent at school and at home.

**Older young people spend more time online.** As shown below, older children seem more likely to spend longer online. This is a statistically significant relationship, but fairly weak<sup>13</sup>.



Looking at only the median, it is apparent that those aged 11-12 spend less time online than those aged 13-16.

The findings from the focus groups proved to be very similar to those of the online survey. **Young people claimed they spend an average of 2 hours online per day at home but during weekends, they spend up to 3 hours per day online<sup>14</sup>.**

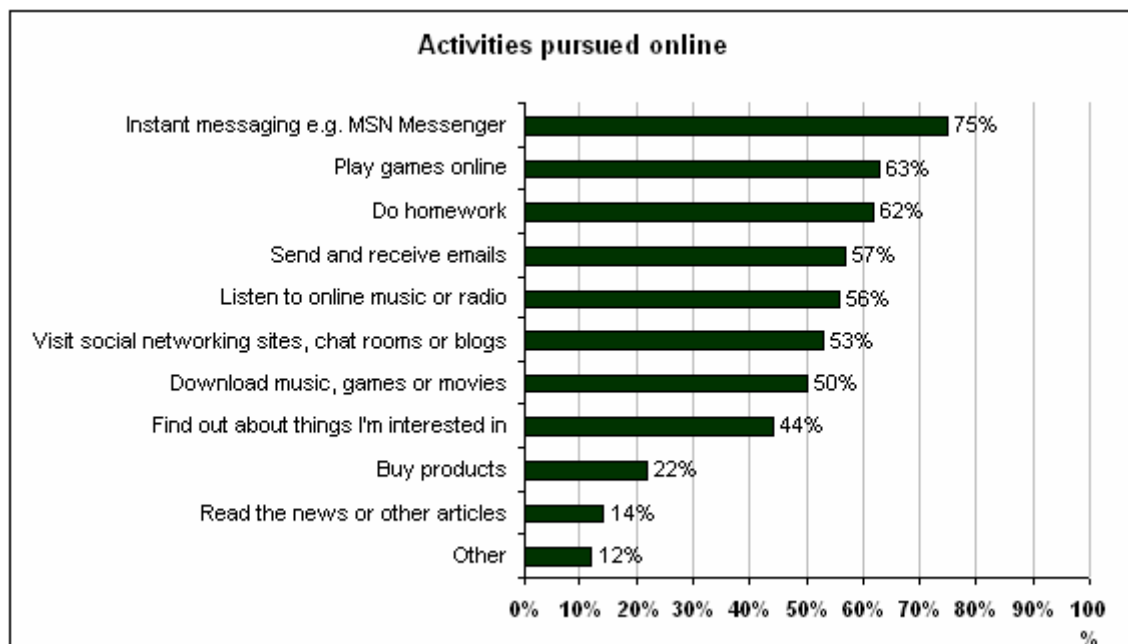
<sup>12</sup> The median is 2.5 hours. The mathematical mean is 2.9 hours, but as it is distorted by a number of outliers (in particular those claiming to spend 0 or 7 hours online) the median is a more realistic measure.

<sup>13</sup> Ranging from .179 to .225 depending on the test used; all significant at 99.99% confidence.

<sup>14</sup> The time young people spend online is proportionate to the amount of homework they have to do. The more the amount of homework the more time they need online.

## 4.2.2 Online Activities

The majority of the young people who participated in the qualitative study use Social Networking Sites (SNS). The most common are Facebook, Bebo, MSN and online games. These findings have been validated by the online survey, which show that instant messaging; online games and doing homework are the most popular online activities. Nearly a quarter of young people also buy goods online<sup>15</sup>.

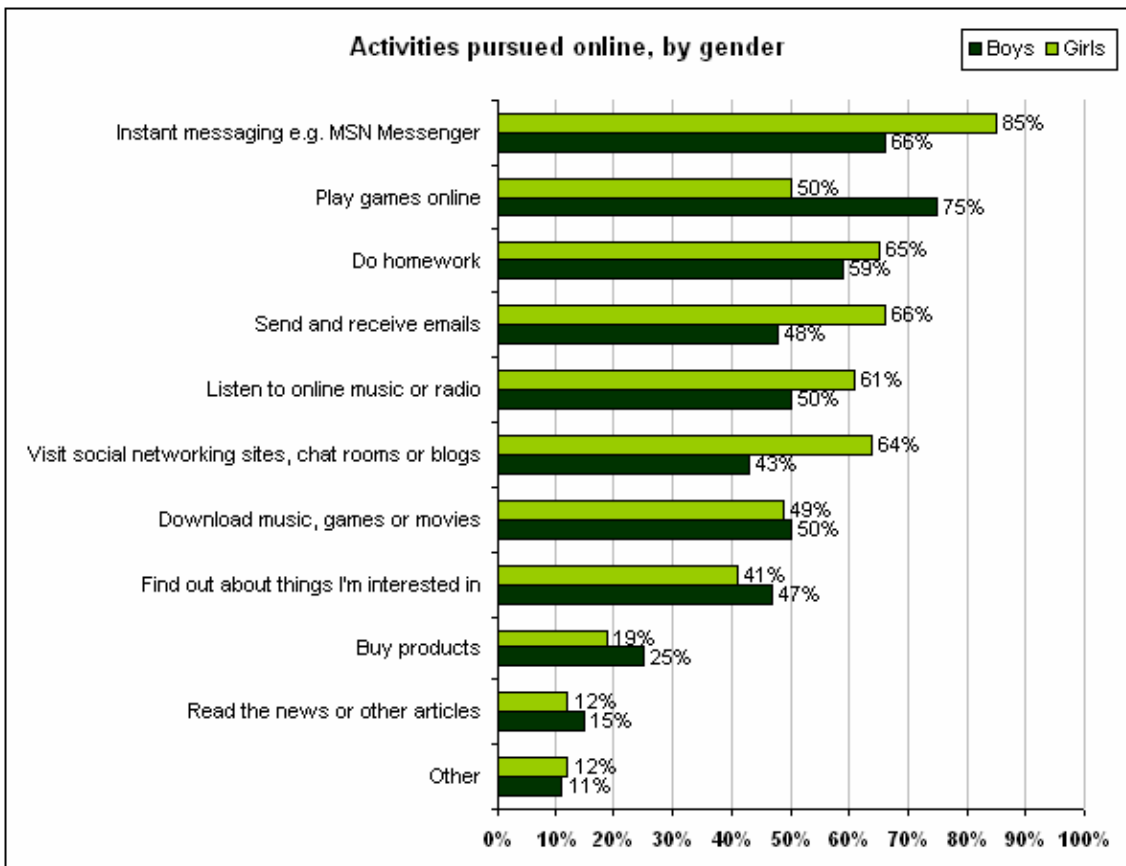


In line with their propensity to spend more time online, the survey suggests that older children also appear to engage in a wider range of activities online. In particular, those aged 15-16 are more likely than younger young people to use the Internet for socialising (i.e. to use instant messaging, email and social networking sites).

**Girls are more likely to use the Internet for socialising.** While boys are more likely to play games online and investigate things they're interested in, girls are significantly<sup>16</sup> more likely to use instant messaging, send and receive emails and visit social networking sites, chat rooms or blogs. These gender differences are illustrated below.

<sup>15</sup> The questionnaire did not ask whether they have their own bank card or to what extent purchases are made by parents on their behalf.

<sup>16</sup> Cramers V was used to test for association between gender and these three responses. The test is both supportive of a gender effect and highly statistically significant at better than .01, with V ranging from .176 to .224. A value of zero would indicate no association; a value of 1 would equal perfect association.



**This potentially puts girls at higher risk of coming to harm online, as they engage in online activities that enable grooming or bullying to take place more frequently than boys.**

**This is a very important finding which was validated by the focus group data.** Findings from the focus groups suggest that young people, particularly girls, are very attracted to social networking sites (SNS). Having a long list of friends is considered 'cool'. When this issue was probed during interviews, it was found that young people liked to have a large list of people in their SNS, even if they did not know them:

*"It is fun to add people you don't know from other countries for example. It is fun to have a lot of friends" (FG13)*

Most young people using SNS had from 20 to 300 friends. However, not all of them know who their online friends are. As one of the young people claimed:

*"No I only know about 100 of them and the other 500 of them I haven't got a clue who they are" (FG6)*

### 4.2.3 Internet Safety Advice Received

**Most young people (82%) who participated in the survey say they've had some sort of Internet safety advice in the past 2 years.**

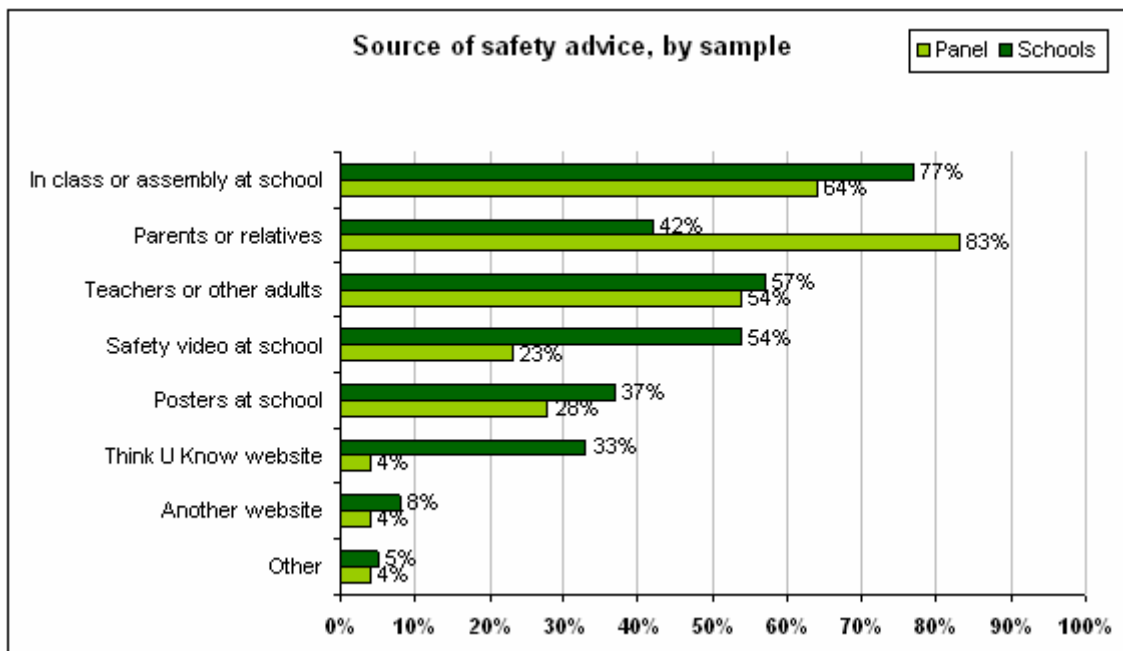
**The top three sources of advice are schools, parents or relatives and teachers or other adults.**

These three top sources of advice were also mentioned in the qualitative study. Many students, particularly the youngest, claimed they knew about awareness because they learnt it from their parents, from their previous school or from television programmes:

*"They were having this programme on Hollyoaks and this girl met this boy on line and he was just like a normal person but he was lying about himself that he was younger than what he was. He was like 40 and she thought he was like 18" (FG4)*

### 4.2.4 Online Risk-Taking Behaviour and Consequences

This section of the report details the extent to which young people engage in behaviour regarded as 'high risk', the extent to which they've had negative experiences online, and the extent to which they know how to react to such experiences. This section presents findings from both the online survey and the focus groups.



Definitions of high risk behaviour were derived from the safety messages in the TUK website area aimed at 11-16 year olds. Key TUK messages include not publicising personal information, and reporting any abuse online. Broadly speaking, our definition of high risk behaviour includes sharing a range of personal information

with strangers and interacting with strangers (e.g. by adding them as online friends). Questions were asked both about past behaviour and future intentions. Please see the next section for the working definition of 'strangers'. Definitions were also derived from existing research in this area (Davidson & Martellozzo, 2004; Livingstone & Bober, 2004). Questions were asked both about past behaviour and future intentions.

High risk behaviour in this section is explored both with a view to understanding its prevalence and the extent to which receipt of safety advice and TUK training mitigates such behaviour. The question about negative experiences was intended to explore the extent to which risk-taking correlates with high risk behaviour, and explored both "nuisance" experiences such as spamming as well as "uncomfortable" experiences and bullying.

Finally, this section looks at the extent to which young people know what to do if they are made to feel uncomfortable online.

#### 4.2.5 Risk-Taking Behaviour and 'Stranger' Perception

In the question about interactions with strangers, the definition of a stranger given to respondents was: "A stranger is someone who you may have spoken to online for some time, but who you have never met in person." In the question about sharing personal information, the Research Team did not use the word stranger but simply differentiated between people whom respondents had met face-to-face and those who they only know online.

However it should be noted that the focus groups conducted in tandem with this survey indicate that **young people do not consider those whom they've talked to online for some time as strangers but as online friends or virtual friends. This affects the degree to which young people are willing to share information and interact with such "strangers". As these are 'high-risk' behaviours this is an issue of grave concern.** This finding is supported by research undertaken with young people in 2004 by Davidson and Martellozzo, which suggests that young people see online contacts as 'virtual friends' rather than strangers. Conceptual definitions were agreed with CEOP and the NAO prior to the fieldwork stage. This issue was explored in depth during the focus groups. Questions were included in the focus group topic guide to explore who children consider to be friends and the extent to which they would meet them. Some young people agreed that if they forge a relationship with a person they have met on line, or were introduced to this person online by someone, they would consider a meeting. However, the young people who raised this point said they would only meet with an online friend only if they were accompanied by a guardian or a friend:

*"You build a friendship up over time maybe and then you can still bring a parent with you and everything but then you think you know more about them if you talk to them for longer" (FG3)*

*"I wouldn't bring a parent I'd just bring a friend. The friends that I have outside of school are older than me" (FG16)*

*"If I build up the friends and then you really, really want to go and see them I think you should definitely bring a parent or like a young adult, a responsible person someone whose responsible for you or something to act like a guardian for you" (FG1)*

As making friends online is part of a wider social trend toward socialising online, there is no reason to expect young people to behave otherwise. **This presents problems in terms of the effectiveness of safety messages regarding strangers.**

In the focus groups, when young people were asked what they know about safety online, they all seemed very knowledgeable. They could all list the messages they learnt from the TUK training and other Internet safety awareness training:

*"Just there are people that you don't know and they can be on msn and not to talk to anyone you don't actually know" (FG1)*

*"Don't give away personal information like where you live to people you don't know" (FG5)*

*"Don't talk to strangers unless they were friends, friends cos your friends met up with them before so you know who they are" (FG8)*

**Although most young people are knowledgeable about the risks they may encounter online, many of them do not take preventative steps.** On the contrary, many continue to add people they do not know to their SNS, and continue to make public personal information such as the school they go to, personal pictures and so on.

**When young people were asked if they would meet a person they have only just met online most of them said they would not (96%).**

*"There's this guy from America and he said his friend gave him my msn but I don't know anyone called Nick, and he kind of knows it's not true" (FG5)*

*"I met this person on the play station on line, I was talking to him and he invited me over" (FG12)*

However the focus group findings suggest that **some students (particularly the older students) would consider meeting a person they have not met before.** Some students said they would meet someone if they have spent a considerable amount of time chatting online and if they could see their real face via a webcam. This finding is confirmed by Davidson and Martellozzo's (2004) study, where respondents indicated that they would be willing to meet virtual friends if they had been chatting online for some time and felt comfortable with them. The CEOP research discussed here indicates that they would meet their virtual friend only if accompanied by a guardian or a friend<sup>17</sup>. The focus group findings suggest a more

---

<sup>17</sup> This is a very interesting and positive finding. However, what needs to be taken into account is that young people may find it difficult to disclose whether they would really meet a virtual friend they like



cautious approach to meeting online friends/strangers only when accompanied by someone else, than indicated in the survey findings. This may reflect the possibly high level of Internet safety awareness at the schools sampled.

#### 4.2.6 Sharing of Personal Information

In the cognitive testing phase of the survey young people made it clear that their willingness to share personal information depends very much on whether they have met that person face to face, or whether they only know them online. The questionnaire therefore asked about sharing of personal information separately for these two groups. As there is likely to be far less risk associated with the former than the latter, the analysis in this section focuses largely on sharing of information with strangers. The qualitative study asked about the sharing of information online. A summary of the findings is provided below.

#### Personal Information Shared with Friends

**The survey findings indicate that young people are very likely to have shared personal details online in the past with people they have previously met face to face.** Girls are significantly more likely to have done so than boys, and younger young people are significantly less likely than older young people to have done so. The most commonly shared personal information is:

- Full name (68%)
- Age (64%)
- Email address (61%)
- Mobile number (59%)
- Name of school (58%)

**The extent to which young people have shared personal details online in the past with people they've met face to face appears to be unaffected by whether they've had any advice on Internet safety and whether they've had the TUK training.** However those who've visited the TUK website are significantly less likely to have shared their full name, age, mobile number and school name; however these are not huge percentage differences.

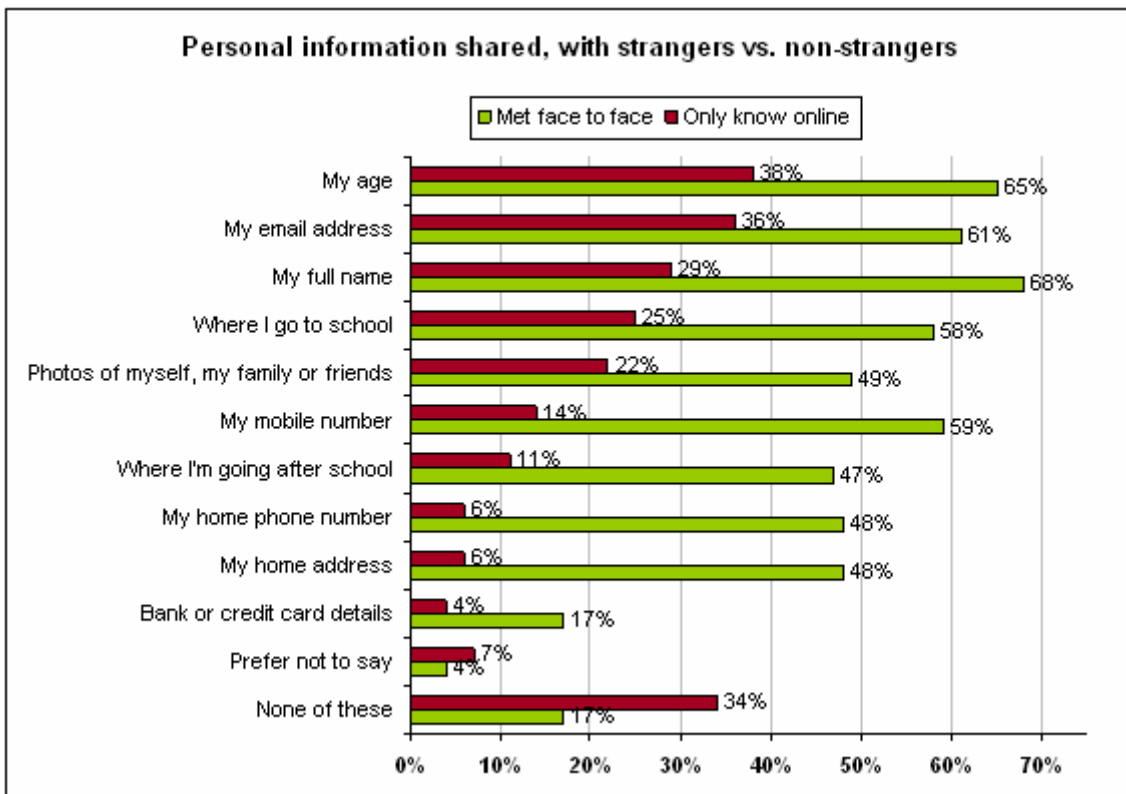
Interestingly, these findings reflect emergent themes arising from the qualitative study. As stated before, all young people who took part in the qualitative research received the TUK programme and as a result claimed they would not share personal information with people they do not know, but do share with those they do know. However, when this issue was probed it emerged that **most students do not understand what it is meant by the term 'personal information'.** In fact, **many of them would not share their telephone numbers and home address but would publicly post their pictures wearing a school uniform which identifies where they study.**

#### Personal information Shared in the Past with Strangers

The survey findings indicate that young people are far less likely to have shared personal details online in the past with people they only know online than with those they already know in person. Nevertheless **more than a third of young people say they've shared their age and email address with someone they only knew online, and more than one in five have shared their full name, where they go to school and photos of themselves.**

---

accompanied by a guardian. Three of the five schools who participated in the qualitative research had incidents of young girl becoming victims of online sexual abuse. This suggests that there are young people who meet people they have only met in the virtual world.



**The survey shows that girls are generally a little more likely to say they've done this than boys.** In particular, they're significantly<sup>18</sup> more likely than boys to have shared their age and photos of themselves, friends or family; however the effect sizes are very weak. Younger children are generally less likely to have shared personal details with people they only know online. This finding is supported by data from the focus group interviews. For example, this respondent explained how pictures of herself posing, were stolen to create another account:

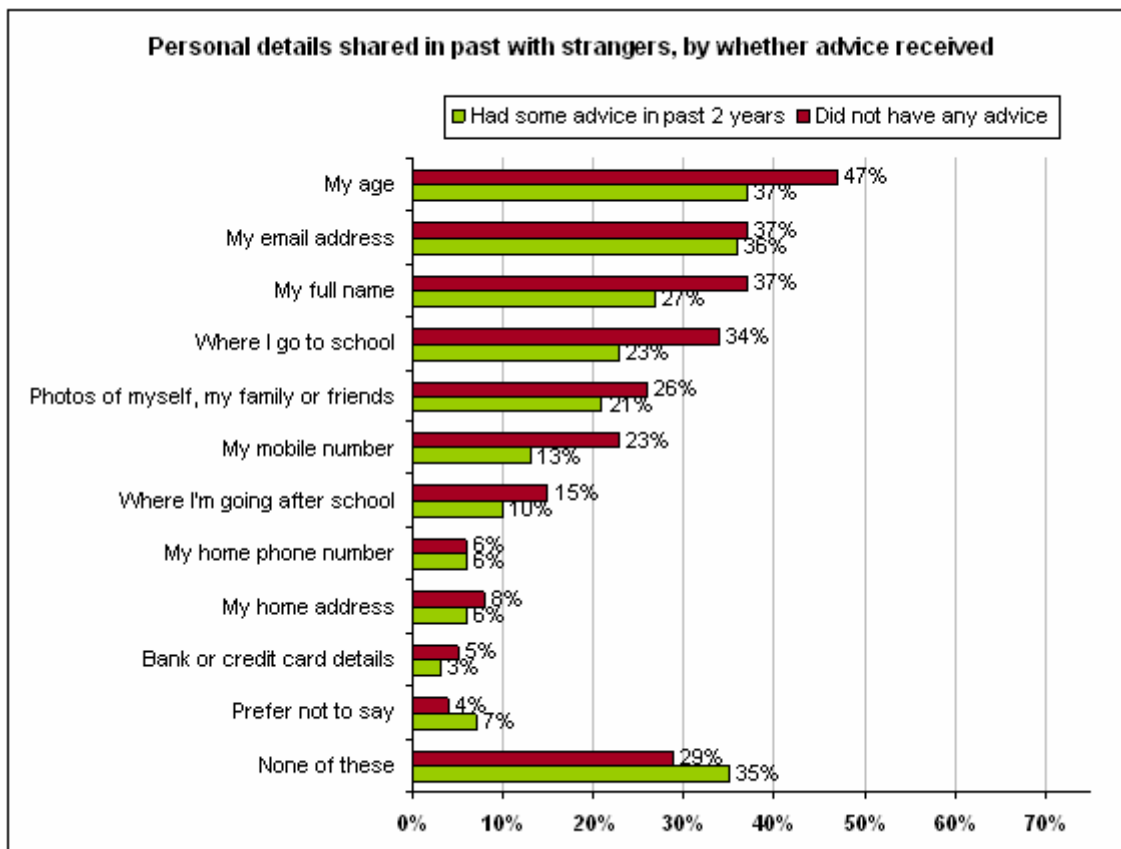
*"Once my friend was on Bebo and she was looking for random friends and she found a profile of a girl she had pictures of me on her bebo. And she pretended to be and she was pretending her profile photos were me, and all her albums were pictures of me. That happens on bebo sometimes. She pretended it was me, and then we saw her talking to boys and everything and my friends started saying why do you have pictures of me on your bebo"* (FG5)

**The survey data indicates that young people who have had some form of online safety advice in the past two years are slightly less likely to have shared personal details with strangers in the past.** However there is a significant difference<sup>19</sup> for only four categories of personal information: age, full name, name of school, mobile number. There is almost no difference at all in their

<sup>18</sup> Cramers V was used to test for association between gender and responses to Q4. There are no gender effects except for the three mentioned. For those three, V is very small: 0.025 for age and .062 for photos. A value of zero would indicate no association and a value of 1 would equal perfect association. Statistical significance is very high at better than .01

<sup>19</sup> Cramers V was used to test for association between having had any safety advice in the past 2 years (Q9) and personal details shared in past. There were no significant effects except for the 4 mentioned. For these, V ranges from .089 to .120. A value of zero would indicate no association and a value of 1 would equal perfect association. Statistical significance is very high at better than .01.

willingness to share their email address, which is the second most commonly shared personal detail. Those who have had some sort of advice appear to be less likely to say they have not shared *any* such information with strangers in the past, but this is not a statistically significant difference



**There is no statistical evidence to show that having TUK training or visiting the TUK website affects young people's likelihood to have shared personal information with strangers in the past<sup>20</sup>.**

<sup>20</sup> Cramers V was used to test for association between having had TUK and having visited the TUK website and personal details shared in past. No significant differences were found.

### 4.3 Evaluation of the TUK programme

This section of the report begins by examining the prevalence of TUK delivery amongst young people. It then provides details about the extent to which young people remember the safety messages, self-reported impact on behaviour, perceived educational value, and spontaneous comments about the programme.

Findings for the TUK training and TUK website are reported separately. For the TUK training, the findings do not distinguish between delivery of the video and presentations by TUK ambassadors. This section draws upon survey data and focus group data.

#### 4.3.1 Prevalence of TUK Training Delivery

**Most of the young people could remember the awareness messages they received. However, whilst the videos could be remembered well, there were severe problems with presentation and website recall.**

This respondent, for example, when asked the question about risk online immediately mentioned the video and not the messages delivered during the presentation:

"I don't add anyone that I don't know. [...] there was this wee lad and he was talking to this other wee lad on msn and like both support the same football team and they were going to meet up in the park and play football so he went to this house because he didn't show up and he said it was his big brother that was in and his big brother give him beer and it wasn't really a wee boy it was a man, and he ran away and he was afraid to tell" (FG4)

These findings were supported by the online survey. Amongst respondents at schools where *all* respondents had had TUK in the past 2 years, 57% say they've had it, 25% are unsure and 18% claim they've not had it. For instance, in one of the schools with the lowest recall rates (38%), all young people had *definitely* had TUK in the past 2 years. The majority of young people at this school had TUK in autumn 2008 or earlier, so part of the problem may be that recall of the programme fade quickly.

The high proportion of those saying they're "not sure" probably points to problems with delivery, branding and recall. **It is therefore likely that more than 14% of UK young people have received TUK.**

However it should be noted here that **poor recall of whether or not TUK was received does not necessarily equate with poor recall of safety messages.**

#### Impact of TUK Training

In the online survey those who said they had had the TUK programme, either in the classroom or at assembly, were asked three questions about how it affected them<sup>21</sup>. The questions covered recall (how well they remembered it), perceived educational value (how much they felt they had learned from it) and self-reported impact on

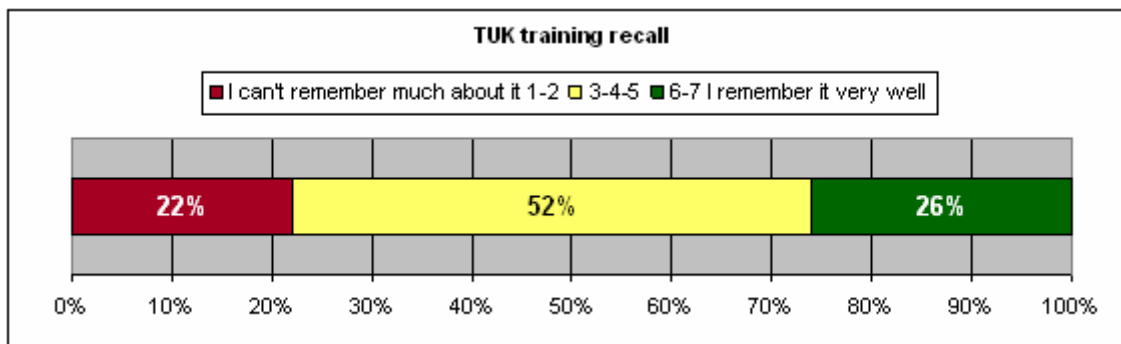
---

<sup>21</sup> Please bear in mind that this covers delivery of both the video and presentations by TUK ambassadors and that no distinction was made between the two in asking this question.

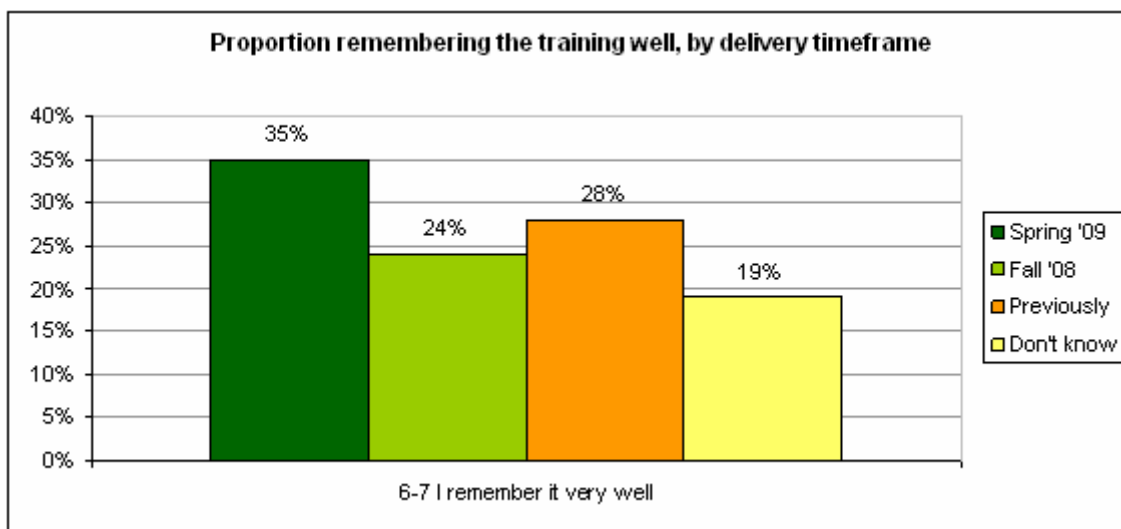
behaviour (whether it made them more careful online or not)<sup>22</sup>. Each question used a numerical scale of 1-7, with two opposing statements building the two end-points of the scale. The findings from the survey have been compared to the focus group findings and are similar.

### Recall of Training Messages

**Recall of training is not good. A quarter of those who had TUK remember it well, and more than two in five don't remember much at all.** On a scale of 1-7, with mean recall at 4.2 is a point above the middle (3.0).



It appears that timing has a small but statistically significant effect on recall<sup>23</sup>. However, while recall is best amongst those who had TUK in spring 2009, it is also better amongst those who had it in the previous school year than amongst those who had it in autumn 2008



57% of those who had definitely had TUK remember having it, and 74% of those who had had it in the past two years remember something about it<sup>24</sup>, **the implication is that 42% of young people who have had TUK training are remembering the safety messages.**

Findings from the qualitative study suggest that most students could remember having the TUK training earlier in the year. In one school, students received the training programme a few days before the focus groups (clearly these students could

<sup>22</sup> Please see Appendix 1 for exact wording.

<sup>23</sup> Cramers V was used to examine relationships between training timeframe and the recall score. V was .129. A value of zero would indicate no association and a value of 1 would equal perfect association. Statistical significance is very high at better than .01.

<sup>24</sup> Assuming that those who ticked 1 and 2 really don't remember much.

remember the training programme very well). As stated before, students felt they knew most of the messages that TUK were trying to convey because they were "common sense".

Of the training programme, almost all respondents could remember the videos very well:

*"The video, the one where the guy made him do dirty things and give him loads of beer" (FG2)*

*"And then she went and met him and he was a lot older and then he was forcing her to stay with him and stuff" (FG7)*

*"Yeah the guy who said he was his friend called Jack and he sent him that picture and he said that his name and he was like a 20 year old man" (FG2)*

Another respondent remembered other messages regarding illegal downloading:

*"I never knew that limewire and loads of other ones were illegal to download I was going to download a song I didn't know it was illegal to download it" (FG2)*

Many respondents remembered messages regarding reporting abuse:

*"One thing I didn't know before that about that eye signal thing, like that eye thing click on it and report abuse" (FG7)*

However, **one of the criticisms that were raised by respondents was that more prevention messages should be presented:**

*"Yeah they were trying to make you think of what could actually happen instead of trying to prevent it" (FG7)*

When asked what they liked and did not like about the programme most respondents enjoyed the programme. The great majority of respondents found the videos 'worrying' but informative and interesting, however some suggested that the videos appeared 'staged' and should be more realistic. The comments below illustrate response regarding the videos:

*"It made me angry and sick" (FG8)*

*"I thought it was really good especially like when you have bebo and you see the training and then it's just like, and then go on to sites you don't know and you think that can happen to that wee girl so it can happen to me" (FG4)*

*"I wouldn't say it was upsetting, it could be upsetting if you've experienced anything but someone who watched it who hasn't been through it, and it's more informative than upsetting" (FG13)*

*"I was crying it was so sad. But I learnt not to talk to people they lie to you, they send you a fake picture and then you know not to trust them if you totally don't know them" (FG3)*

*"It shows you know if you were talking to someone you didn't know and you didn't tell anybody what the consequences would be" (FG1)*

*"It wasn't really enjoyable to see someone getting hurt. It was interesting to understand how"*

*"I thought it was very helpful they tell you what can really happen and that people don't say who they really are"*

*"Everybody could understand it, so it was kind of good cos it was easy to understand" (FG1)*

*"I knew they were telling you about the way the eye go. That was good stuff because my mum or dad always tell me, like when I am going to the shop they say don't talk to anyone I just know now what they mean" (FG3)*

When asked what they thought about the rest of the training programme, most of the young people thought it was long and tedious:

*"It was clear but it was really long" (FG2)*

*"There's things you wanted to hear and they were really short and the bits you didn't really want to know was really like dragged on" (FG2)*

An important message that the video about the boy raised was the fact that boys can also be abused. Davidson and Martellozzo (2004) in their research exploring Internet abuse emphasise that young people find it difficult to comprehend that boys can also be victims of sexual abuse. This gender issues was addressed well by the TUK programme and mentioned by the respondents. As this respondent claimed:

"Boys think that nothing is going to happen to them" (FG9)

When the gender issue was probed, some boys agreed that they did not really think it could happen to boys as well as girls and said that after watching the video they 'changed their mind a bit'.

However, it was suggested this issue should have been explored in more detail:

*"99% of people have the common sense to know right you're blocked and that bit really dragged on so they made the point on one of the videos right then they made the point about what happened to boys as well like that bit, I don't think most people, I know I didn't know that there was more of a chance of a boy being abused. That was only briefly they said that and then they moved on"* (FG2)

Some of the respondents highlighted that many young people still do not understand how boys can be sexually abused by men:

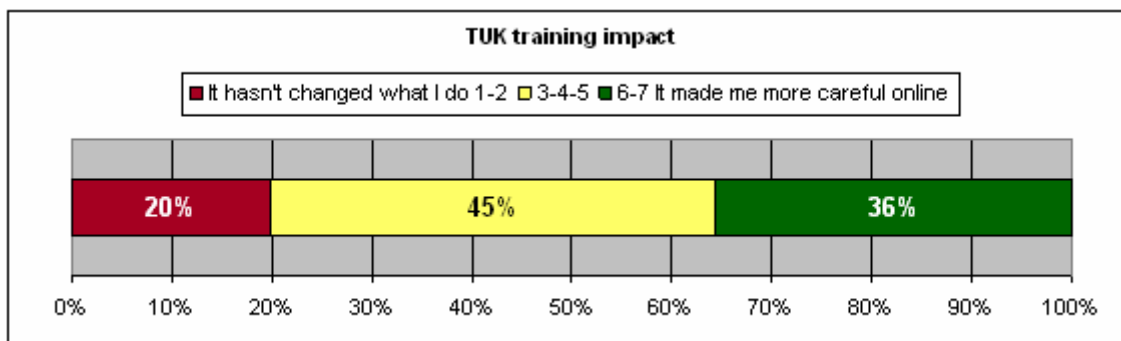
*"It does happen to boys as well there's funny men"* (FG10)

This gender issue should be explored more in greater depth when introducing the concept of abuse. This was one of the recommendations also made by the TUK trainers.



### 4.3.2 Self-Reported Impact on Behaviour

**The survey data indicates that TUK self-reported impact on behaviour appears to be fairly high:** More than a third of survey respondents say it made them more careful online. Nevertheless one in five said it didn't have much impact on their behaviour, and on a scale of 1-7, the mean impact is a low 4.5.

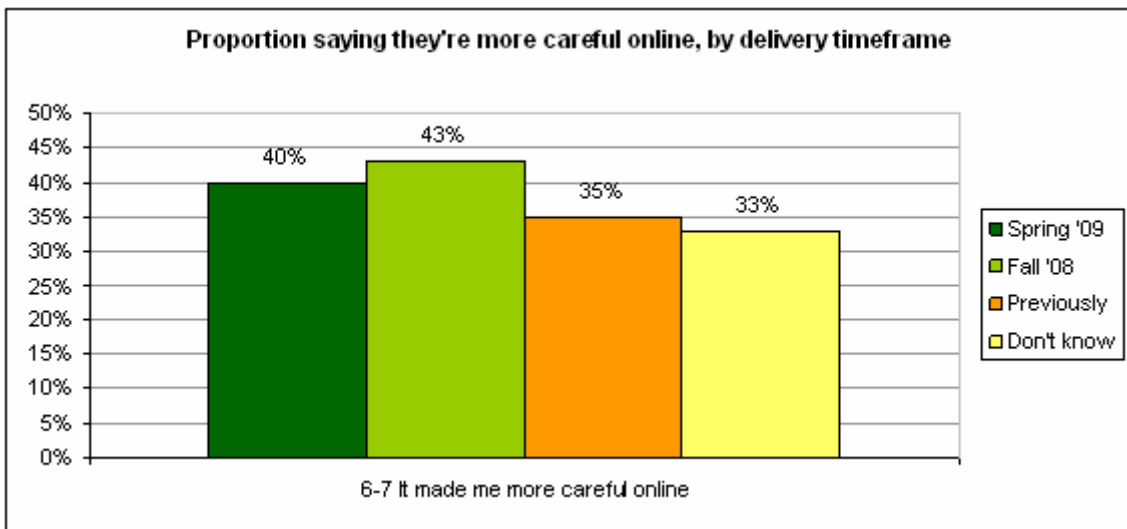


These findings reflect those of the qualitative study. Most young people knew they should not post their full name, address or school names. Furthermore, although some students met people they had never met before and did not have someone with them (or knew someone who had done so) most of them now would consider bringing a friend or a parent. Most of the young people remembered well what to do if they felt uncomfortable online.

*"Because sometimes when you go onto a web page it has got a picture of an eye so you click on it. Like the big brother eye type of it; then you click on it and report what's happened. I didn't know that before" (FG8)*

**The survey data suggests that the impact of the message appears to fade with time but this is not a statistically significant finding<sup>25</sup>.** Those who had it in this school year are more likely to say it made them more careful online. This reinforces the finding that recall fades over time, pointing to a need for constant reinforcement of messages rather than one-off delivery.

<sup>25</sup> Cramers V was used to examine relationships between training timeframe and the 'impact' score.

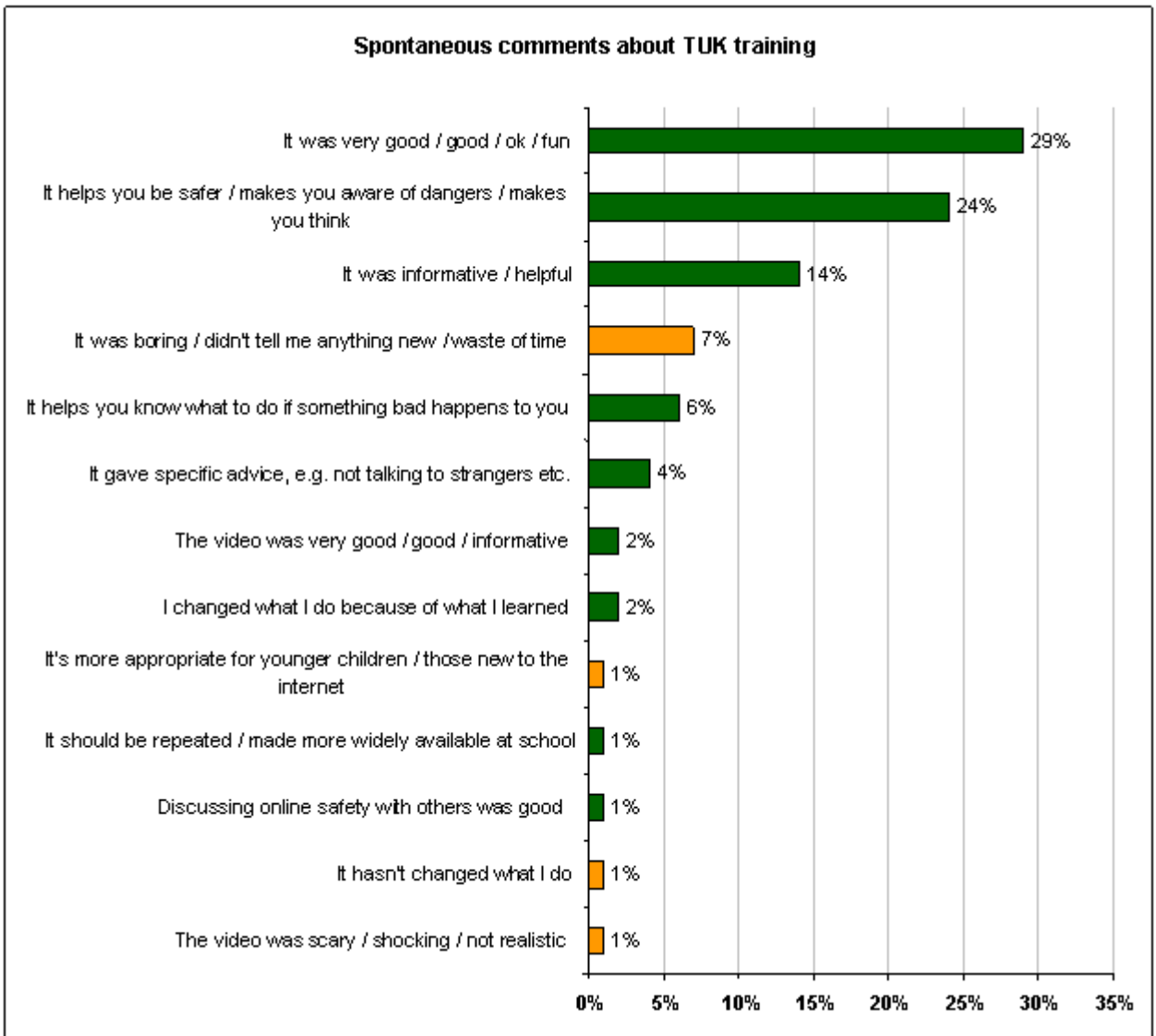


Young people aged 11-12 are also more likely to say it made them more careful online. This finding also emerged in the qualitative study: **younger children are more aware of the dangers they may encounter on line and appear to be more careful.**

#### 4.3.3 Comments about TUK Training

In the survey, those who reported having had TUK were asked to comment on the training, and 64% who had it chose to comment. The chart below shows the comments in response to this open question, sorted by order of frequency.

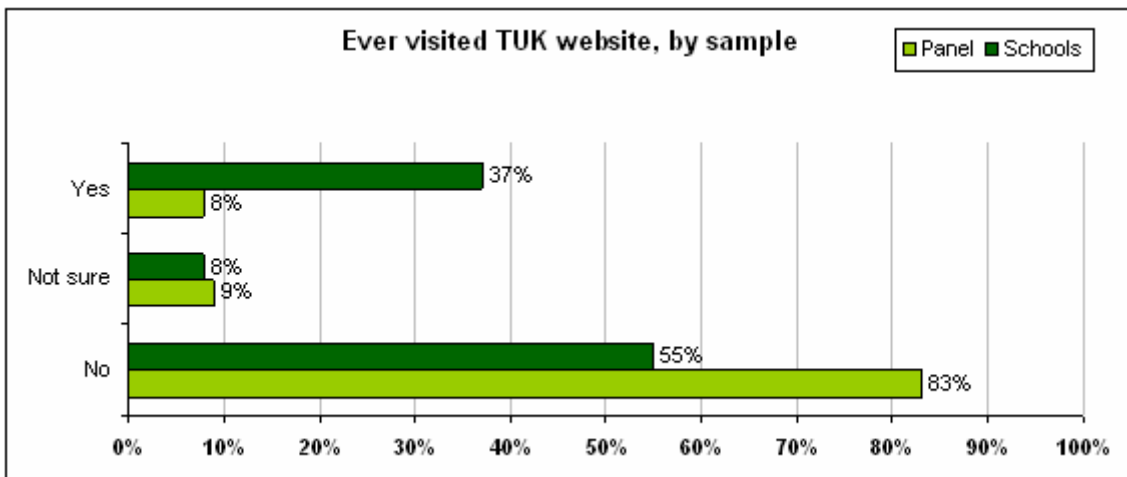
The vast majority of comments were positive - these are shown in green, while negative comments are highlighted in orange.



**Girls are more likely to say the programme makes you aware of the dangers online and to remember specific advice.** However boys and girls are almost equally likely to make negative comments.

#### 4.3.4 Visits to the TUK website

**8% of young people responding to the survey in the panel sample say they have visited the TUK website.** Young people from the schools sample are significantly more likely to have visited the TUK website, which is not surprising since 81% of those who have had TUK training also say they have visited the TUK website.



**The survey data suggests that problems with recall are much lower for the TUK website than for the TUK training:** only 9% of the entire sample was not sure whether or not they visited the website, compared with 34% not being sure whether or not they had TUK at school. There are no appreciable gender, age or ethnicity differences in terms of whether or not the TUK website was visited.

These findings reflect what was found in the qualitative study. Very few young people visited the website after they received the TUK programme. Those that did visit the website were encouraged by their teachers to do so. Both teachers and students suggested that to improve the website interesting links such as blogs should be added, this might attract students and encourage them to use the website.

**The focus group data suggests that the website could be improved by making the site more fun and interactive, and reducing the amount of text.** The following verbatim quotes<sup>26</sup> illustrate quite clearly the desire for a more “fun” and interactive website:

*"I think it should have more fun games which you can learn from"*  
*"I think you should have better games like find the paedophile and arrest him"*  
*"I think there should be more games, quizzes, simulations etc to see if someone really does know"*  
*"...they should have videos of all different people at different ages..."*  
*"Make it much more fun with games for people because they will be interested with it"*

Comments around making the website less text heavy and easier to navigate included:

<sup>26</sup> Please note that spelling mistakes have been corrected for ease of comprehension.

"It's too much writing and it makes it boring. Get young people to design new parts"

"I think the think you know website is good for teenagers but young people can't really go on it because maybe they don't really understand it that well."

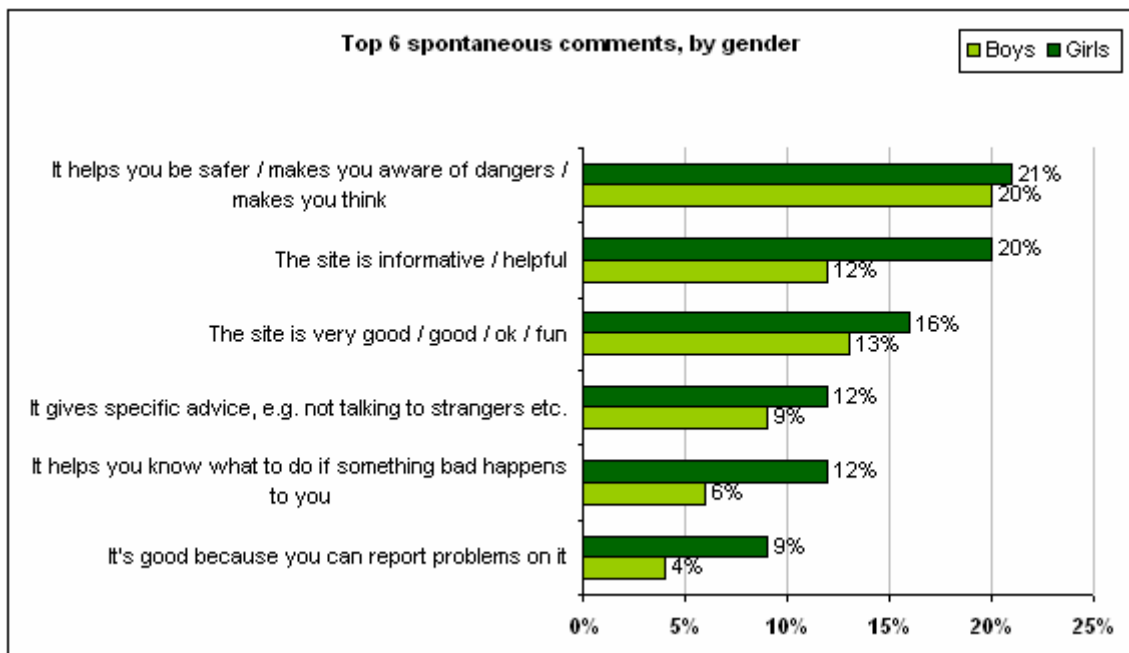
"Needs to be more easier for the young people to navigate around it, and not make it look so bad and scary."

"I thought that it was more design than useful, it was easy to use but hard to understand"

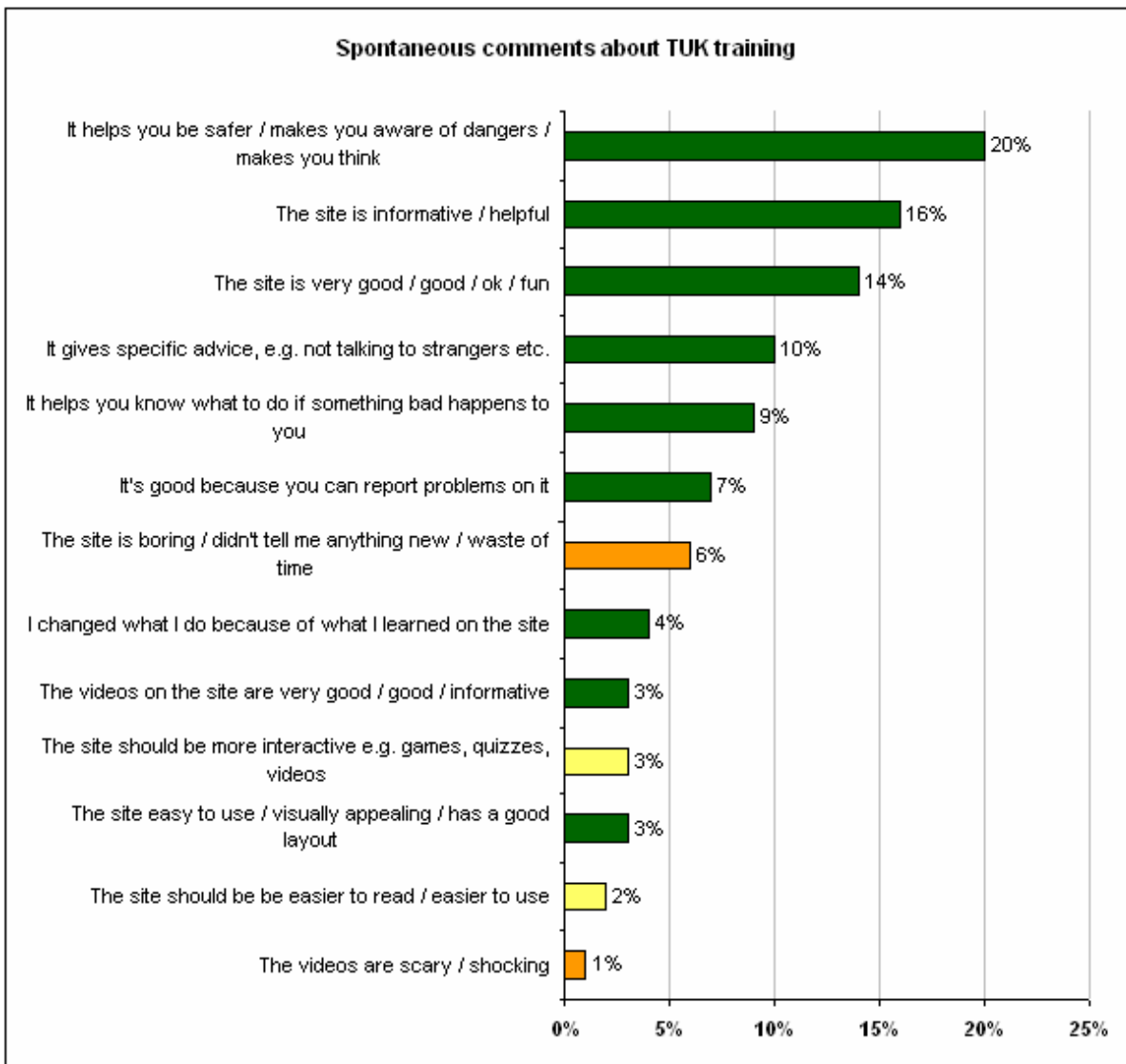
"I think it is a really good website, but it could be a bit more less confusing to work."

The survey data suggests that girls are more likely than boys to say:

- They found it informative or helpful
- The site is useful because it helps people know what to do if they're having a problem online, and
- The site is useful because people can report problems on it anonymously.



There is, however, no gender difference in the proportion who said that the TUK website makes you aware of dangers / helps you be safer, whereas girls were significantly more likely than boys to say this about the training. It may perhaps be the case that boys are less open to the training messages than they are to messages presented via the website.



There appear to be no differences based on age or ethnicity. There were few differences between those who have had the TUK training and those who have not, with the exception that those who have had it are significantly more likely to say the site is good or fun.

Interestingly, these findings reflect what was found in the qualitative study. Below are some of the comments that were made during the focus groups:

"Usually short quick statements are more catchy"  
 "It should be easier to understand"  
 "It should have some interesting links and games"

#### 4.3.5 TUK Recall and Branding Issues

Limits to people's ability to accurately recall things that happened in the past are generally an issue in survey research, but in this case it is particularly problematic.

Another addition to the examples given elsewhere is that while 64% of the panel sample say they received advice about online safety via their school (in class or

assembly) only 14% definitely recall having received TUK in school (in class or assembly).

If TUK is the main channel of online safety advice in UK schools, this means that the way the training is delivered is not making the brand stand out, leading to low brand recall. If TUK is not the main channel of online advice in schools, this is of course a different matter. This is an issue that is perhaps worth investigating.

## 4.4 TUK Trainer Interview Findings

### 4.4.1 Sample Characteristics

A small group of eleven teachers with responsibility for ICT (Information Computing Technology), PSHE (Personal, Social and Health Education), head teachers and CEOP ambassadors were interviewed. Nine face-to-face interviews were carried out at the schools participating in the qualitative research. Two telephone interviews were conducted with teachers from other schools who, at the last minute, could not participate in the research. All teachers were asked to share their perceptions of young people's and parents' awareness of Internet safety and of the TUK programme.

It is important to stress that the extent to which the findings from this element of the research can be generalised is limited given the small sample size, however it is interesting to note the similarities between the findings presented here and those presented in the previous section.

### 4.4.2 Young People's Awareness of Internet Safety

The majority of teacher trainers believed that young people have a good general understanding of online safety. This perspective was supported by the fact that all young people, when asked questions regarding safety messages, named all the messages that are covered in the TUK programme. Several trainers felt that before receiving the programme young people believe themselves to be very knowledgeable. However, when they see the programme they are surprised to find out how many more risks they may encounter online.

*"They come in thinking they are tremendously aware, some of them I suspect are aware because they've probably seen video clips. [...] but there is always something that they don't know, and they are obviously young people in there that know nothing, really very, very naïve" (R2).*

Amongst the things that young people are not aware of is the lack of understanding of the risk posed by wide Internet accessibility available through mobile phones. Respondents emphasised that this issue should be reinforced more in the TUK awareness programme.

*"On the whole they are fairly ICT wise so to speak, street wise when it comes to using computers, I think where they need more help is where ICT is beyond the computer. With the use of mobile phones, I think that's something youngsters still don't link it to online safety" (R1)*

It appears that young people associate the term 'online' strictly with the computer. They do not associate the term 'online' to apply when they use a mobile phone to check, for example, their Facebook page or to chat on MSN. One respondent suggested that it would be wise to teach people that using the Internet on mobile phones can be as 'high risk' as being online at their computer at home. This respondent argues:

*"It is great having, say for example, these new advancing iPhones but actually if you're using say the GPS system someone else can track you and know where you are. So I think that's an issue we need to address somehow to help them understand that." (R1)*

The focus group data indicates that most of the respondents agreed that knowledge varies by age group. Younger people seem to be less aware of online risks. However, some young people already know a great deal of Internet safety as they have received similar programmes in their previous schools. Whilst some respondents felt that young people are aware of online risks, some others felt that young people choose to ignore these risks and explore the Internet further to the point of being exposed to dangerous content and on some occasions contact abuse. One respondent in particular defined Internet abuse as 'self abuse'. This respondent pointed to the 'culture of blame' and the need for young people to take responsibility for their own behaviour:

*"I think the most important thing about any kind of training programme is that it is ultimately down to them to make the choice. We can only give them so much cotton wool and we've got to help them to make that decision for themselves. We live in a society it seems to me where it is always someone else's fault for the things I do wrong and youngsters have got to learn to get out of that" (R1).*

This view was supported by some of the young people's comments about the programme. Young people seemed to remember more about how to seek help rather than how to avoid danger.

*"helping them to appreciate that they have to take a lot more responsibility for their own actions; think it through before they do something that's really the most important part of it"(R7)*

Therefore, it seems to be important to stress how young people can stay safe online and ultimately avoid abuse. However, some respondents did not think this can be achieved in one training session. It was suggested that what needs to be created first is the appropriate context. All respondents felt that Internet safety should be



regularly addressed in schools because the Internet is part of every child's life. All teachers stressed the importance of delivering awareness programmes like the TUK programme.

Most of the teachers were surprised that despite the amount of Internet safety advice young people receive, they seem to communicate online with strangers. Two of the five schools that participated in the research have had incidences where girls met with adult male strangers that they have only contacted on the internet. In the other schools young people always knew of other pupils that have met somebody they have only spoke to online. This finding validates the focus group and survey findings in suggesting that young people's risk taking behaviour in terms of interaction with strangers continues despite safety warnings.

#### 4.4.3 Parents' Awareness of Internet Safety

All respondents felt that the level of awareness amongst parents is generally very low and that this problem needs to be addressed. Some parents, particularly younger parents, are computer literate and use social networking groups or use MSN regularly. However, many feel alienated from the digital world and instead of becoming more involved and attempting to learn more they avoid the problem. Most parents think they understand the problem and know enough to supervise their young people. As this respondent claims:

*"helping them to appreciate that they have to take a lot more responsibility for their own actions; think it through before they do something that's really the most important part of it"(R7)*

*"The few conversations I have had (with the parents) and the small amount of feedback from when we did friend to parent sessions most parents came along thinking they knew it all and this was a waste of time. But there you are got to support the school and when they finished they said 'wow I had no idea that this was really the case'. As I said before they were very keen to encourage others to come along" (R6)*

However, when they see the programme they immediately realise how important Internet awareness is. Most of the respondents mentioned parents' lack of interest when the schools run awareness programme regarding the risk their young people may encounter online.

*"I told you that (when we run the awareness session for parents) only 12 came. The principal felt strongly enough to send a letter out to all parents rather than put it in the case go by because she felt it was important to do it. [...] I think an awful lot of them think it really isn't on their door step" (R3)*

Many respondents would like to see Internet safety education made a priority for parents. Overall all respondents felt that parents do not become involved in their young people's use of the Internet and do not supervise their young people properly

online. It is interesting that these perceptions are generally substantiated by the young people's responses.

#### 4.4.4 Evaluation of the TUK Programme

All respondents thought the TUK programme covers extremely important issues that need to be urgently raised in all schools across the United Kingdom. All respondents were very supportive of the TUK programme. Most of them, when they first became involved with CEOP, were shocked regarding the extent of Internet abuse, as exemplified by this respondent:

*"I was in the dark myself about some of it. I knew there was a problem with abuse but I didn't have any idea of the extent of it" (R5)*

Most of the respondents were impressed by the videos and thought they are extremely good quality.

*"Very good, very high tech. They (young people) do need to see that sort of stuff; it does need to be in that sort of context". (R8)*

However, some of the respondents felt that the video is inappropriate for older students who may find the videos and the messages condescending. A couple of respondents felt that the programme is not appropriate for older students and stressed that in designing these types of programmes it is important to involve students of different age groups because there is clearly a difference between a 11 year-old and a 13 year-old. One respondent in particular did not feel that the CEOP presentation would fit the needs of the students and adapted it accordingly by adding YouTube sites, Facebook and Bebo.

#### 4.4.5 TUK Website

Most of the respondents did not think the website has the same impact on young people as the videos. The majority of the respondents felt it was difficult to present all the slides and keep the students' attention (this was also reinforced by the students' response).

*"I don't think it is child friendly and it is not interactive. It needs to have far more stuff which makes the kids want to go back. Perhaps more links within it. It should have links to go through to kids' websites so you have to go through that website to reach other websites". (R6)*

Another respondent suggested that the website should be clearer, more interesting and straight to the point, without repeating the same messages.

*"It just looks a bit boring really. It needs to be far more interesting to want to go on there. They only go on there because we told them about it, but they should put stuff on there which makes them think oh I really want to go on there because it is going to help me. As it is, they don't find it fun. They're going to go on games websites, but if there are games on there, you've got to go through the website to get to the games" (R2)*

#### 4.4.6 TUK Programme Delivery

The programme was delivered by the teachers (respondents) according to the guidelines provided by CEOP. Most of the teachers felt that the guidelines were very clear and easy to follow. However, some respondents suggested that the programme should not be delivered by teachers that students are familiar with, as the impact is often not the same.

*"I think one of the problems with the programme the training programme is that it's very easy for teachers to deliver it like as if they were teaching a subject. So the students see this yet again oh it's just another part of the curriculum and they don't realise that its more to do with life as it really is as opposed to what they might get on their GCSE certificate"(R1)*

One of the respondents pointed out that the method in which messages regarding Internet safety are delivered should be addressed. The same teacher suggested that trainers or teachers are perceived by the students traditionally as enemies *"to whom you have to react against to be cool"* (R9). It was suggested that at least part of the programme should be delivered by young people, because they are the 'digital natives' who understand well how to interact with other students and how to navigate the Internet (this finding is supported by students). In line with this comment, it can be suggested that it would ultimately be important to involve students in the training process, or as also some of the young people suggested during focus groups, it would be wise to use their knowledge and experience to create a programme that is appropriate for other students.

It was also suggested that schools should invite externals that are respected by the students:

*"I think some schools are beginning to do that. Or we bring people in from outside who are associated with something youngsters admire, say for example if a great celebrity we see on TV so often became the ambassadors for on line safety, sports people, if they were the ambassadors for on line safety I think the impact would be far more effective than just oh it's my teacher" (R2)*

This issue was raised by young people during the focus groups.

#### 4.4.7 TUK Training

All respondents trained directly by CEOP staff found the training interesting and informative. However, some respondents claim that training sessions should be provided at least every year. Once teachers receive the training, they continue to receive information through the website. They feel this is not sufficient. Considering the sensitivity of the topic, an appropriate training delivered by experts working in the field of child protection and awareness should be provided. Other teachers, who were trained by other ambassadors, did not feel that they learnt much:

*"It seemed to me that they needed to be able to say yes we have seen face to face these number of people, signed the attendance showing this. There was no evaluation as to how or what we've learnt. I don't know who invented them but I think they are such a waste of time. It can be hugely motivational having a conversation with someone about the training or just being aware, you get much more than that because people are more comfortable about saying that's ok but, a piece of paper"*  
(R4)

Also, some of the teachers have never received any feedback from CEOP on the questionnaire they distributed to the young people and would like to receive feedback in future.

## 5. Recommendations

### General

1. CEOP urgently review the current TUK training delivery monitoring system including the introduction of quality control mechanisms to ensure that training is delivered in the specified format and to monitor the amount and location of delivery. A dedicated database should be maintained to store this information;
2. Research evaluation be routinely incorporated into TUK programme delivery and that a pre-test, post-test research design be employed;
3. CEOP Ambassadors work proactively with Head Teachers to encourage support for both the delivery of the TUK programme in the specified format, and the monitoring/quality control system;
4. CEOP should also work proactively with other TUK trainers to ensure compliance with the enhanced quality control/monitoring programme;
5. CEOP should seek to engage much more pro-actively with parents and carers to ensure a real understanding of online safety issues (there are, for example, opportunities in the school year to engage with large numbers of parents and provide a safety overview). Parents are presently on the periphery of online safety training and their role is central in the provision of advice;
6. As programme recall and impact fade quickly, repetition of key safety messages within the school environment is essential;
7. In the light of poor recall, CEOP should think creatively in terms of the delivery of online safety messages and not restrict this to the TUK programme. Early focus group data suggests that young people would like to see messages displayed around school premises (screens and posters) on a regular basis to serve as a constant reminder;
8. As young people are highly likely to interact with and sometimes meet 'virtual friends' (particularly the 13+ age group), this issue should be addressed with reference to 'real examples' of anonymised vignettes, where possible, that have involved online grooming, specific case detail should be deleted to maintain anonymity;
9. As girls appear to be at much greater risk of an online grooming approach, given their extensive use of social networking sites, focus in online safety training should be upon appropriate and inappropriate social networking behaviour as well as key safety messages. There may be a role for teachers to work collaboratively to reinforce this issue in PSHE classes.

### TUK Delivery and Training Support Recommendations

1. A TUK (or similar) programme should be developed for parents to foster engagement and develop understanding of Internet safety issues;
2. The programme should be more interactive and contain links that make students re-visit the TUK website;

3. Internet safety advice should be integral to the school environment and reinforced on a regular basis, e.g. key messages displayed on plasma screens;
4. Young people (aged 18 plus) should be directly involved in the delivery of TUK given their likely understanding of the digital environment and ability to relate to children;
5. The TUK presentation and website should be more interactive and updated to include other technologies such as mobile phones;
6. More continuous training and support should be provided for teacher trainers;
7. CEOP should provide teachers with feedback on the questionnaires they deliver and administer to the children.

## References

Davidson, J & Gottschalk, P (2010 forthcoming) *'Internet Child Abuse: Current Research & Practice'*. Routledge: London

Davidson, J & Gottschalk, P (2009 forthcoming) *'Online Grooming: Profiling, Policing and Prevention'* Russell House: London

Davidson, J & Martellozzo, E (2008a) *'Protecting vulnerable young people in cyberspace from sexual abuse: raising awareness and responding globally '*  
Routledge: Police Practice & Research: An International Journal

Davidson, J., Martellozzo, E. (8/2008b) *'Protecting Children in Cyberspace'* in *'Sex Crime'* (Eds) Letherby, G., Birch, P., Cain, M. and Williams, K. Wilan: London

Davidson, J. & Martellozzo, E. (2005) *'The Internet And Protecting Children From Sex Offenders Online: When Strangers Become 'Virtual Friends'*  
<http://www.oii.ox.ac.uk/research/cybersafety/extensions/pdfs/papers>

Davidson, J. and Martellozzo, E (2004) *'Educating children about sexual abuse and evaluating the Metropolitan Police Safer Surfing Programme'* <http://www.saferschoolpartnerships.org/ssp-topics/evaluations/documents/ssfindingsreport.pdf>

Gillan, A. (2003) *'Race to save new victims of child pornography'* Guardian Newspaper November 4, 2003

ICAC (National Centre for Missing & Exploited children and Boys and Girls). NetSmart Presentation. 2004 University of New Hampshire.

Jewkes, Y. (ed.) (2003) *'Dot.cons.: Crime, Deviance and Identity on the Internet'*. Cullompton: Willian.

Livingstone, S (2009) *'EU kids Online Report'* (Conference June 2009, LSE, London)

Livingstone, S & Bober, M. (2005) *'Internet Literacy Among Children and Young People'* (LSE, 2005)

Livingstone, S. & Bober, M. (2004) *'UK Children Go Online: Surveying the experiences of young people and their parents'*. (LSE, 2004)

O'Connell, R. (2002) *'Be somebody else but be yourself at all times: Degrees of identity deception in chatrooms'* [www.once.uclan.ac.uk/print/deception\\_print.htm](http://www.once.uclan.ac.uk/print/deception_print.htm)

Ofcom *'Digital Lifestyles: Young adults aged 16-24'* May 2009  
[http://www.ofcom.org.uk/advice/media\\_literacy/medlitpub/medlitpubrss/digital\\_young/](http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubrss/digital_young/)

## Appendix 1: Questionnaire wording

### NAO Think U Know evaluation questionnaire

Final validated version as at 28 May 2009

| Q no.                      | Question  | Instructions  |
|----------------------------|---|---|
| <b>SCREENING QUESTIONS</b> |   |   |
| <b>Intro</b>               | <p><b>Thanks for participating in this research project about staying safe online. The survey will take about 10 minutes to do.</b></p> <p>We won't ask for your name so your answers will remain totally private.</p> <p>Please click next to start the survey.</p>  |   |
| <b>S1</b>                  | <p><b>What is your gender?</b><br/>Please tick the box that applies to you and click "Next" to continue.</p> <ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> </ul>   | <p>Single response</p> <p>Count gender responses (no quotas)</p>  |
| <b>S2</b>                  | <p><b>What is your age?</b><br/>Please type your age into the box.</p>  | <p>Numerical field, valid only between 11 - 16</p>  |
| <b>S3</b>                  | <p><b>Please select which group you belong to.</b></p> <ul style="list-style-type: none"> <li>• White British</li> <li>• White other</li> <li>• Black British</li> <li>• Black other</li> <li>• Asian British</li> <li>• Asian other</li> <li>• Mixed British</li> <li>• Mixed other</li> <li>• Other</li> <li>• Prefer not to say</li> </ul> | <p>Single response</p> <p>Count ethnicity responses (no quotas)</p>   |
| <b>INTERNET USE</b>        |   |   |
| <b>Q1</b>                  | <p><b>How many hours do you spend online in an average day?</b><br/>Please think about all the time you spend online when you're not at school, including time you spend sending and receiving emails and instant messages.</p> <p>Use the slider to show how many hours you spend online.</p> <p><b>1 _____ 7 hours</b></p>                  | <p>Slider function</p> <p>Range = 0 to 7, pre-set to 3.5, slider to allow data selection in ½ hour increments</p> |
| <b>Q2</b>                  | <p><b>What do you usually do when you're online?</b><br/>Please tick all that apply to you.</p> <ul style="list-style-type: none"> <li>• Send and receive emails</li> <li>• Instant messaging, e.g. MSN Messenger</li> <li>• Visit social networking sites, chat rooms or blogs</li> <li>• Play games online</li> </ul>                       | <p>Multiple response</p>  |



| Q no.                            | Question   | Instructions  |
|----------------------------------|--|---|
|                                  | <ul style="list-style-type: none"> <li>• Download music, games or movies</li> <li>• Do homework</li> <li>• Buy products</li> <li>• Find out about things I'm interested in</li> <li>• Listen to online music or radio</li> <li>• Read the news or other articles</li> <li>• Other (please specify)</li> </ul>  |   |
| <b>INTERNET SAFETY BEHAVIOUR</b> |  |   |
| <b>Q4</b>                        | <p><b>What personal information have you ever shared with people online?</b><br/>Please think about whether you've shared <b>any</b> of these things in the <b>past</b>.</p> <p>Tick as many boxes in <b>both</b> columns as apply to you.</p> <p>ROWS</p> <ul style="list-style-type: none"> <li>• My full name</li> <li>• My age</li> <li>• My email address</li> <li>• My home address</li> <li>• My home phone number</li> <li>• My mobile number</li> <li>• Where I go to school</li> <li>• Where I'm going after school</li> <li>• Photos of myself, my family or friends</li> <li>• Bank or credit card details</li> <li>• Prefer not to say</li> <li>• None of these</li> </ul> <p>COLUMNS</p> <ul style="list-style-type: none"> <li>• "If I've met them face to face"</li> <li>• "If I only know them online"</li> </ul> | <p>Multiple response grid</p> <p>'None' = exclusive</p> <p>'Prefer not to say' = exclusive</p> <p>Fix these two at bottom of list</p> |
| <b>Q5</b>                        | <p><b>What personal information are you willing to share <u>in future</u> with people you meet online?</b></p> <p>Tick as many boxes in <b>both</b> columns as apply to you.</p> <p>ROWS</p> <ul style="list-style-type: none"> <li>• My full name</li> <li>• My age</li> <li>• My email address</li> <li>• My home address</li> <li>• My home phone number</li> <li>• My mobile number</li> <li>• Where I go to school</li> <li>• Where I'm going after school</li> <li>• Photos of myself, my family or friends</li> <li>• Bank or credit card details</li> <li>• Prefer not to say</li> <li>• None of these</li> </ul> <p>COLUMNS</p> <ul style="list-style-type: none"> <li>• "If I've met them face to face"</li> <li>• "If I only know them online"</li> </ul>   | <p>Multiple response grid</p> <p>'None' = exclusive</p> <p>'Prefer not to say' = exclusive</p> <p>Fix these two at bottom of list</p> |

| Q no. | Question  | Instructions  |
|-------|---|---|
| Q6    | <p>It's easy to meet new people online. Some of them are strangers.</p> <p>A stranger is someone who you may have spoken to online for some time, but who you have never met in person.</p> <p><b>Have you ever done any of the following with a stranger?</b></p> <p>Please think about whether you've done <b>any</b> of these things in the <b>past</b>.</p> <ul style="list-style-type: none"> <li>• Added them to your instant messaging contact list, e.g. to MSN Messenger</li> <li>• Added them to your social networking friends group, e.g. on Bebo or MySpace</li> <li>• Received things from them, e.g. messages</li> <li>• Met them face to face on your own</li> <li>• Other (please specify)</li> <li>• None of these</li> </ul> | <p>Multiple response</p> <p>'None' = exclusive</p>  |
| Q7    | <p><b>Would you do any of the following <u>in future</u> with a stranger?</b></p> <p>A stranger is someone who you may have spoken to online for some time, but who you have never met in person.</p> <ul style="list-style-type: none"> <li>• Add them to your instant messaging contact list, e.g. to MSN Messenger</li> <li>• Add them to your social networking friends group, e.g. on Bebo or MySpace</li> <li>• Receive things from them, e.g. messages</li> <li>• Meet them face to face on your own</li> <li>• Other (please specify)</li> <li>• None of these</li> </ul>   | <p>Multiple response</p> <p>'None' = exclusive</p>  |
| Q3    | <p><b>Have any of these things ever happened to you?</b></p> <p>Please tick all that apply to you.</p> <ul style="list-style-type: none"> <li>• My social networking site account was hacked</li> <li>• My school account was hacked</li> <li>• My computer was hacked</li> <li>• My computer got a virus</li> <li>• I was bullied online</li> <li>• Someone sent me things that made me uncomfortable</li> <li>• Someone made me uncomfortable online</li> <li>• I got lots of spam emails</li> <li>• Other (please specify)</li> <li>• Prefer not to say</li> <li>• None of these</li> </ul>  | <p>Multiple response</p> <p>'None' = exclusive</p> <p>'Prefer not to say' = exclusive</p> |
| Q8    | <p><b>If someone online made you feel uncomfortable, what would you do?</b></p> <p>Please think about what you'd do the first time it happened, and what you'd do if it continued.</p> <p>Tick as many boxes in <b>both</b> columns as apply to</p>   | <p>Multiple response grid</p> <p>"Nothing" = exclusive</p>                                |

| Q no.                            | Question  | Instructions   |
|----------------------------------|---|--|
|                                  | <p>you.</p> <p>RESPONSES</p> <ul style="list-style-type: none"> <li>• Tell them to go away</li> <li>• Close the message or website immediately</li> <li>• Block them from sending you messages</li> <li>• Save the messages or chat conversation to show someone else</li> <li>• Tell a friend</li> <li>• Tell a parent or relative</li> <li>• Tell a teacher at school</li> <li>• Tell the police</li> <li>• Report it online, e.g. via Think U Know or Childline</li> <li>• Nothing</li> </ul> <p>COLUMN HEADINGS</p> <ul style="list-style-type: none"> <li>• The first time</li> <li>• If it continued</li> </ul> |  |
| <b>INTERNET SAFETY AWARENESS</b> |   |  |
| <b>Q9</b>                        | <p><b>Have you had any advice about online safety in the last two years?</b></p> <p>This could include advice from an adult, websites, and posters, videos or talks at school.</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Don't know</li> </ul>  | Single response  |
| <b>Q10</b>                       | <p><b>Where did you get advice about online safety?</b></p> <p>Please select all that apply to you.</p> <ul style="list-style-type: none"> <li>• Parents or relatives</li> <li>• In class or assembly at school</li> <li>• Think U Know website</li> <li>• Another website</li> <li>• Posters at school</li> <li>• Safety video at school</li> <li>• Teachers or other adults</li> <li>• Other (please specify)</li> <li>• Can't remember</li> </ul>  | <p><b>ONLY IF "Yes" at Q9</b></p> <p>Multiple response</p> <p>'Can't remember' = exclusive</p>                               |
| <b>Q11</b>                       | <p><b>Have you ever visited the Think U Know internet safety website?</b></p> <p>[TUK LOGO]</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Not sure</li> </ul>   | Single response  |
| <b>INTERNET SAFETY TRAINING</b>  |   |  |
| <b>Q12</b>                       | <p><b>Please describe how the Think U Know website affected you.</b></p> <p>For each set of statements, please tick the box that best reflects how you feel.</p> <p>I remember it very well</p> <ul style="list-style-type: none"> <li>•</li> </ul>   | <p><b>ONLY IF "Yes" at Q11</b></p> <p>Single response grid</p> <p>This set of questions should be set up so that the two</p> |

| Q no.      | Question  | Instructions   |
|------------|---|--|
|            | <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p>I can't remember much about it</p> <p>I learned a lot from it</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p>I didn't learn anything from it</p> <p>It made me more careful online</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p>It hasn't changed what I do</p> | <p>statements are on a horizontal axis (not vertical as here) with 7 radio buttons in between.</p>             |
| <b>Q13</b> | <p><b>What do you think about the Think U Know website?</b><br/>Please write your two most important comments or suggestions into the box.</p> <div data-bbox="416 837 917 913" style="border: 1px solid black; height: 34px; width: 314px; margin: 10px 0;"></div> <ul style="list-style-type: none"> <li>• I don't have any comments or suggestions</li> </ul>  | <p><b>ONLY IF "Yes" at Q11</b></p> <p>Open question</p>  |
| <b>S4</b>  | <p><b>Have you had Think U Know at assembly or in class?</b></p> <p>Please tick "Yes" if you've seen the <b>Think U Know video</b> or had a <b>Think U Know presentation or talk</b> at your school.</p> <p>[TUK LOGO]</p> <ul style="list-style-type: none"> <li>• Yes</li> <li>• Not sure</li> <li>• No</li> </ul>  | <p>Single response</p>   |
| <b>S5</b>  | <p><b>Where did you have Think U Know at school?</b></p> <ul style="list-style-type: none"> <li>• In class</li> <li>• At assembly</li> <li>• Other (please specify)</li> <li>• Can't remember</li> </ul>  | <p><b>ONLY IF YES at S4</b></p> <p>Multiple response</p>   |
| <b>S6</b>  | <p><b>When did you have Think U Know at school?</b></p> <ul style="list-style-type: none"> <li>• This Spring Term (i.e. since Christmas)</li> <li>• 2008 Autumn Term (i.e. after last summer but before Christmas)</li> <li>• Last school year (i.e. before last summer)</li> <li>• Before last year</li> <li>• Can't remember</li> </ul>   | <p><b>ONLY IF YES at S4</b></p> <p>Single response</p>   |
| <b>Q14</b> | <p><b>Please describe how having Think U Know at your school affected you.</b><br/>For each set of statements, please tick the box that best reflects how you feel.</p> <p>I remember it very well</p>  | <p><b>ONLY IF "Yes" at S4</b></p> <p>Single response grid</p> <p>This set of questions should be set up so</p> |

| Q no.             | Question   | Instructions  |
|-------------------|--|---|
|                   | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p>I can't remember much about it</p> <p>I learned a lot from it</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p>I didn't learn anything from it</p> <p>It made me more careful online</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> <p>It hasn't changed what I do</p> | <p>that the two statements are on a horizontal axis (not vertical as here) with 7 radio buttons in between.</p> |
| <p><b>Q15</b></p> | <p><b>What did you think about having Think U Know at your school?</b><br/>Please write your two most important comments or suggestions into the box.</p> <div data-bbox="408 869 919 943" style="border: 1px solid black; height: 33px; width: 320px; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> <li>• I don't have any comments or suggestions</li> </ul>                                   | <p><b>ONLY "Yes" at S4</b></p> <p>Open question</p>   |
| <p><b>Q16</b></p> | <p><b>Please tell us what you think about this survey.</b></p> <div data-bbox="424 1126 935 1200" style="border: 1px solid black; height: 33px; width: 320px; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> <li>• I don't have any comments</li> </ul>   |   |
| <p><b>EOQ</b></p> | <p><b>Thanks for taking this survey.</b></p> <p>Learn more about online safety! Please visit the Think U Know website: <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p> <p>[TUK LOGO]</p>  |   |

## Appendix 2: Trainer Interview Topic Guide

**Assurance of confidentiality and anonymity** - A statement regarding confidentiality and anonymity will be given, with the usual provisos. Informed consent should be gained. Research aims should be reiterated. The aim of the interview is to explore trainers' perceptions of the TUK programme and suggestions for improvement.

### Interview Guide

#### **A. Background Information**

1. Explore current role
2. Determine how long the respondent has been delivering TUK
3. Explore how respondent delivers TUK (eg. full programme, adapted programme, elements of programme)

#### **B. Perceptions of Children's general awareness of Internet safety**

4. How much general awareness do children have?
5. Does this vary by age group?
6. Have any perceptions of parent's awareness? (explore examples or evidence)

#### **C. Perceptions of TUK**

7. Comments on the training (positive, negative, improved?)
8. Comments on the programme?  
eg. What did you like about the programme?  
What didn't you like about the programme?  
What did you think of the video/s? (like or dislike)  
Have you seen the website and views?
9. Comments on how far they think children might act on these messages (speculative I know but worth including)

#### **d. Suggestions for improvement of TUK**

10. How would you improve the programme?
11. How would you improve the website (if seen)
12. What would a really good safety programme be like?

## Appendix 2: Focus Group Interview Guide

The interview guide will explore and expand upon some of the areas addressed in the online survey including:

- Children's use of the Internet (frequency, supervision at home, use location)
- Children's general awareness of Internet safety and recollections of safety messages and sources
- Children's awareness of THINKUKNOW programme safety messages
- How far children have acted on these messages (posted personal information, interacted with strangers, used webcams, met with 'virtual friends') and Children's comments on TUK programme, website and training quality (positive and negative)
- Suggestions for improvement of TUK

### Introducing the Research and Confirming Consent

Interviews will begin with introductions and an explanation of the research aims in simplified terms. Confidentiality issues will be reiterated in keeping with Barnados advice on researching children (see below). The researchers have applied this approach in work with children in the past and found it to be effective. The informed consent of the children participating in the research will have been obtained. Children will be informed that they may withdraw from the research at any time. Accessible language will be used to encourage participation and the research aims and expectations will be explained clearly. Children will be encouraged to question the researcher about the research and the methods. The procedure for confirming children's consent recommended by Barnados will be adapted for use, this is cited below:

*Hi my name is (researchers first name), and I am researching (describe project briefly in appropriate language)*  
*I would like you to (describe what you like the child to do. Don't use words like 'help' or 'cooperate', which can inform a subtle form of coercion)*  
*Do you want to do this? (If the child does not give clear affirmative agreement to participate, you may not continue with this child) or Do you all want to do this? (For focus groups)*  
*Do you have any questions before we start? (answer any questions clearly)*  
*If you want to stop me at any time just tell me (if the child says to stop you must stop)*  
(Barnados, p4, 2005)

**Assurance of confidentiality and anonymity** - A statement regarding confidentiality and anonymity will be given, with the usual provisos. It is recognised that a minority of the children may have specific concerns over the confidentiality of their participation given their experiences. It is possible that children may have had negative online experiences and Barnados (2005) recommend that limitations upon confidentiality should be addressed with children in the following way:

*'Whatever you have to say in this interview stays in this room unless you disclose ('tell us' seems preferable) that you or someone else is in danger of serious harm (this should probably be 'harm'). In such a case I would need to report that to someone who might be able to help'- in the school (Barnados, p5).*

Whilst this statement needs to be adapted for use, the framework is good and will be adopted here. Schools have undertaken to have a Child Safeguarding Officer on hand during the fieldwork.

Focus group leader to note gender, age, ethnic composition of group (information from school)

## **Interview Guide**

### **C. Use of the Internet**

13. Do you use the Internet? (ice breaker)
14. How much time do you usually spend online every day?
15. What do you do online? (explore)
16. Where is the computer you use the most? (probe – bedroom or family room, elsewhere)
17. Do you tell your parents what you do online?
18. Do your parents ask what you do online?

### **D. General awareness of Internet safety and recollections of safety messages and sources (\*when's- approximate in no of months or weeks)**

19. What do you know about staying safe online? (no prompt)
20. Do you belong to a social networking group (e.g. Facebook, Hi5)?
  - a. If yes, which one?
  - b. What information do you include in your profile? (Probe- messages, school name, pictures)
  - c. Approximately how many 'friends' do you have on your social networking site/sites
  - d. How many of these 'friends' have you met before?
  - e. Have you set your profile to 'private' or 'public'?
21. Is it ok to meet someone you've only spoken to online? Have you done this? When? (explore)
22. Is it ok to post personal information? Have you done this? When and where?
23. Have you ever opened an attachment from someone you haven't met? When? (probe- if yes, what sort of attachment)
24. Can you remember the safety programmes or talks you've had over the last 2 years, apart from TUK?

### **E. Children's awareness of THINKUKNOW programme safety messages and comments**

25. Do you remember the TUK programme?
26. When did you have the programme (approximate)
27. Thinking about what you told me earlier about staying safe on line...can you remember how much of that/what you knew **before** the TUK programme....(so has it helped?).
28. What did you like about the programme?
29. What didn't you like about the programme?
30. What did you think of the video/s? (like or dislike)
31. What did you think of the person delivering the programme?
32. Did you look at the website afterwards, if yes- what did/didn't you like about it?
33. Would you use the website if you needed to report something? (explore if not, why not?)
34. Did you tell your parents about the programme?

### **F. How far children have acted on these messages (posted identifying personal information, communicate with strangers via webcam, opened attachments from strangers, met with 'virtual friends') since**



**seeing the programme (and I want you to be honest with me we are not going to tell anyone)**

- 35. Have you met up with someone you only talked to online?
- 36. Have you posted personal information?
- 37. Have you even communicated with someone you haven't met via webcam?
- 38. Have you ever opened an attachment from someone you haven't met?

**G. Suggestions for improvement of TUK**

- 39. How would you improve the programme?
- 40. How would you improve the website (if seen)
- 41. What would a really good safety programme be like?
- 42. If you needed help because someone scared you, what would you do?