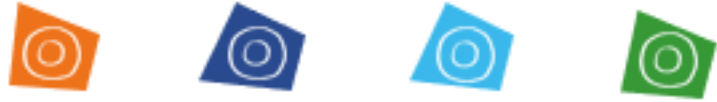SWGfL
Safe, Secure, Online

ONLINE SAFETY DAY 2022
What the future holds for Online Safety

∞ Meta

REPORT

Carolyn Bunting

CEO of Internet Matters

Carolyn Bunting MBE is CEO of Internet Matters, an independent, not-for-profit organisation which helps families keep their children safe online

Carolyn has been at the helm of Internet Matters since its launch in 2014 by founding members BT, Sky, TalkTalk and Virgin Media.

Since its formation, Internet Matters website and resources have become essential advice for parents and education professionals when it comes to supporting the digital wellbeing of young people.
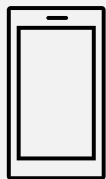
Insights & Trends

November 2022

internetmatters**.**org

Children (aged 9-16) use a variety of multiple devices & apps

Device ownership (top 5)

84% Mobile phone
72% Games console
66% Smart TV
64% Tablet
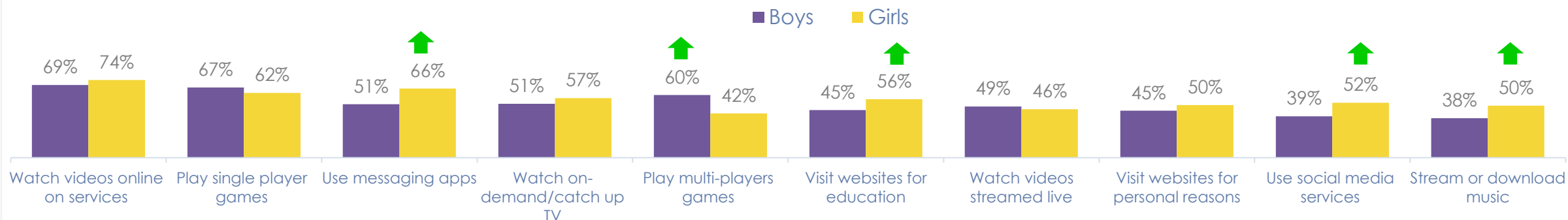**63%** PC / laptop

Time spent online (average)

3h 36m weekdays

4h 42m weekends

Increases with age, **15-16 year old** spends an average of **5h 18m** on a weekend day compared to **4h** for a **9-10 year old**

What they do online or on digital devices

■ Boys   ■ Girls

	Boys	Girls
Watch videos online on services	69%	74%
Play single player games	67%	62%
Use messaging apps	51%	66%
Watch on-demand/catch up TV	51%	57%
Play multi-players games	60%	42%
Visit websites for education	45%	56%
Watch videos streamed live	49%	46%
Visit websites for personal reasons	45%	50%
Use social media services	39%	52%
Stream or download music	38%	50%

Top 5 platforms / games (used regularly)

YouTube **67%**   Netflix **64%**   WhatsApp **58%**   TikTok **55%**   Disney+ **47%**

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Their parents concern about online harms have increased

Concern about online content

- Viewing violent content
- Viewing sexual content
- Proactively viewing content from and communicating with radical / extremist groups
- Viewing content promoting self-harm or suicide
- Viewing content which promotes dangerous eating habits (e.g. pro anorexia and bulimia content)
- Being affected by exposure to fake news (false stories that appear to be news)

Concern involving online abuse

- Contact with strangers e.g. online grooming
- Exposure to hate speech, e.g. racism, sexism, homophobia, religious intolerance
- Online bullying from people they know
- Online trolling or abuse from strangers
- Peer pressure to do things online that they wouldn't normally do

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But parents and children report different experiences

Differences in reported experiences between **parents** and **children**

	Fake news	Hate speech	Too much time online	Spending money online	Online grooming	Giving away personal information online	Online trolling or abuse from strangers	Dangerous eating habits content	Viewing content promoting self-harm or suicide	Peer pressure to do things online	Sharing sexual images	Viewing violent content	Suffering fraud / identity theft	Viewing sexual content	Online bullying from people they know
children	34%	21%	43%	31%	26%	16%	15%	6%	6%	8%	4%	19%	6%	13%	14%
parents	14%	9%	32%	20%	15%	9%	11%	4%	6%	9%	8%	23%	11%	18%	23%

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Children see parents as their main source of information

With a significant number children also relying on teachers

Source of information on how to stay safe online

My parents or guardians — 81 %

My school or teacher — 66 %

My friends — 25 %

I look it up online myself — 19 %

My brother or sister — 17 %

Other family member — 14 %

Nobody — 1 %
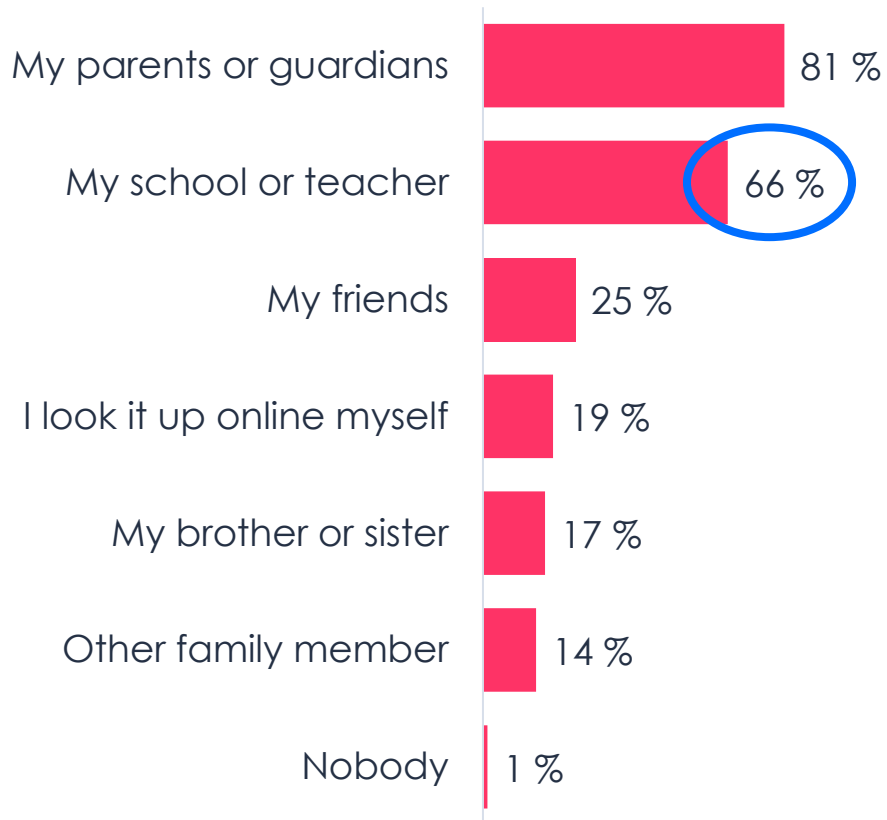
Teachers told us that…

- Recognise the priority did this did not always follow through to provision
- Provision was too reactionary, putting teachers on the back foot

"There is often a lot of things in the media like 'Teachers need to do more on this, teachers need to do more on that'. But then there's also a lot of pressure to deliver for results and ever squeezing budgets meaning that we are teaching more and more, with less and less free time. Yes, there is knowledge that online safety is important along with many other issues."

Teacher, Large school, North West England

Where do you get information about how to stay safe online?
How much do you think your parents/guardians know about what you do online?
N-1,007

internet matters.org

But teachers' role is as important in parents

Yet they don't have the appropriate knowledge or training

Biggest challenges or barriers to teachers being able to address online safety issues (top 5)

Challenge	%
Keeping pace with changes in technology	42%
Lack of time to deal with issues as they arise	39%
Understanding the platforms students use	33%
Lack of relevant training	30%
Students not feeling teachers are relatable	24%
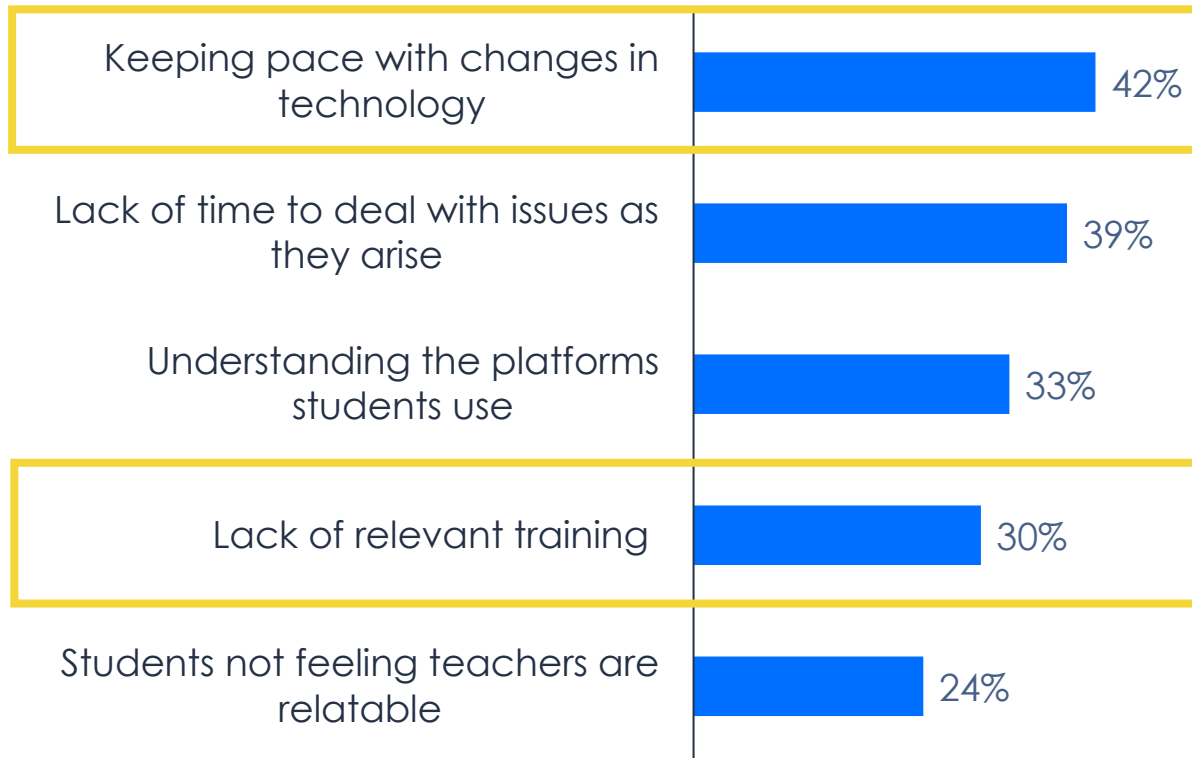
"I think there's a staff training need around if we're going to have to deal with [issues arising from social platforms]. I've never used Snapchat. I feel like it's probably not that difficult, but if I was a pastoral member of staff who was dealing with behaviour issues it would probably be useful information to know how that platform works.."

SLT, Medium school, London

"I think it's really difficult, especially when you're working pastorally, if there's something you don't understand or an app you haven't used before that you're trying to get to grips with to understand how they've managed to do what they've managed to do… It can be a huge barrier."

SLT, Large School, London

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Vulnerable children are still more at risk than their peers

Level of experience (%) for **non-vulnerable children** and
vulnerable children, by biggest differences (top 8)

	Non-vulnerable	Vulnerable
Online bullying or abuse from people I know	12	22
Online bullying or abuse from people I don't know	13	22
Somebody else pretending to be me	4	12
Being asked to give away personal information	14	22
Come across hate speech	20	27
Spending money in games/apps	30	34
Pressure from others to do things online	8	12
Come across sexual content	12	16
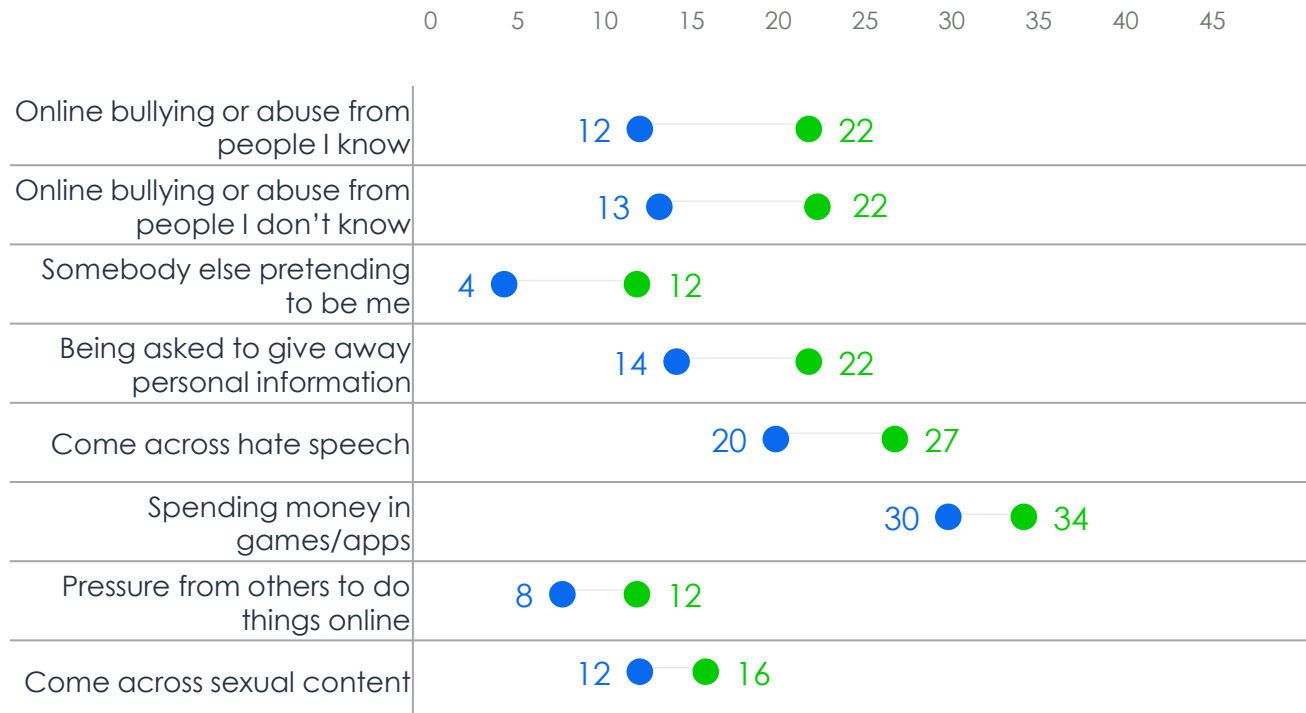
What worries you about being online?

> *I am worried about people hacking my account and spending my robux*
> **9 year old boy with SEN**

> *I think that some people bully online and I would think that something may be said about me*
> **14 year old girl**

> *Mum doesn't know much about technology. She worried I spend too much time online. She says I'm addicted to screen. Roblox makes me happy. I can play with my friends on Roblox.*
> **10 year old girl with SEN**

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Professionals supporting VCYP need much greater support

Changing Conversations

- 30 professionals working with children who had EHCP or were receiving support for mental health problems

  - Focus groups with 14 VCYP aged 8-15 and with their parents

Key findings:

- Professionals frequently struggle to support vulnerable children in their connected lives.

- This is because professionals often focus solely on the risks associated with connected technologies.

- As a result, vulnerable children's connected experiences become marginalised, meaning professionals are in danger of providing less support to those who need it the most.

- However, where digital resilience is embraced, vulnerable children receive more child-centred support and empowerment opportunities.

Resistant: *"....they make it in such a formal way, it's almost like it shouldn't be spoken about."* (Clara, aged 13)

Reactive: *".. we've got to educate, not promote, we've got to take a moral high ground but engage and it's difficult.."* (Primary School Teacher)

Resilience-based: *"...our role is to ensure that they have the right...strategies to deal with life's challenges, not just now but throughout their adult lives..."* (SEND Education Consultant)

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A word about the metaverse

Metaverse

	Parent	Children
Awareness	54%	38%
Understanding	45%	24%

> *Metaverse is a digital reality that combines aspects of social media, online gaming, AR, VR etc*
> **Mum, 29, London (child with EHCP)**

> *highly interactive three-dimensional virtual world. Like the real world, users can trade land, buildings, and other digital assets in the Metaverse and explore the space using their personalized avatars.*
> **Girl, 10, East Midlands**

Top three **benefits** amongst children

1 The fun way of playing games in a new way (48%)

2 Access to new tech (45%)

3 Interactive learning (44%)

Top three **concerns** amongst children

1 Strangers talking to me (31%)

2 Seeing things that upset me (24%)

3 Cyberbullying or abuse (23%)

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Final thoughts

- Young people's **use of technology continues to grow** in both breadth and depth

- **Parents and teachers are vital** stakeholders in the challenge of keeping young people safe online – more needs to be done to support both

- We must **disproportionately focus on vulnerable** young people who experience online harms at significantly higher levels than their non-vulnerable peers

- **Safety by design** needs to be a priority for technology companies

- **Regulation** that is both proportionate but effective is essential

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Resources that might be helpful

Digital Matters: A free interactive learning app for KS2
https://www.internetmatters.org/digital-matters/

My Family's Digital Toolkit: Parents can create a personalized safety plan for their child
https://www.internetmatters.org/digital-family-toolkit/

Connecting Safely Online: Advice for parents & professionals to support children with SEND
https://www.internetmatters.org/connecting-safely-online/

Inclusive Digital Safety: Advice for parents & professionals supporting children with SEND, care-experience or from the LGBTQ+ community
https://www.internetmatters.org/inclusive-digital-safety/

TikTok Playbook: A comprehensive guide to TikTok
https://www.internetmatters.org/tiktok-playbook/

Subscribe to our newsletter for regular updates
https://internetmatters.org
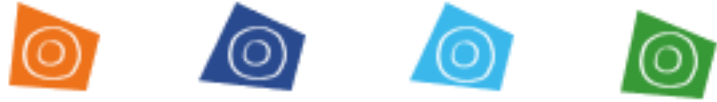
Dave Miles

Director of Safety at Meta - Europe, Middle East and Africa

As Director of Safety at Meta for Europe, Middle East and Africa, Dave has more than twenty-five years executive management experience within the technology, charitable and regulatory sectors. In his current capacity, he is a member of the WePROTECT Global Alliance's 2021 Global Threat Analysis (GTA) Steering Group, the Child Dignity Alliance and European Commission's Alliance to Better Protect Minors Online.

Prior to joining Meta, Dave was a member of UNICEF's Expert Roster at the Global Fund to End Violence against Children (EVAC), Policy Director of the British Board of Classification (BBFC) and the Family Online Safety Institute (FOSI). Dave has chaired three prominent working groups for the UK Council for Child Internet Safety (UKCCIS) and prior to this held senior executives positions at IBM, Compaq and Motorola.

In 2014, Dave was admitted to the Freedom of the City of London for his charitable work around promoting accessibility and ensuring technology can support and empower those with special needs.
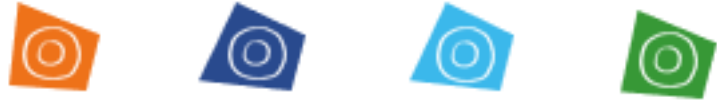
Declan Shaw

Head of Media Literacy Policy at DCMS

Department for
Digital, Culture
Media & Sport

Declan is Head of Media Literacy Policy at the Department for Digital, Culture, Media, and Sport.

His team is responsible for delivering the Government's Online Media Literacy Strategy, and media literacy elements of the Online Safety Bill.

Declan has been working across Digital Technology policy at DCMS for 5 years, prior to which he worked as a Technology consultant for Accenture.

Online Media Literacy & HMG

Media Literacy and DCMS

Statutory duty to promote media literacy, from the 2003 Comms Act. Launched a **new approach** in 2021

Responsible for formal education policy relating to media literacy.

Home of the Online Media Literacy Policy Team.

The Media Literacy Sector

- The **media literacy sector** is made up of a range of organisations undertaking media literacy activity.

- A mapping exercise in 2019 found at least **170 media literacy initiatives** being delivered.

- We know the sector is **fragmented, duplicative, and faces challenges** in effectively supporting citizens nationally.

- Our approach is to support the sector to deliver media literacy activity in a **more coordinated, wide-reaching and effective way**.

Charity or Foundation 32%

Media Organisation 19%

Other Third Sector 14%

Public Sector 13%

Social Media Company 11%

Individual Consultant 0%

Regulator 0%

Faith Based Organisations 1%

Other Private Sector 10%
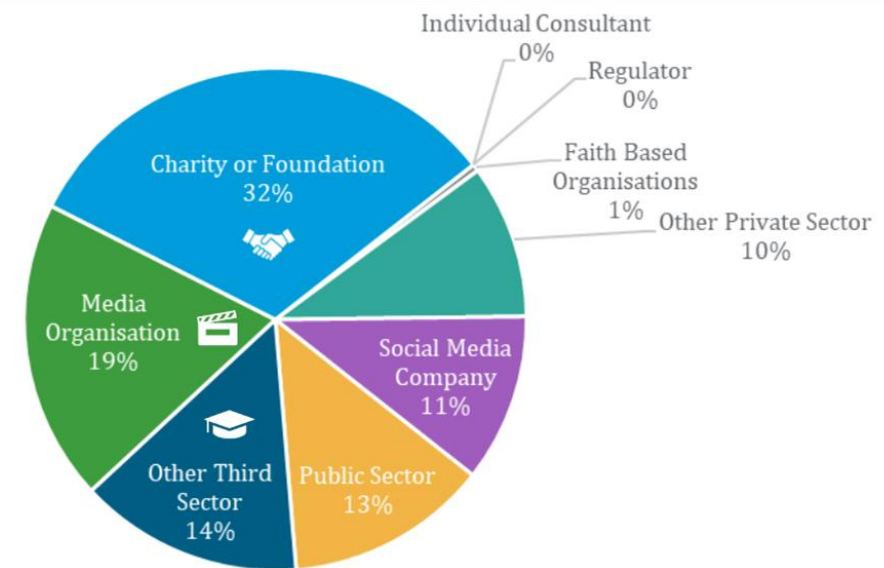
The Online Media Literacy Strategy

- DCMS's **Online Media Literacy Strategy** (published July 2021) sets out plans to support the media literacy sector to equip and empower citizens to make **safe and informed choices** online.

- We have committed to publishing **annual Action Plans** each Financial Year until March 2025, setting out our work programme to deliver the Strategy. We published the most recent Action Plan (Year 2) in April 2022.

Department for Digital, Culture, Media & Sport

ONLINE MEDIA LITERACY STRATEGY

JULY 2021
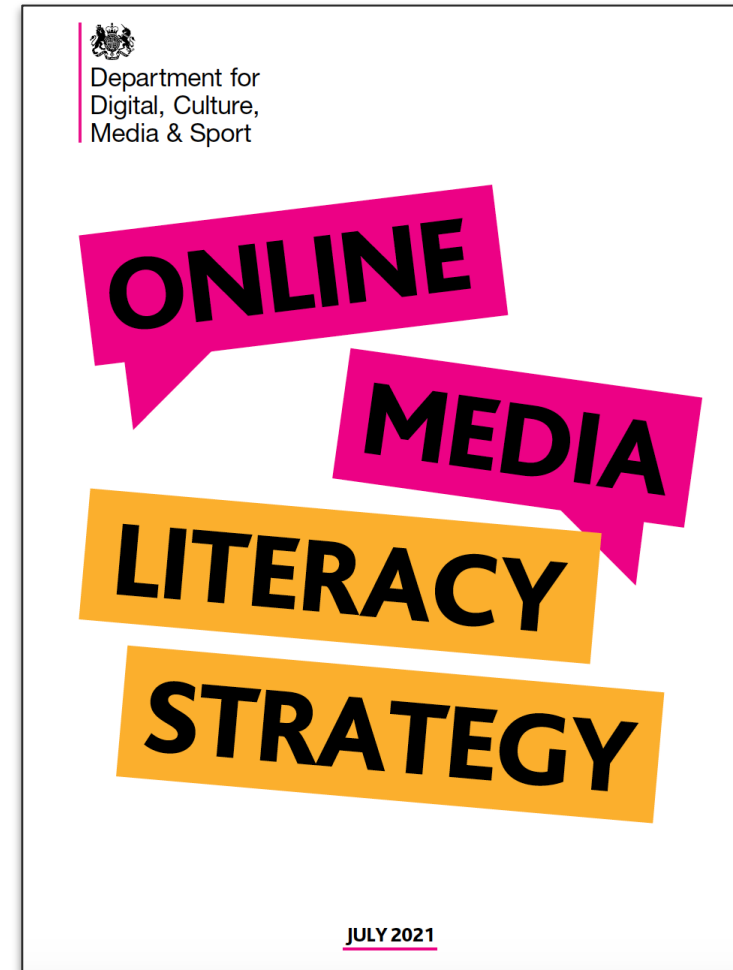
Sector Consultation

- **Lack of evidence** to justify targeting specific audiences;

- Useful categorisation of **'Limited'** and **'Extensive'** digital user groups;

- Potential benefits to taking a **regional approach** to delivering interventions;

- Importance of **local actors** in this space;

- **Redirect resources**, rather than reinvent.

Good Things Foundation

A fragmented picture…

Frances Yeoman, Kate Morris
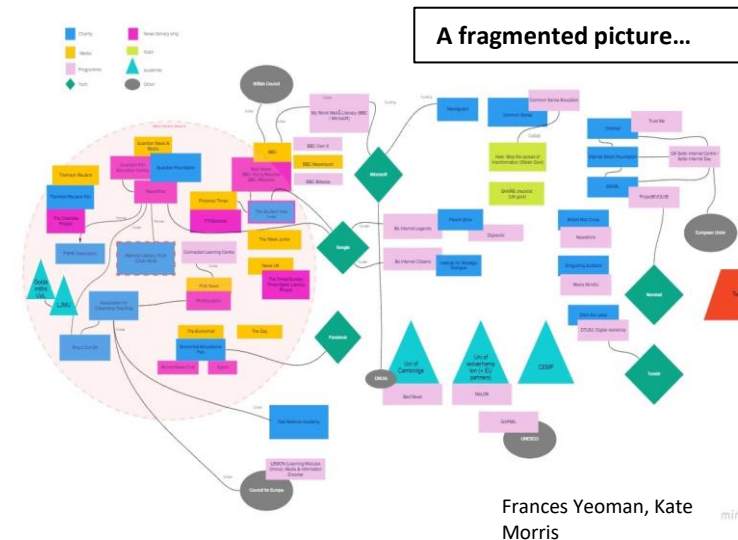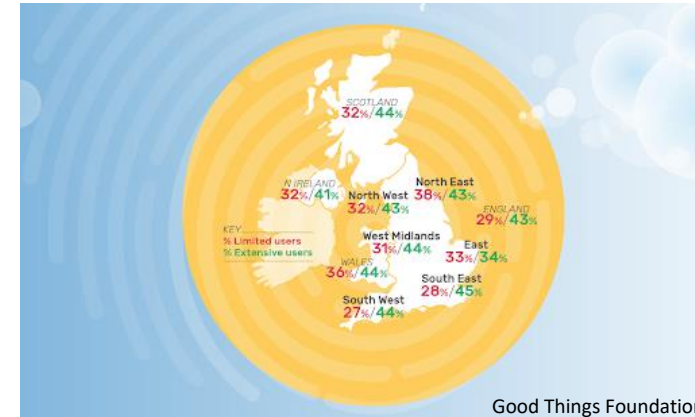
DCMS Media Literacy Programme

Media Literacy Programme Fund

£730k grant scheme supporting 13 media literacy organisations to:

- Support vulnerable users

- Trial robust evaluation methods

- Build audience resilience to disinformation

Media Literacy Taskforce

Expert advisory board charged with exploring extending the reach of media literacy to disengaged citizens.

Media Literacy Taskforce Fund supporting 4 organisations with £380k to pilot projects in local communities.

Research Programme

2 large scale research projects:

Working with **LSE** to **gather data** behind key sector concerns

Working with **the Behavioural Insights Team** on **'hard to reach' audiences.**

Looking Forwards

- We have tied funding to **robust evaluation plans**;

- We are funding the **expansion** of initiatives that have already demonstrated promise, **pilot trials** of innovative new approaches, and projects that have been **successful in other contexts**;

- Grant schemes will provide us with **data**, which we will supplement with outputs of **large scale research projects** investigating the sector, and **behavioural considerations** of building media literacy

- Designing future **Action Plans**, we will utilise this **data** in our advice, and incorporate results of **horizon scanning**

Kate Travers

Deputy CEO of Childnet

Kate is Deputy CEO at Childnet and is also Deputy Director of the UK Safer Internet Centre. She leads on the annual UK Safer Internet Day to inspire a wide conversation about using and developing technology. Kate oversees the Childnet's Digital Leader Programme and manages a range of projects including training educators in tackling Online Sexual Harassment and ensuring the voice of LGBTQ+ young people is heard on online safety.

Prior to joining Childnet, Kate worked at Bletchley Park Trust as Head of Learning on the strategic development of award-winning programmes. Kate is a qualified teacher and began her career studying a B.Ed History of Art, followed by a MA degree in Museums Studies.
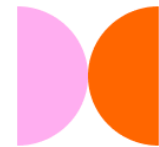
www.saferinternet.org.uk
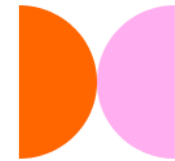
Safer Internet Day 2022

UK Safer Internet
Day 2022

3,424
Supporting
organisations

936,000
Views of
films

32%
UK Parents
and
Carers

54%
UK Children

**140
million**
Opportunities
to see Safer
Internet Day
in Media
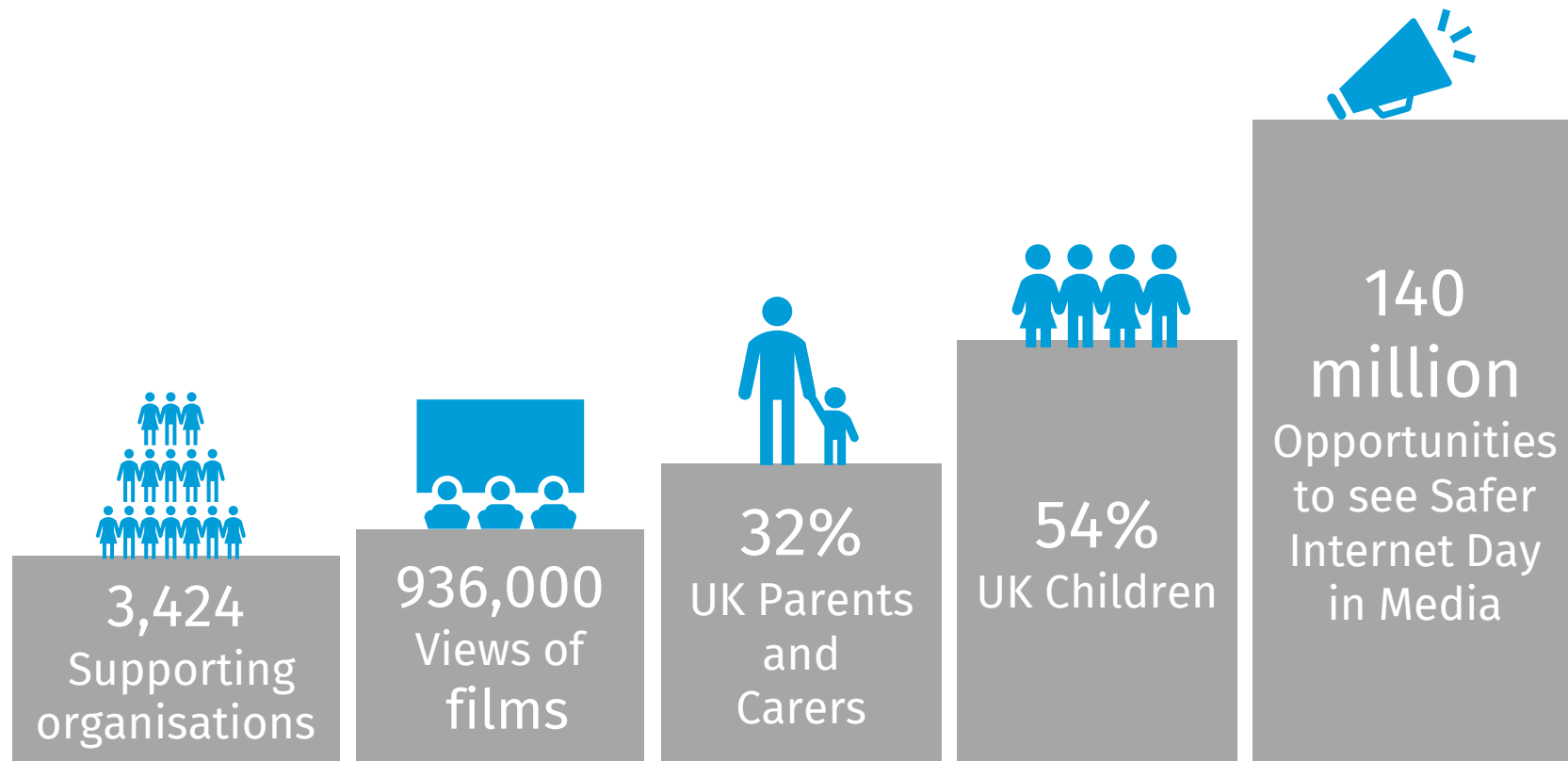
Impact of Safer Internet Day 2022
With young people aged 8-17

80% Feel more confident about what to do if something is worrying them online.

59% had a conversation with a parent or carer

72% Spoke to someone about staying safe online after finding out about Safer Internet Day 2022

20% Spoke to someone about something that had been worrying them online

Yonder Survey 2022: 2000 parents, 1000 children 8–17yrs

Impact of Safer Internet Day 2022
Parents and Carers

67% Talked to their child about using the internet safely

44% Said their child had taught them something new about staying safe online.

69% Understand more about how to keep their child safe online

25% Their child spoke to them about something that had been worrying them online

Yonder Survey 2022: 2000 parents, 1000 children 8–17yrs

UK Safer Internet Day 2023

![UK Safer Internet Centre logo]
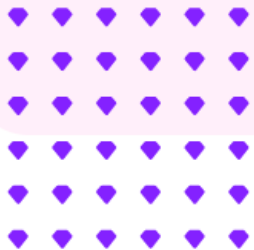
Want to talk about it?

Making space for conversations about life online

Safer Internet Day 2023 will take a new approach with an even greater focus on youth voice, hearing what young people have to say, to know what changes are needed and how online safety support can be improved. By listening to and starting conversations about online experiences, issues and challenges we can make a positive change together.

Safer Internet Day 2023: Campaign goals

Our Aim

To inspire a national conversation about using technology responsibly, respectfully, critically and creatively – reaching more young people than ever before.

Children speak up

Children and young people speak to friends, family, teachers and wider about their digital lives and speak up about any worries they may have.

Adults engage and listen

Parents, carers, teachers and wider speak with and listen to children, developing a deeper understanding of children's digital lives.

Education Materials
For 3-7s, 7-11s, 11-14s & 14-18s

Available now in English & Welsh

Activities that:

- 🟧 Start conversations

- 🔷 Engage families, parents and carers

- ⬤ Can be lead by children and young people

- 🔺 Promote speaking up and different ways to get support

Guidance for Educators

Support for parents & carers

Top tips & key messages to share

3-7s

Hanni and the Magic Window

Written by Amy Lockwood
Illustrated by Saba Lasheiei

Childnet

"The worst thing about being online is negative posts as well as content glamourising harmful behaviour, especially for people who are vulnerable and/or impressionable." (15, she/her)

"If I could change one thing about the internet, it would be harder to access age restricted content." (15, he/him)

What do you think is meant here by 'content glamourising harmful behaviour'? Do you think this is common online?

Young people and children are often considered more vulnerable to online harms. Age restricted content is one method used to protect them. Do you think this is effective? Why? Why not?

What other things would you like to see done to support/protect children and young people online?

14-18

Reporting harmful content

Read out the following quote to learners:

"If I could change one thing about the internet, it would be to remove all the negatives so everyone can enjoy themselves." (17, she/her)

Do you agree or disagree with this?

Who do you think should take responsibility for removing negative or harmful content online?

Some companies remove negative content from their platforms but have strict rules to determine whether something is harmful or not. How would you decide what things are harmful and should be removed?

Have you heard of Report Harmful Content? (reportharmfulcontent.com)

Note to educators: this is an opportunity to explore Report Harmful Content with learners. Schools/settings are also invited to embed the Report Harmful Content button on their websites following the instructions at: rebrand.ly/RHCButton.

Contribute to our national youth charter being delivered to government and the internet industry!

This Safer Internet Day we are creating a national youth charter setting out children and young people's agenda and the changes they want to see in how they're supported online. This charter will be delivered to government and the internet industry.

We are asking schools and settings across the country to create their own youth charter using our template. You can then share this with us so we can create a national charter which best represents all children and young people's interests.

1. Discuss with your learners what they would like to include in their own youth charter.
2. Complete the template on the next page
3. Share your final ideas with the UK Safer Internet Centre here: saferinternet.org.uk/sid-charter

Note to educators: We are asking you to submit one key demand for each audience, so make sure to identify these with learners ahead of time.

The following questions may help shape your conversations:

-   What would a better or perfect internet look like? Can you describe it in one sentence? What adjectives would you use?
-   What could the government do to make the internet a safer and more positive place for children and young people? Do you feel listened to by the government? How could they show children and young people they care about their opinions and experiences?
-   What could the companies who create apps, websites and online spaces do to help keep children and young people using their services safe? How could they show they care about the opinions and experiences of children and young people?
-   What could other adults such as teachers or parents and carers do to support and improve children and young people's online experiences? How can they show they are listening?
-   What role do children and young people have to play in creating a better internet? What actions can all children and young people take to keep themselves and others safe online?
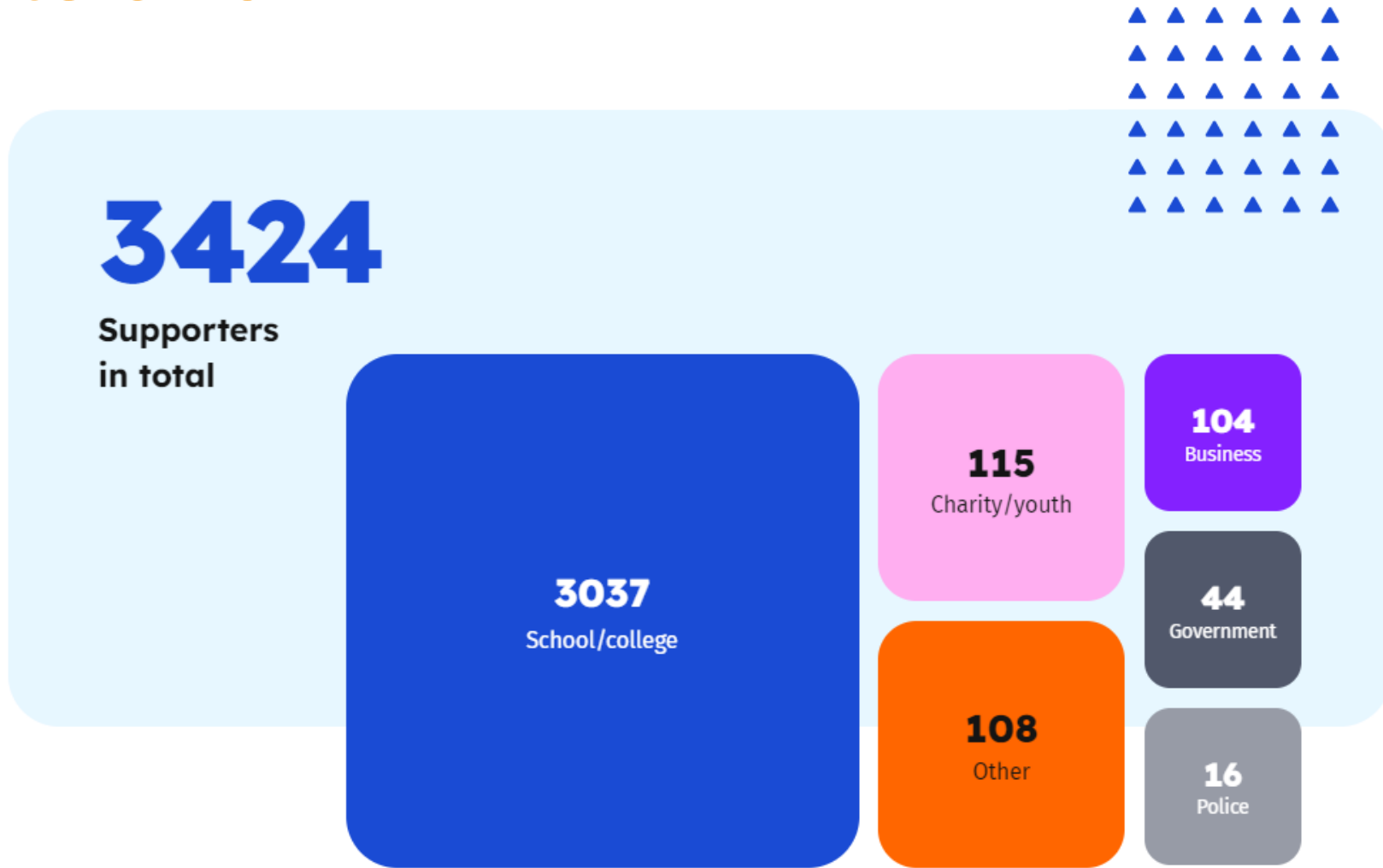
Register as a Supporter
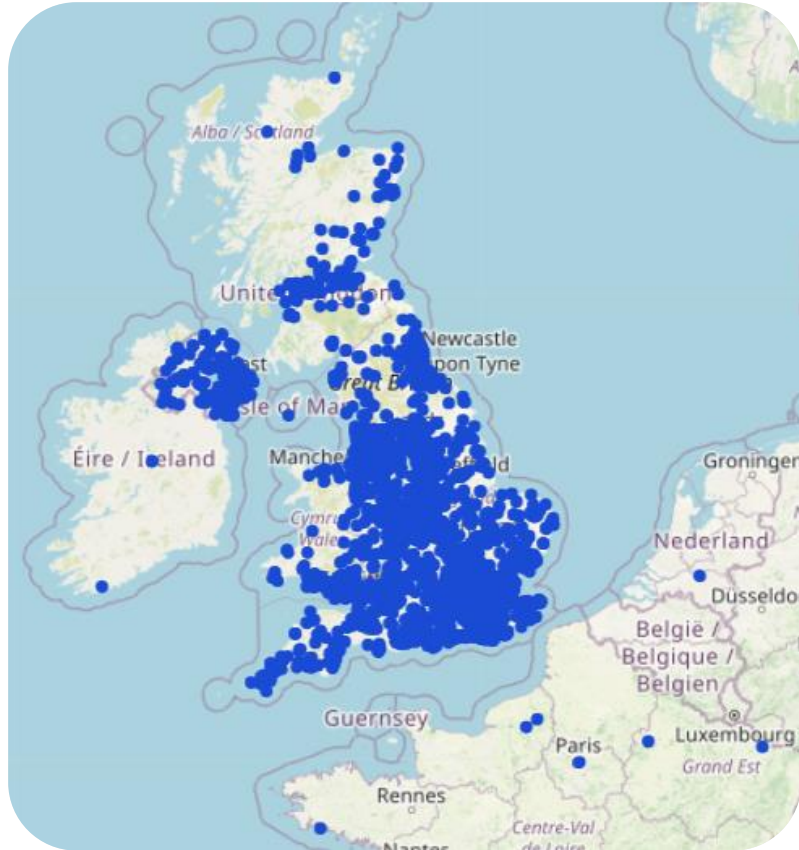
Visit **www.saferinternetday.org.uk** to register and to get the latest Safer Internet Day resources and updates.

Organisations across the UK from all sectors of society can register as a support and helping to deliver activities

We will provide media Pack, including blogs, social media plan, top tips and quiz

Supporters 2022

3424
Supporters in total

3037
School/college

115
Charity/youth

104
Business

108
Other

44
Government

16
Police

UKSIC Website Supporter Registration 2022

Social media campaign

Spread the word on Twitter
#SaferInternetDay @UK_SIC

Follow us on Instagram
@UK_SIC

Like us on Facebook for updates
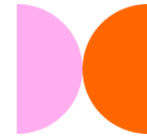saferinternetuk

Watch our films on YouTube
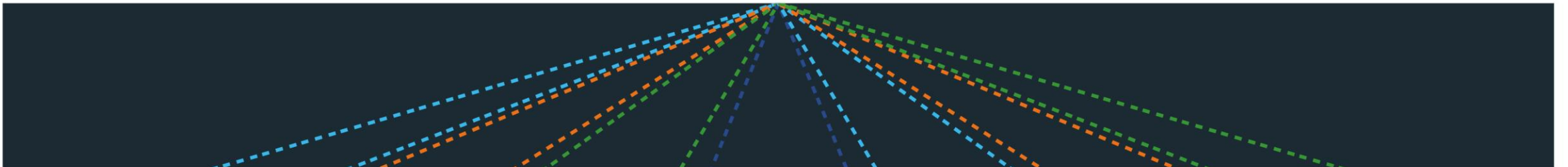youtube.com/uksic

This #SaferInternetDay I want to talk about...

www.saferinternetday.org.uk #SaferInternetDay

This #SaferInternetDay I want to talk about...

www.saferinternetday.org.uk #SaferInternetDay

Providing **online safety advice** and support to many **Government Departments**

Carmel Glassbrook

Professionals Online Safety Helpline Manager

Carmel has worked on the helpline since 2015, starting as a practitioner and now managing the whole project. In this time Carmel has helped, and consulted on thousands of contacts to the helpline, putting her in a unique position to advise government and work closely with industry.

Working on the helpline, hearing from schools, police forces, local authorities and youth clubs from all four corners of the nation has provided Carmel with a special insight into what online safety issues are effecting both young people, and the professionals caring for them.
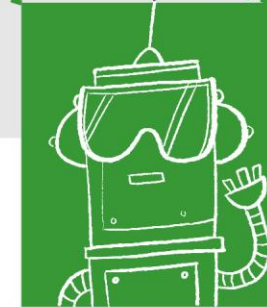
0344 381 4772
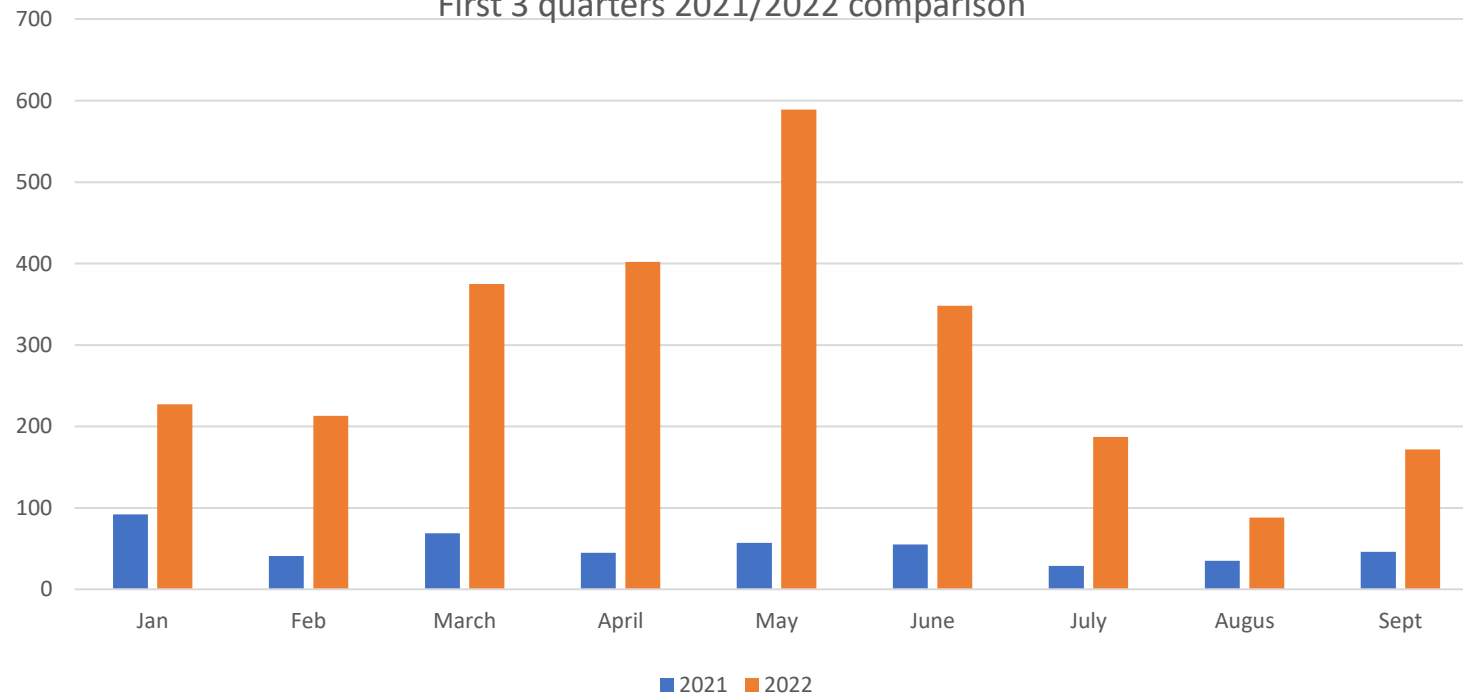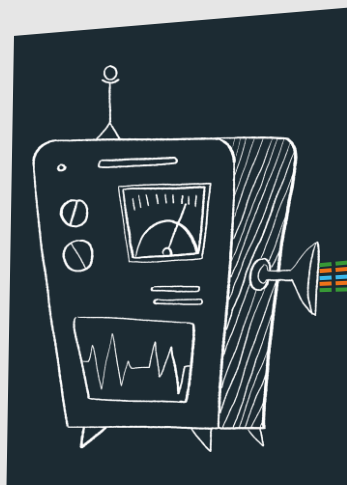
Helpline@saferinternet.org.uk

Professionals Online Safety Helpline

POSH case numbers
First 3 quarters 2021/2022 comparison

■ 2021 ■ 2022

The Harmful Sexual Behaviour Support service, provided by SWGFL in partnership with the Marie Collins foundation.

•Service available to all professionals working with children and young people, dealing specifically with harmful sexual behaviour

•The service has helped in over 700 cases and received over 1800 contacts from the children's workforce.

•Launched on the 11th of January 2022, initially funded as a three-month pilot project. Extended until the 28th of October '22

HARMFUL SEXUAL BEHAVIOUR SUPPORT SERVICE

for the children's workforce

Type of HSB behaviour

Type of HSB behaviour	Tickets
Attraction to younger children	~11
Bestiality	~2
Non-consensual touching of others	~151
Non consensual sexual image sharing	~17
Not applicable	~62
Online sexual harassment (including requesting images from peers)	~33
Prolific viewing of sexual content (on and offline)	~40
Rape	~16
Sexual assault	~77
Sexual harassment (including stalking)	~52
Sexual image sharing	~25
Sexual name calling/ jokes	~74
Sexually inappropriate behaviour (public masturbation, touching)	~120
Sharing of pornography	~11
Up-skirting/ down blousing	~7
Using sexualised language persistently	~75
using sexually violent language	~42
Voyerism	~6

Tickets

Filters:

Level of concern (HSB)

Amber

Green

Red

0   20   40   60   80   100   120   140   160   180   200   220   240

Tickets

Filters:

Resources Available at https://swgfl.org.uk/helplines/harmful-sexual-behaviour-support-service/

•FAQ's and scenarios
•Writing effective referrals
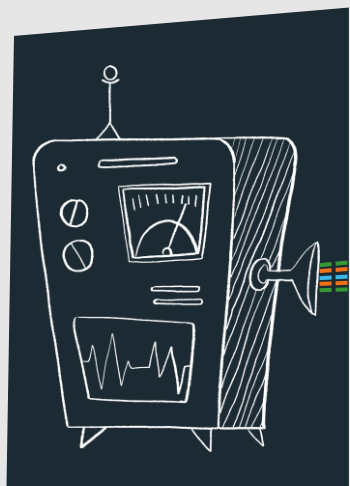
• Video Training

• Policy template
• Risk assessment

HARMFUL SEXUAL BEHAVIOUR SUPPORT SERVICE
for the children's workforce

Kathryn Tremlett
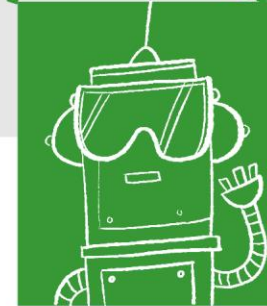
Harmful Content Manager at SWGfL

Kathryn Tremlett is Harmful Content Manager at the South West Grid for Learning. She manages Report Harmful Content, a UK Safer Internet Centre project that provides mediatory support to members of the public who are dealing with harmful content online.

She works alongside SWGfL's sister helplines, the Revenge Porn Helpline and the Professionals Online Safety Helpline to provide holistic advice and support to a range of clients who have experienced a variety of online harms.
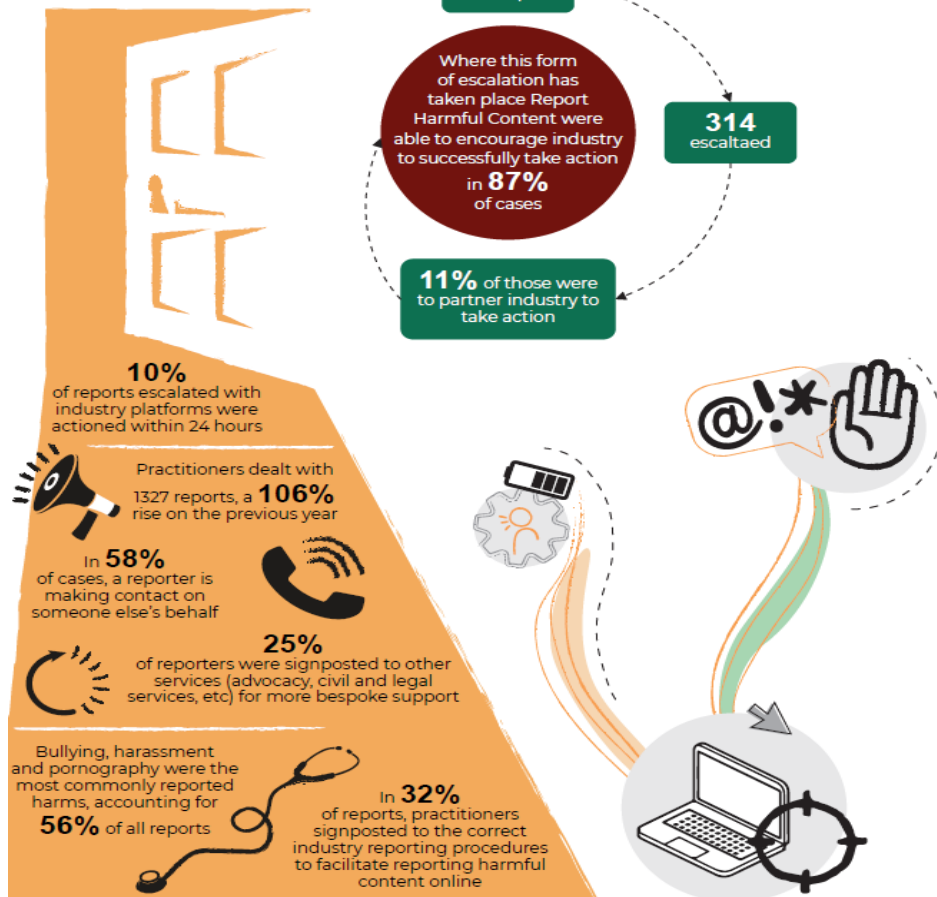
On a day-to-day basis, her work involves providing advice and support to members of the public seeking help with online issues they have experienced or witnessed.
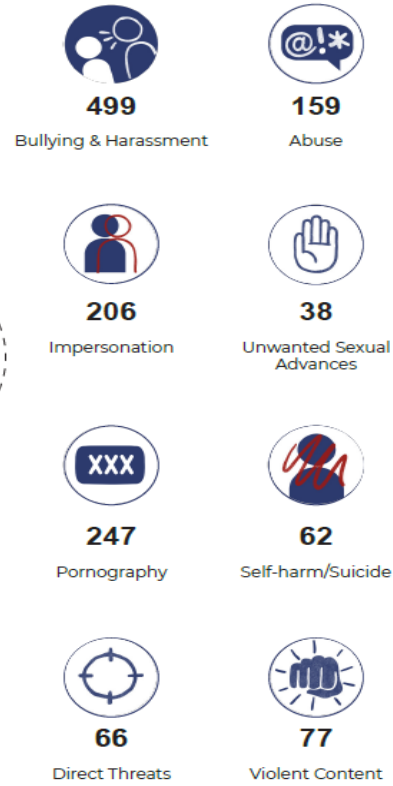
SWGfL
Safe, Secure, Online

REPORT HARMFUL CONTENT

Report Harmful Content

Analysis

1327 Total reports

Where this form of escalation has taken place Report Harmful Content were able to encourage industry to successfully take action in **87%** of cases

314 escaltaed

11% of those were to partner industry to take action

10% of reports escalated with industry platforms were actioned within 24 hours

Practitioners dealt with 1327 reports, a **106%** rise on the previous year

In **58%** of cases, a reporter is making contact on someone else's behalf

25% of reporters were signposted to other services (advocacy, civil and legal services, etc) for more bespoke support

Bullying, harassment and pornography were the most commonly reported harms, accounting for **56%** of all reports

In **32%** of reports, practitioners signposted to the correct industry reporting procedures to facilitate reporting harmful content online

Main online harms reported:

499 Bullying & Harassment

159 Abuse

206 Impersonation

38 Unwanted Sexual Advances

247 Pornography

62 Self-harm/Suicide

66 Direct Threats

77 Violent Content

The Report Harmful Content website has been accessed via reporting buttons downloaded across the UK approximately 6000 times

REPORT HARMFUL CONTENT

Reporting Button

Since its launch, the downloads page on the website, which contains the code and instructions for embedding onto websites, has been visited over 1900 visits and the reporting pages on the Report Harmful Content website have been accessed via buttons across the UK approximately 6000 times.
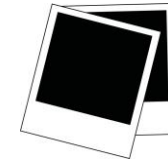
Sophie Mortimer

Revenge Porn Helpline Manager

Sophie Mortimer has been working in the area of intimate image abuse in the UK for over six years. She is the manager of the Revenge Porn Helpline at South West Grid for Learning and co-ordinates a team of practitioners to support people affected by this devastating crime.

As well as supporting her amazing team, she participates in media, research and conferences to raise awareness of the issue both in the UK and abroad and works to build funding for projects to enable better and quicker responses to our ever-rising numbers of clients.

In 2021, she worked with Meta and the SWGfL team on the development of StopNCII.org, an innovative new platform enabling users to protect themselves from the non consensual sharing of their intimate images. She now works to promote the platform to industry, global NGOs, governments and the wider public.
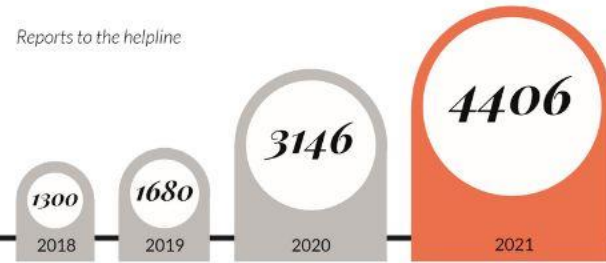
Helpline reports 2021

Presented by: Zara Ward

Sextortion stats

Reports to the helpline

1300 — 2018
1680 — 2019
3146 — 2020
4406 — 2021

Suspected perpetrator

Gender of victim: Female

- 6% Unknown person
- 11% Criminal gang
- 1% Family member
- 22% Known person
- 60% Previous/current partner

Suspected perpetrator

Gender of victim: Male

- 0% Family member
- 7% Known person
- 11% Previous/current partner
- 2% Unknown person
- 80% Criminal gang

Average images per victim

- **0.2** Male
- **12.5** Female

Primary issue type by gender

Categories: Extortion: organised crime, Images shared, Threat to share, Voyeurism
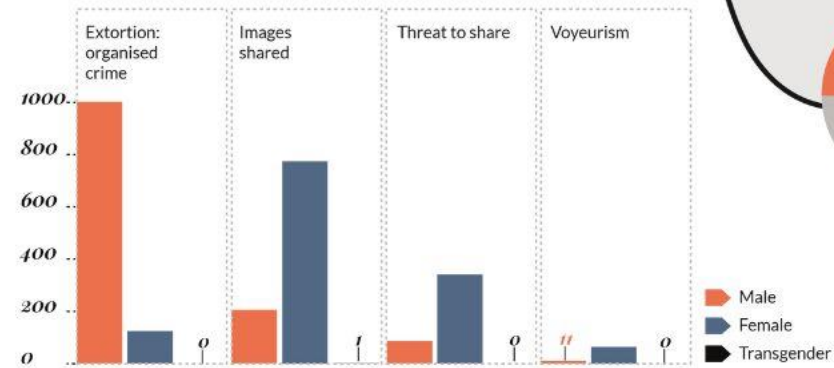
Legend:
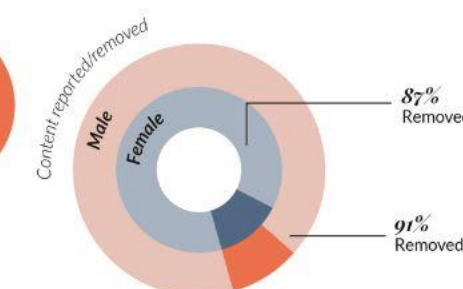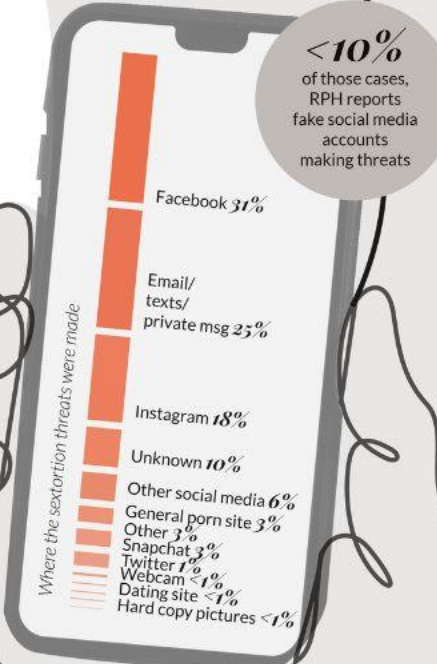- Male
- Female
- Transgender
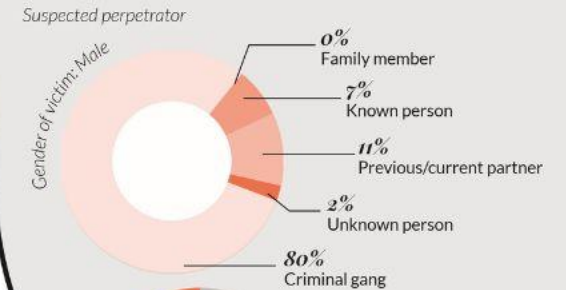
1/4 of all cases are men experiencing sextortion

1% of those cases, content is shared

<10% of those cases, RPH reports fake social media accounts making threats

External services reported

Bars: Mental health service, Other, QMUL, Under 18 service, Report Harmful Content, Stalking support service, Young person service, Domestic abuse service, Muslim support

Police response

- **32%** Did not report
- **24%** Positive
- **44%** Negative

Content reported/removed

- Male — 87% Removed
- Female — 91% Removed

How was the victim alerted to the content?

- 12% Found self
- 32% By someone they knew
- 31% By perpetrator
- 25% Cold messaged

Victim vs perpetrator

Victim	Perpetrator		
	Male	Female	Criminal gang
Male	4%	5%	41%
Female	41%	4%	5%

Where the sextortion threats were made

- Facebook 31%
- Email/texts/private msg 25%
- Instagram 18%
- Unknown 10%
- Other social media 6%
- General porn site 3%
- Other 3%
- Snapchat 3%
- Twitter 1%
- Webcam <1%
- Dating site <1%
- Hard copy pictures <1%

What do you do if someone is **threatening to share** your intimate images?

Create Your Case

You are not alone

Are you worried someone might share your intimate images online? Has this already happened to you?

⊙   **We are here to help**

Minerva

A secure platform for reporting online abuse

Sign up to be notified about updates, user testing and continued development of Minerva

Catalogue ▸ Helplines ▸ Minerva

At SWGfL, we provide many reporting avenues to victims of harmful content. We have now partnered with the Department for Digital, Culture, Media and Sport (DCMS) to develop Minerva, a standalone platform which will be a central hub for victims to report and remove harmful, abusive or inappropriate online content.

Sadly, those targeted by these forms of online abuse often find that this content has been posted on more than one platform. To support victims, Minerva will provide a vital and easy way for them to remove this.

SWGfL minerva

David Wright

CEO of SWGfL

David is CEO at SWGfL and also Director UK Safer Internet Centre; the national awareness centre and part of the European Insafe network.
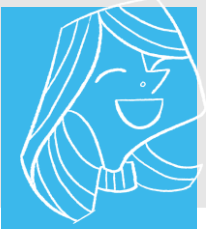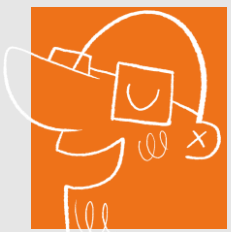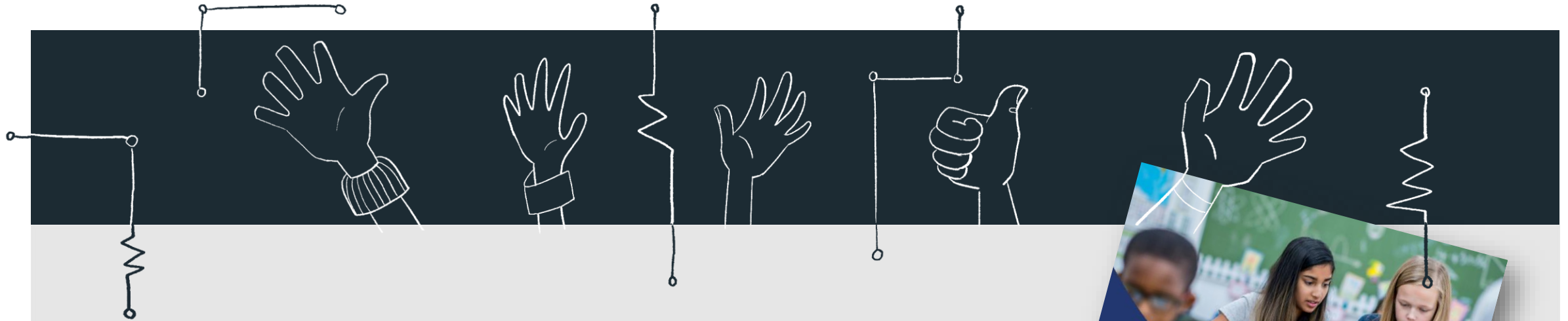
David has worked extensively in online safety for over 20 years with children, schools and wider agencies. He advises a number of Governments, organisations and industry partners on online safety strategy and policy and has been appointed as an expert child online protection adviser to the UN ITU

David has presented at conferences nationally and internationally. He is a member of UKCIS and David has recently been invited to be a member of the World Economic Forum's Global Coalition for Digital Safety

David has led pioneering work, such as the development of multi award winning resources, as well as the establishment of the helpline for victims of Revenge Porn.

Annual Assessment Report 2022

https://swgfl.org.uk/report2022

England Schools Online Safety Policy & Practice Assessment 2022

Annual Analysis of 360 degree safe self review data covering schools and colleges in England

Prepared By
Professor Andy Phippen, Bournemouth University May 2022

360°safe
the online safety self-review tool

SWGfL
Safe, Secure, Online

ONLINE SAFETY IN SCHOOLS England

360safe
the online safety self-review tool
www.360safe.org.uk

www.swgfl.org.uk\360report2022

12 Years on

over **13,000** Schools

no staff training in **38%** schools

no governor training in **48%** schools

Mean performance

Filtering
Monitoring
Acceptable Use
Online Safety Policy
Digital and Video Images
Online Safety Education Programme
Mobile Technology
Families
Online Publishing
Social Media
Professional Standards
Technical Security
Data Security
Online Safety Responsibilities
Reporting and Responding
Contribution of Young People
Staff
Online Safety Group
Impact of Online Safety Policy and...
Governors
Agencies

0% 20% 40% 60% 80% 100%

■1 ■2 ■3 ■4 ■5

2022

Analysis of the data from the 13,221 English schools using the 360 degree safe self review tool presents a unique picture of online safety policy and practice.

Strengths
- Filtering
- Online Safety Policy
- Monitoring
- Acceptable Use
- Digital and Video Images

Weakness
- Staff Training
- Online Safety Group
- Governor Training
- Impact of the online safety
- Agenciy engagement

WINNER BETT Awards

UK Safer Internet Centre

SWGfL
Safe, Secure, Online

Schools Online Safety Index 2022

swgfl.org.uk/research/online-safety-school-index-2022/

Appropriate filtering and monitoring

A Guide for education settings and filtering providers

http://testfiltering.com

ProjectEVOLVE

Shaping a better online life for all

Access Toolkit

Details of our new registration for school accounts

Co-financed by the European Union
Connecting Europe Facility

NOMINET

UK Safer Internet Centre

SWGfL
Safe, Secure, Online

Independent Knowledge Map: Jellyfish Class

You're not their friend so you shouldn't get involved. The bullies might turn on you.

You should report it to the game so they can take action against the bullies. Games have rules about what is acceptable behaviour.

You should tell a trusted adult at school so they can investigate and support your fellow student. Schools take bullying very seriously.

Someone in my year group is being bullied in my favourite online game. I'm not their friend but I want to help. What could I do?

You should contact the person being bullied and offer them support such as listening to their experiences or supporting them to get help.

?

Class Full Data Demo Year 8

Organisation: South West Grid for Learning
Class: Full Data Demo Year 8
Year: Year Eight
Teacher: Ken Corish
Status: Complete
Baseline Knowledge Map Type: Guided
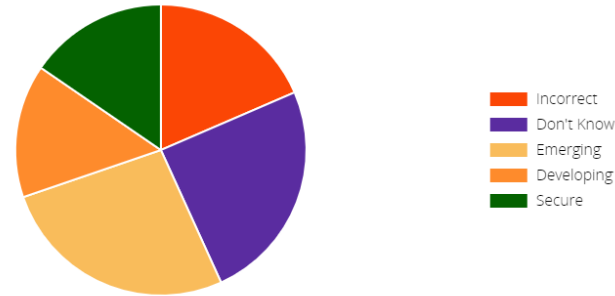Impact Knowledge Map Type: Guided

Baseline | Planner | Impact | Progression

Baseline Knowledge Map Results

- ■ Incorrect
- ■ Don't Know
- ■ Emerging
- ■ Developing
- ■ Secure

Statement	Distribution	Freq	Score	SD	Planning

Online Relationships (8)

📖 **I can describe the benefits of communicating with a partner online.**

I think that technology and the internet has made my relationship with my boyfriend stronger. Why might this be?

■ **(1) Incorrect - 8 Responses (27%)**
Technology makes it easy for you to know where each other are at all times.

■ **(2) Don't Know - 6 Responses (20%)**

■ **(3) Emerging - 8 Responses (27%)**
You can talk to each other even when you're not supposed to e.g. late at night or when you've been grounded.

■ **(4) Developing - 4 Responses (13%)**
Video chat and photos let you see each other when you are not face-to-face. Seeing each other regularly is important.

■ **(5) Secure - 4 Responses (13%)**
Technology allows you to reach out and support the other person. It doesn't matter if they are not physically with you.
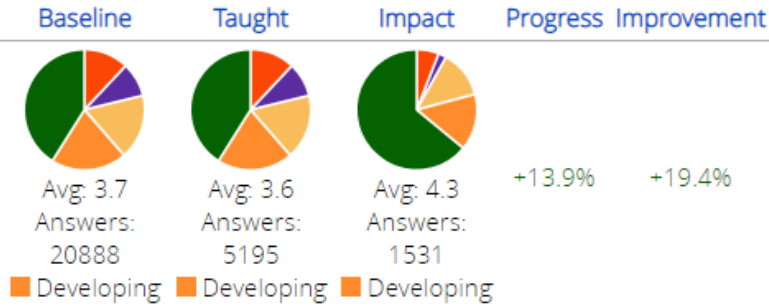
 30   ■ Emerging 0.2   —

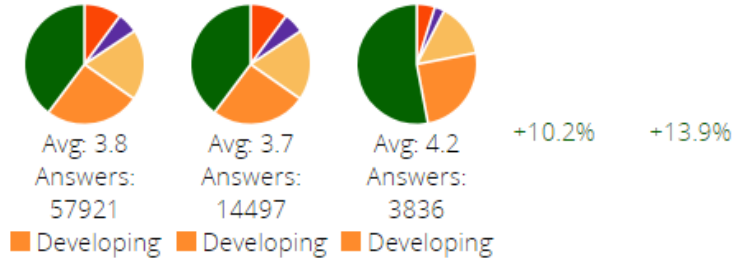| ▲ Strand	Baseline	Taught	Impact	Progress	Improvement
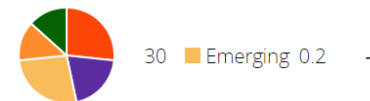
Copyright and Ownership
Protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.
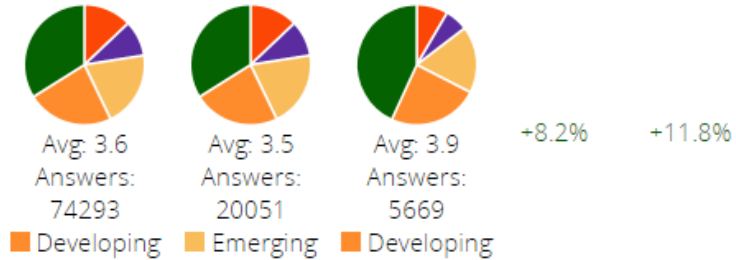
Baseline: Avg: 3.7 Answers: 20888 ■ Developing
Taught: Avg: 3.6 Answers: 5195 ■ Developing
Impact: Avg: 4.3 Answers: 1531 ■ Developing
Progress: +13.9% Improvement: +19.4%

Health, Well-being and Lifestyle
The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.
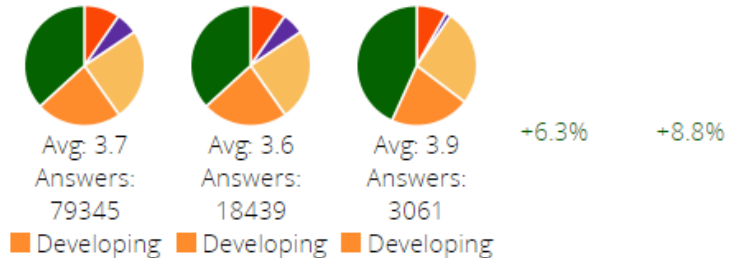
Baseline: Avg: 3.8 Answers: 57921 ■ Developing
Taught: Avg: 3.7 Answers: 14497 ■ Developing
Impact: Avg: 4.2 Answers: 3836 ■ Developing
Progress: +10.2% Improvement: +13.9%

Managing Online Information
Strategies for effective searching, critical evaluation and ethical publishing

Baseline: Avg: 3.6 Answers: 74293 ■ Developing
Taught: Avg: 3.5 Answers: 20051 ■ Emerging
Impact: Avg: 3.9 Answers: 5669 ■ Developing
Progress: +8.2% Improvement: +11.8%
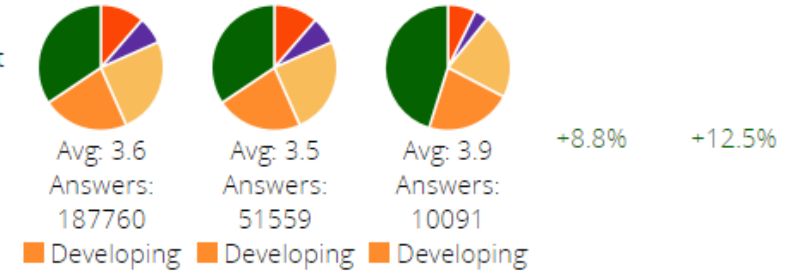
Online Bullying
Strategies for effective reporting and intervention and how bullying and other aggressive behaviour relates to legislation

Baseline: Avg: 3.7 Answers: 79345 ■ Developing
Taught: Avg: 3.6 Answers: 18439 ■ Developing
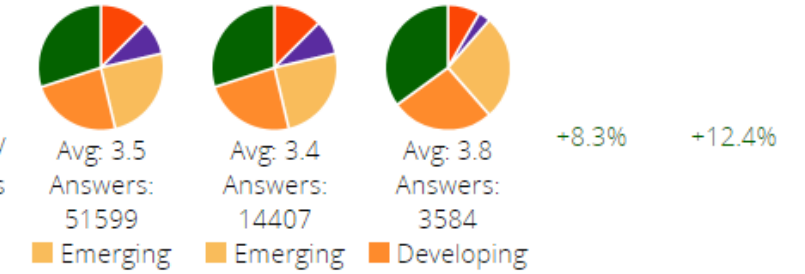Impact: Avg: 3.9 Answers: 3061 ■ Developing
Progress: +6.3% Improvement: +8.8%

Online Relationships
Relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Baseline: Avg: 3.6 Answers: 187760 ■ Developing
Taught: Avg: 3.5 Answers: 51559 ■ Developing
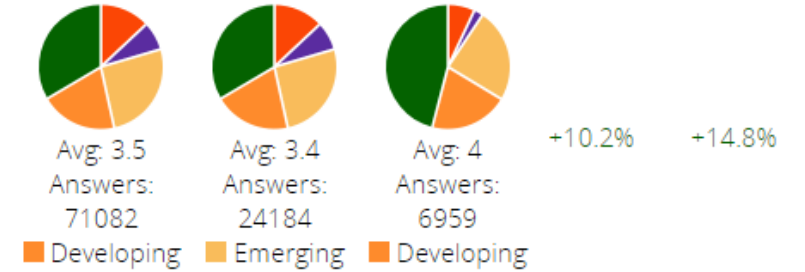Impact: Avg: 3.9 Answers: 10091 ■ Developing
Progress: +8.8% Improvement: +12.5%

Online Reputation
Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles
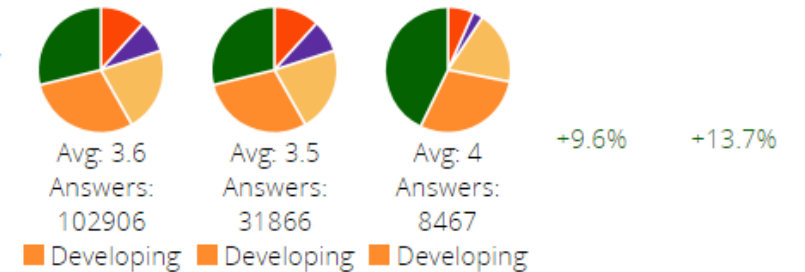
Baseline: Avg: 3.5 Answers: 51599 ■ Emerging
Taught: Avg: 3.4 Answers: 14407 ■ Emerging
Impact: Avg: 3.8 Answers: 3584 ■ Developing
Progress: +8.3% Improvement: +12.4%

Privacy and Security
Behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Baseline: Avg: 3.5 Answers: 71082 ■ Developing
Taught: Avg: 3.4 Answers: 24184 ■ Emerging
Impact: Avg: 4 Answers: 6959 ■ Developing
Progress: +10.2% Improvement: +14.8%

Self-Image and Identity
Shaping online identities and how media impacts on gender and stereotypes

Baseline: Avg: 3.6 Answers: 102906 ■ Developing
Taught: Avg: 3.5 Answers: 31866 ■ Developing
Impact: Avg: 4 Answers: 8467 ■ Developing
Progress: +9.6% Improvement: +13.7%

Carmel Glassbrook

Kathryn Tremlett

Sophie Mortimer

David Wright

Questions and Answers

Carolyn Bunting

Dave Miles

Declan Shaw

Kate Travers