

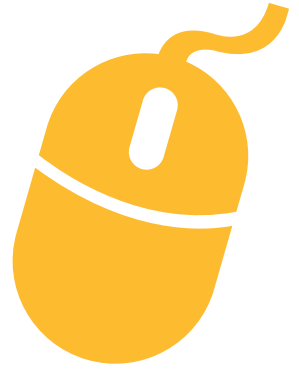


Online Abuse and Bullying Prevention Guide

for professionals working with young people

This guide is supported by

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Introduction

This guide has been developed for professionals who work with young people to help them understand what constitutes abusive behaviour online, the consequences of that behaviour, and where they can get help. The guide applies to professionals working in England and Wales.

This discussion guide has been developed in consultation with the NSPCC Young People's Panel, the Behavioural Insights Team, the Home Office, Sussex Police, O2 and the National Union of Students. It has been tested with young people from NSPCC and Merton Volunteer Police Cadets.

We believe strongly in listening to the voices of children and young people. The focus on eight behaviours online was drawn from research with 180 young people who told us about the behaviours that they found most negative. Their voices have significantly shaped this guide.

The top eight negative online behaviours identified by the young people are set out below and this guide will focus specifically on helping young people understand these behaviours. The guide does not cover the impact of young people discovering upsetting content online. Annex A sets out the potential criminal consequences for each of these behaviours.

1. Threatening behaviour e.g. credible death threats, stalking
2. Trolling – the trend of anonymously seeking to provoke outrage by posting insults and abuse online
3. Blackmail including revenge porn
4. Cyberbullying – writing messages with intent to cause distress or anxiety in a public place (e.g. Twitter, excluding people from online groups (e.g. Facebook)
5. Grooming online – causing or encouraging a child under the age of 18 to engage in sexual activity online or meeting them in person after online contact
6. Fake profiles – only illegal if someone is trying to deceive someone for personal gain / fraud / harassment / intercepting someone else's messages / stalking
7. Hacking accounts
8. Tagging photos with defamatory or negative comments



It is recommended that you read this guide in full and familiarise yourself with the support materials in Section Three before starting any sessions with young people.

Guide's Objectives

- To establish consistent messages for young people about consequences of online behaviour
- To give clear guidance on the criminal, youth justice and industry response to online behaviours
- To start dialogue with young people to change behaviour and prevent criminal activity from taking place using principles of behaviour change promoted by the [Behavioural Insights Team](#). They have produced a range of publications on behavioural change, including the EAST framework for applying behavioural insights, all of which are available on their website www.behaviouralinsights.co.uk

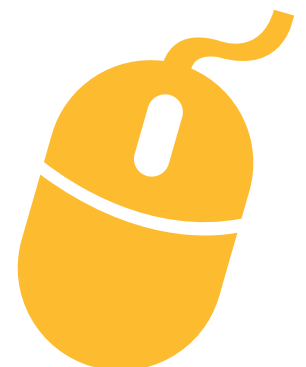
Note to Professionals

As professionals, there is a role to not only help those suffering abuse, but to intervene when online abuse or bullying occurs. We need to encourage young people to have empathy with others and recognise the impact of their behaviour as well as prevent them facing the consequences of their actions. The information in this guide will provide guidance and knowledge on the sanctions that can occur as a result of abusive behaviour.

If a young person discloses abuse, remind them that not only can they discuss this with you but that they can ring ChildLine on 0800 1111 for further help or reporting them on the [CEOP website](#). CEOP is a command of the National Crime Agency and is dedicated to tackling the sexual abuse and exploitation of children and young people. You can report concerns about online grooming, sexual abuse and exploitation directly to CEOP at www.ceop.police.uk.

Professionals can also contact the NSPCC Helpline for advice and support on 0808 800 5000 or email help@nspcc.org.uk. The NSPCC Share Aware campaign further provides specific advice on internet safety www.nspcc.org.uk/shareaware with a tool focussed on individual sites, apps and games at www.net-aware.org.uk

Childnet International also provide resources which help you to use the internet safely and positively as a professional, and information to help safeguard your workplace and the young people you work with. You can access these via their website:



www.childnet.com/teachers-and-professionals

The Safer Internet Centre, co-funded by the European Commission, also provides a Helpline for professionals working with children and young people in the UK with any online safety issues they may face themselves or with children in their care. They provide support with all aspects of digital and online issues such as those which occur on social networking sites, cyber-bullying, sexting, online gaming and child protection online. The Helpline aims to resolve issues professionals face about themselves, such as protecting professional identity and reputation, as well as young people in relation to online safety. For more information call 0844 381 4772 or visit www.saferinternet.org.uk/about/helpline

The NSPCC and CEOP have developed an e-learning course for professionals to better understand how to keep children safe online www.nspcc.org.uk/training.

During the session, young people may raise questions about abuse within their relationships which is not happening online. There are a number of other resources which you can use to help facilitate discussion on relationship abuse, for example, the 'This is Abuse' discussion guide, which is targeted at 13 to 18 year old boys and girls is available to download from GOV.UK and covers sessions on relationship abuse, emotional abuse and physical and what consent means within their relationships.

A list of further resources, which you might find useful, is listed at Annex D.

This online abuse and bullying prevention guide is targeted at running sessions with 13 to 19 year old boys and girls; however this could be adapted for an older audience up to 25.

Key Messages to give to young people

Whichever profession you are in, the key messages for young people are the same and should be at the focus of your work. By consistently promoting these messages, we can help teach young people to protect themselves from abuse and to deter those who abuse by informing them of the possible consequences.

Key Messages

- Your online world will follow you offline. What you say or do online can be seen forever
- How you behave, upload or share may be seen by your



parents, friends, teachers, lecturers or future employers and you can lose control of how its shared and by whom very quickly

- Some behaviours are illegal, make sure you know the facts or you could end up breaking the law
- Your behaviour online and your behaviour offline should be the same. Your online behaviour should reflect your offline behaviour – you shouldn't behave differently simply because you're online
- If you are worried about anything you have seen or done online you can speak to ChildLine on 0800 1111 or www.childline.org.uk

This guide is written to help young people think about what they do online so they don't end up in trouble because they weren't aware of the rules and laws.

The basic rule to get young people to follow should be **“Think before you post – your actions can have a negative consequence for yourself and/or others”**. Or the more simplified message as promoted by the NSPCC **“Be Share Aware”**

In summary, it's not OK to:

- Post stuff that would hurt or upset others
- Hack or steal someone's identity
- Take, send or share inappropriate images of people under the age of 18

This discussion guide has been developed in consultation with the NSPCC Young People's Panel, the Behavioural Insights Team, the Home Office, Sussex Police, and the National Union of Students. It has been tested with young people from NSPCC and Merton Volunteer Police Cadets. We would be interested to know what you think of this discussion guide and if it has been helpful facilitating discussions with young people. You can access the online survey at <http://www.homeofficesurveys.homeoffice.gov.uk/s/onlineabuseandbullyingguide> to let us know your views on the guide. We will use this feedback to evaluate the guide and continue to develop and update it.



Section 1

Preparing for the session

Key questions to ask yourself to help you plan your session:

1. **How much time do you have?** The full outline suggested in this pack takes approximately 1-2 hours to run. Depending on the length of time you have for your session, you may want to select certain exercises or run them over a series of sessions.
2. **Have a structure and session time guide prepared:** Always make sure you have a really clear structure beforehand – timings, exercises, question outlines etc. You may not be able to stick to this exactly but it provides you with some boundaries and puts you in control.
3. **Who is in the group?** Consider the group you will be speaking to and implications for how you manage the session, the content you include, structure you take, and preparing for potential difficulties. Consider some of the following questions: Is the group mixed gender or single sex? What is the age of the group and what does this mean for the areas of content you include or dedicate more time to? Do the young people know each other? Refer to the tips on questions and techniques later in the guide to help you plan and overcome these challenges.
You need to make clear the procedure for disclosures through a safeguarding and ground rules briefing. We have also provided some advice on dealing with disclosures at **Annex C** which you may find helpful in addition to your own organisation's procedures.
4. **How will you start discussion and ask questions?** Depending on the topic and audience prepare for how you open your session, frame your questions and try to facilitate discussion on these sensitive and personal issues.



Asking questions:

Online abuse is a challenging and sensitive topic to discuss; particularly among young people who may not realise their behaviour has criminal consequences. This section offers advice on asking questions.

Try to keep questions open to invite discussion.

Don't ask leading questions or 'tell the answer': try to draw out views, guide discussion and allow young people to develop their understanding through the conversation.

Clarification: while exploratory discussion is important, a key role for you in the session is to clarify questions, correct misunderstanding or rebut negative myths that surround these issues and make clear the consequences of abusive online behaviour.

Use gentle probing and prompting: use follow up questions to get to the bottom of what people mean or to get them to clarify their idea or argument.

Don't be judgmental about young people's responses: although you may have to clarify and correct try to do this in a neutral way that understands their position. This will help to ensure people don't feel embarrassed or afraid to continue to comment (or put others off for fear of 'getting it wrong').

Simplify Messages: Make sure that the key message is presented early, ideally in the first sentence or subject line; Keep language simple; be specific about recommended actions; Remove all information that is not absolutely necessary for performing the action.

In the annexes to this guide you will find:

- Annex A: A closer look at online behaviours and offences
- Annex B: Resources to use during the sessions
- Annex C: Dealing with disclosures
- Annex D: Further sources of information and advice for young people





Ground Rules and setting up the session

Introducing yourself and setting up the session is an important step to help put the group at ease and establish the ground rules, so everyone feels comfortable to join the discussion. You may have a set of ground rules which you have used in previous sessions or there are some suggested group rules provided below.

Explain:

- your role
- purpose of the session
- explain that topics will include issues around abuse
- privacy – nobody will be asked personal questions
- don't reveal personal details about other members of the group, make your examples anonymous

Section 2

Session plans

This section sets out four sessions which you can run with young people as follows:

Session 1: Identifying abusive online behaviours

Session 2: Why are the behaviours unwanted?

Session 3: Personalisation

Session 4: Plenary Session

Within each session there number of ideas for exercises which you could run with young people to help them to identify and recognise the negative online behaviours, the consequences and places they can get support and advice.

Please note, not all the exercises from each session need to be delivered, you can choose and vary these dependent on your group and time available. The materials which accompany the exercises are listed in Annex B and you will see a lot of the materials are interchangeable between different sessions and exercises.

These sessions have been designed using some important principles from the Behavioural Insights Team. Specifically when running a session for young people focus on:

- Simplifying the messages for young people
- Bringing forward the cost or consequence of behaviour
- Relating it to young people's image of themselves
- Making a commitment to others, while trying to add an element of personalisation

It is advisable to have Annex A which summarises the online behaviours and corresponding offences to hand when you run each session so you can refer to it and give young people the correct information during their discussions.



Session 1. Identifying abusive online behaviours

The following exercises will help young people to identify abusive online behaviours.

Exercise 1a. Post it avalanche [20 Minutes]

Start by asking the young people to write or draw all the negative behaviours they see online that they dislike (one behaviour per post it note).

Gather up the post it notes and stick them to a board/wall. You can use the list of eight abusive online behaviours (Annex B Exercise 1a) to start to theme the group's responses. Depending on the size of the group you can split them into groups to discuss the behaviours.

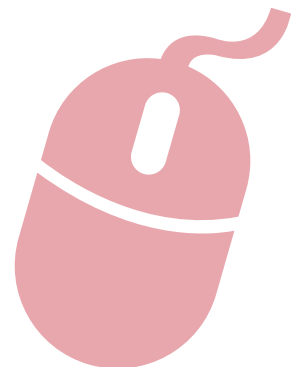
Use the information in Annex A will help you to confirm, or inform the young people of the potential consequences of each abusive behaviour.

Groups may identify other behaviours or actions that are not the list we have compiled here. If they do not naturally fit within the behaviours listed, then you can use the CPS guide to social media to identify the behaviour (http://www.cps.gov.uk/legal/a_to_c/communications_sent_via_social_media/). When we tested this with young people we were easily able to fit their suggestions into the behaviours.

Exercise 1b. Position statements [20 minutes]

In the room create an imaginary line for young people to stand on. At one end is 'Always OK', in the middle 'Sometimes OK' and on the other end 'Never OK'. Alternatively this could be done by holding up coloured cards (red, amber, green) in larger groups. Read out the following behaviours and ask the young people to respond to is it 'always'/'sometimes'/'never ok' to:

- Cyberbully
- Stalk someone on line
- Threaten someone
- Tag photos with negative comments
- Hack into someone's account
- Steal someone's identity
- Set up a fake profile



- Send a naked image to my boyfriend / girlfriend if I am under 18 (sexting)
- Receive a naked image of an under 18 year old
- Share a naked image of an under 18 year old

Using the Facilitator Notes in Annex B Exercise 1b discuss the definitions and what might make it illegal / not illegal as a group to build understanding of the issue.

The issue of sexting is likely to be an emotive and contentious issue for young people and young adults. Anecdotal evidence shows that young people consider sharing selfies and sexting to be a normal part of relationships. With this in mind, clear explanations of the law around sexting need to be couched with reassurance messages if they have indeed engaged in illegal behaviour.

ChildLine explains it using this language:

Having sexting photos or videos on your phone or computer. If you are under the age of 18, the law sees you as a child. Therefore, if you have any indecent images or videos of somebody who is under 18 you would technically be in possession of an indecent image of a child – even if you are the same age. This is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.

Sending sexting photos or videos. If you are under 18 and you send, upload or forward indecent images or videos onto friends or boyfriends/girlfriends, this would also be breaking the law, even if they are photos of yourself (“selfies”).

Source: <http://www.childline.org.uk/explore/online-safety/Pages/Sexting.aspx>

If you are working with young people aged 18 or over it's important to note with them that the law applies to taking, possessing or sharing images of those aged under 18. For all ages sexting is a sensitive area and we suggest you encourage people to talk about in their relationships before engaging in sexting about the risks, consequences and boundaries.



ChildLine has also developed an app for young people around Sexting called zipit. It encourages safe flirty chat whilst explaining how young people can get help and advice if they have engaged in sexting or been affected by it. You can read more about zipit at: <http://www.childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx>

There have also been some changes around the law in relation to 'Revenge Porn'. This is the sharing of private, sexual materials, either photos or videos of another person without their consent and with the intent of causing distress. It applies to offline and online content.

Exercise 1c. Ranking – most to least offensive [15 minutes]

Using the resource at Annex B Exercise 1a write the eight abusive online behaviours on individual pieces of paper and ask the young people to rank them from most to least offensive. Discuss with the group their choices and reasons for placing them in that order. Have the information in Annex A which summarises the eight online abusive behaviours and corresponding offences to hand when you run this exercise so you can refer to it and give young people the correct information during their discussions.

Exercise 1d. Young People's Journey [20 minutes]

Hand out printed copies of the 'Young People's journey' framework at Annex B Exercise 1d, the list of the eight abusive online behaviours at Annex B Exercise 1a and the 'Consequences Hand out' at Annex B 1d to the group. Working in small groups allow the young people space to discuss and consider the behaviours and what the consequences could be by mapping them onto the 'Young People's journey' framework.

This framework allows young people to explore the range of options available to sanction behaviour, as well as starting to show some of the real world impacts of behaving in this manner online or offline.

Have the information in Annex A which summarises the eight online abusive behaviours and corresponding offences to hand when you run this exercise so you can refer to it and give young people the correct information during their discussions.





Session 2. 'Why are the behaviours unwanted?'

Again not all these exercises need to be used, and the aim of these exercises is to generate understanding of consequences, and help young people understand how this could affect them later in life. One of the key barriers in changing young people's behaviour online is they don't feel it has an immediate affect, and don't appear to place emphasis on the future impact on employment and relationships. Using personalisation and bringing forward the consequences is the key to this session.

Exercise 2a. How does it feel? [20 minutes]

Hand out copies of the Childline quotes in Annex B Exercise 2a as stimulus for the group. Depending on the size of the group these can be shared between small groups to work on discussing together. Ask the young people to focus on (and record their discussions) around:

- How do you think the young person feels?
- What are the next steps the young person could take to help resolve or get support?
- What are the consequences of the behaviour for the young person involved?

Have the information in Annex A which summarises the eight online abusive behaviours and corresponding offences to hand when you run this exercise so you can refer to it and give young people the correct information during their discussions.

Exercise 2b. Real Examples – Consequences [30 minutes dependent on how many examples you use]

The links in this section are examples that are drawn from media stories. They can be printed out and shared between small groups to show the young people some of the real stories of victims and perpetrators.

Ask the young people to focus on (and record their discussions) around:

- What are the key lessons learned from each case?
- What could be in place to prevent cases like this from happening in the future?

Young people can work in small groups on the examples and then draw them back together to present what they think.

Paris Brown – Police and Crime Commissioner who lost job over Twitter comments in past

<http://www.bbc.co.uk/news/uk-england-22083032>

First Young Person Jailed for Cyberbullying (Death Threat)

<http://www.dailymail.co.uk/news/article-1208147/First-cyberbully-jailed-Facebook-death-threats.html>

George Groves Boxer Receives Death Threat

<http://www.dailymail.co.uk/sport/boxing/article-2115313/George-Groves-warned-death-threat-police.html>

Hannah Smith, Suicide Cyberbullying

<http://www.bbc.co.uk/news/uk-england-leicestershire-23584769>

Nicola Brooks – Cyberbullying Victim

<http://www.bbc.co.uk/news/uk-england-sussex-18078593>

Cyber Blackmail link to Suicide

<http://www.bbc.co.uk/news/uk-scotland-edinburgh-east-fife-23712000>

Fake Profile – Victim receives pay-out

<http://news.bbc.co.uk/1/hi/uk/7523128.stm>

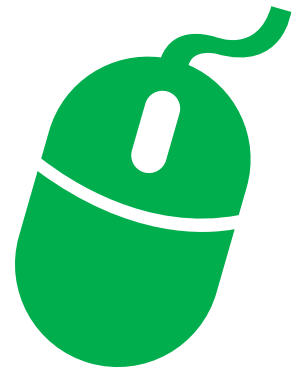
Jennifer Lawrence Hacked Photos

<http://www.independent.co.uk/news/people/jennifer-lawrence-hacked-nude-photos-shared-on-actress-wikipedia-page-9781439.html>

Liam Stacey Twitter abuse affects University Course

<http://www.bbc.co.uk/news/uk-wales-18149852>

University Facebook sexism (warning these links have



strong language to illustrate the extent of sexism)

<http://www.theguardian.com/lifeandstyle/womens-blog/2014/jan/31/facebooks-spotted-pages-everyday-sexism-universities>

There are long term consequences you can draw out by these examples:

- Not being able to work in some professions (DBS conditions)
- Employers can check your social media postings when recruiting
- Curfews being imposed through orders or bail conditions
- Criminal investigations being carried out
- Seizure by the police of property including mobile phones, computers
- Unable to obtain travel visas to some countries
- Anti-social behaviour injunctions/orders limiting what you can and can't do
- Not being allowed to access social media sites
- Sexual Offences Prevention Orders
- Having to register on the Sex Offenders Register which will impose significant restrictions on what you can and can't do
- Civil action being brought against you e.g. being sued. This action may be brought against your guardians if you are not old enough to answer to the court
- Punishment from guardians / school / university – being grounded, detentions, exclusions, not being able to sit exams
- Being known to the police – it is very hard to shake off a bad reputation
- We often see young people who receive criminal convictions spiral and continue with offending behaviour and committing more crime



You can also use the 'Young People's Journey Framework' at Annex B Exercise 1d to give the young people the opportunity to use these examples and work through the journey young people might take, noting the impact on victims and offenders.

Session 3. 'Personalisation'

The aim of these exercises is to use the key principle on

personalisation, helping the young people to relate and identify this to their own behaviour, and importantly their self image. Again, you don't have to use all of these exercises in one session.

Exercise 3a. My personal code [10 minutes]

Using the resource in Annex B Exercise 3a 'my personal code', print off hard copies and hand them out to the group for individual work with young people to identify the following things.

Note in the introduction to the session, you would not be asking young people to share this, you are encouraging them to produce a code for their eyes only and for them to take away and refer to when engaging online, therefore the facilitation is to ensure they complete and take away with them. You could ask the group to share a few things in a group session but only if they are comfortable:

- What are the things you value most about your online world?
- What things do you like and comment on?
- What things most upset you online? And what would you do if something did upset you?
- What are the things you promise to do to keep the online world safe and positive for others?

Exercise 3b. Our 'Group Code' [30 minutes]

Using Art as a medium that can be displayed either in a prominent place, or posted online.

On large piece of paper, the young people as a group write or draw all the negative behaviours they see, understand or experience online.

Then using paint filled water balloons (WARNING this is messy!), people take it in turns to paint bomb the words they think are the most negative behaviours, so they are partially covered.

Whilst waiting for this to dry, using paper and large letters / writing they come up with a group list of all the things they would commit to, to help online be a positive and safe place for all young people.

Have the information in Annex A which summarises the eight



online abusive behaviours and corresponding offences to hand when you run this exercise so you can refer to it and give young people the correct information during their discussions.

Once they have a list these can be added on top of the paint. You can also add a hashtag to this and ask them to share the photo on social media. Young people from Merton Volunteer Police Cadets came up with hashtags including:

- BantsHurts
- RiseRespectRemember
- StopCyberHate
- ThinkYourFuture
- ThinkB4UPost

Behaviour change is most likely when young people take responsibility for this themselves. Messages given by organisations, educators and services are only one form of helping young people understand. Enabling young people to take this message back to the communities they use, in a way that doesn't expose or put themselves at risk, could be key in longer term behaviour change.

Session 4: Plenary Session

For each session you run with young people it is important leave time at the end for a plenary session which will enable you to reiterate the key messages for the young people. It is also useful to make yourself available after the session to talk to those young people who might not have felt comfortable talking in front of the group, and offer specific advice if needed. Suggestions for running the plenary session are as follows:

Plenary

- Conclude by asking each group what they have learnt. Focus on the fact that there are clear behaviours that have both criminal and personal consequences for young people
- Stress that nobody ever deserves to be abused and anyone who is affected by the issues should talk to an appropriate adult or ChildLine 0800 1111 about making themselves safe
- Remind young people about sources of help that are available (See Annex D)



Suggested questions to help prompt discussions could be:

- Do you feel differently about anything as a result of what you have seen and heard in this session?
- Has anything surprised you/shocked you?
- If you thought a friend was experiencing any form of online abuse, would you know how to get help?

Key Messages

- Your online world will follow you offline. What you say or do online can be seen forever
- How you behave, upload or share may be seen by your parents, friends, teachers, lecturers or future employers and you can lose control of how its shared and by who very quickly
- Some behaviours are illegal, make sure you know the facts or you could end up in trouble with the law
- Your behaviour online and your behaviour offline should be the same. Your online behaviour should reflect your offline behaviour – you shouldn't behave differently simply because you're online
- If you are worried about anything you have seen or done online you can speak to ChildLine on 0800 1111 or www.childline.org.uk

This guide is written to help you think about what you do online so you don't end up in trouble because you weren't aware of the rules and laws.

The basic rule to follow should be **“Think before you post – your actions can have a negative consequence for yourself and/or others”**. Or the more simplified message as promoted by the NSPCC **“Be Share Aware”**

We want young people to behave and engage in the same way you would offline, in the online world.

It's not OK to:

- Post stuff that would hurt or upset others
- Hack or steal someone's identity
- Take, send or share inappropriate images of people under the age of 18

At the end of each session you can print off and hand out the information at Annex D which has further sources of information and advice for young people.



Section 3

Resources to use during the sessions

Annex A: A closer look at online behaviours and offences

The table on page 23 is for facilitators to use and shows the eight online abusive behaviours and the maximum criminal consequences that could be applied on conviction by a court (Magistrates or County). However, there may be a Police response before Court which could include:

- **Words of Advice:** Verbal warning which is non recordable on a police record to highlight that their behavior is unacceptable and that they should not continue to do it
- **Caution:** a formal alternative to prosecution in minor cases, commonly used to resolve cases where full prosecution is not seen as the most appropriate solution
- **Community Resolution:** an approach to dealing with minor offences. Instead of the offence being handled by the justice system, a Community Resolution is issued by the police officer. The decision is reached by consulting with the victim and must be accepted by the offender in order to take effect. It can consist of receiving advice about their behaviour, a verbal or written apology to the victim, reparation (which can include fixing material damages) or financial compensation
- **Police Information Notice (PIN) (18 years and over):** sometimes called Harassment Warning Notices, which the police may issue where there are allegations of harassment. They are not formal police cautions, and signing one does not imply that the alleged harassment has taken place. However the police may use them in future legal proceedings, and there is some guidance on what should be included in them. The decision about whether to issue them is purely an operational matter for the police



- **Antisocial Behaviour Injunctions and Orders:** an Anti-Social Behaviour Injunction (ASBI) is an injunction that prohibits the person in respect of whom it is granted from engaging in housing-related anti-social conduct of a kind specified in the injunction; An Anti-Social Behaviour Injunction (ASBI) is similar to an Anti-Social Behaviour Order (ASBO) but has been developed to help councils and housing associations tackle ASB in social housing areas
- **Bail** – the term used when a person arrested for or charged with a criminal offence is released from police custody until they next appears in court or at the police station
- **Enhanced DBS Checks:** for certain jobs, employers are entitled to know about some spent convictions and cautions and, in some circumstances, other information that the police hold about you. These, and only these, employers are entitled to request a Disclosure and Barring Service check ('DBS check')



Courts have a range of different sentences they can give offenders aged 10-17. These include:

- **Discharge - absolute or conditional** - these are the same as those for adult offenders
- **Fine** – as with adults, the fine should reflect the offence committed and the offender's ability to pay. For offenders under 16, paying the fine is the responsibility of a parent/guardian and it will be their ability to pay that is taken into account when setting the level of the fine
- **Referral order** – this requires the offender to attend a youth offender panel (made up of two members of the local community and an advisor from a youth offending team) and agree a contract, containing certain commitments, which will last between three months and a year. The aim is for the offender to make up for the harm caused and address their offending behavior. An order must be imposed for a first time young offender who has pleaded guilty (unless the court decides that another sentence is justified) and may be imposed in other circumstances
- **Youth rehabilitation order** - this is a community sentence which can include one or more of 18 different requirements that the offender must comply with for up to three years. Some examples of the requirements that can be imposed are a curfew, supervision, unpaid work,





electronic monitoring, drug treatment, and mental health treatment and education requirements

- **Custodial sentences** – young offenders can receive custodial sentences but they will only be imposed in the most serious cases. When they are given, they aim to provide training and education and rehabilitate the offender so they don't reoffend. Sentences can be spent in secure children's homes, secure training centres and young offender institutions
- If a young person between 12 and 17 years old is sentenced in the youth court, a **Detention and Training Order (DTO)** is available this can last between four months and two years

More information is available in 'Sentencing' section from the Sentencing Council Guidelines for young people

http://sentencingcouncil.judiciary.gov.uk/docs/web_overarching_principles_sentencing_youths.pdf

This is a simplified version of the existing legislation, and should not be taken as the absolute response in a case. There are many factors that Police and Courts will take into account, and not all cases will go to Court.

Behaviour	Maximum Criminal Consequence
Threatening behaviour, eg: making a credible death threat	Up to 10 years in Prison
Cyberbullying: Writing messages with intent to cause distress or anxiety in a public place (e.g. Twitter)	Up to 6 months in prison Up to £5000 fine Or both If the messages are racially or religiously targeted the penalty can increase to up to two years in prison, a fine or both
Putting people in fear of violence (cyberbullying)	Up to 5 years in prison Up to £5000 fine Or both If racially or religiously aggravated the penalty can increase to up to seven years, a fine or both
Sending messages that are grossly offensive, menacing or indecent	Up to 6 months in prison Up to £5000 fine Or both
Stalking someone online including excessive contact, loitering in places, pretending to be that person, monitoring that persons use of communication, watching or spying on them	Up to 6 months in prison Up to £5000 fine Or both
Stalking someone and using fear of violence towards them.	Up to 5 years in prison Up to £5000 fine Or both
Trolling	Up to 6 months in prison (announced by Chris Grayling Secretary of State for Justice on 19.10.14 this will increase) Up to £5000 fine Or both
Blackmail	Up to 14 years in prison
Sexting. It is an offence to take, make, publish or distribute an indecent photo of a child under the age of 18	Up to 10 years in prison (based on Protection of Children Act 1978) Up to £5000 fine Or Both
Revenge Porn	Up to two years in prison (Under the Criminal Justice and Courts Act 2015) Up to £5000 fine Or Both
Grooming online; causing or encouraging a child under the age of 18 to engage in sexual activity online or meeting them in person after online contact	Up to 14 years in prison (note if offender is under 18 the penalty is up to 5 years)
Fake profiles; only illegal if someone is trying to deceive someone for personal gain / fraud / harassment / intercepting someone else's messages / stalking	Up to 10 years in prison Up to £5000 fine Or Both
Hacking accounts	Up to 5 years in prison Up to £5000 fine Or Both
Tagging photos with defamatory or negative comments	Up to 6 months in prison, a fine or both (based on offences under Crime and Disorder Act 1998 and Public Order Act 1986) Can be same as cyberbullying Could result in an award for victim in civil law Copyright law may apply Could be charged with contempt of court if commenting on criminals before a court appearance happens or if names a rape victim on social media it's an offence under the Sexual Offences Act 2003.

In addition to the criminal and youth offending response, individuals can turn to **industry** for support and advice.

For example, Mobile Phone providers through their customer service can provide advice and support on the online behaviours. There are certain things they can do including:

- Changing stalking victims phone numbers
- Logging records of calls made
- Working with Police when an allegation is made to record evidence

You can find out more about advice on the 02 Digital Family website <http://www.o2.co.uk/help/everything-else/digital-family> or via Ofcom <http://consumers.ofcom.org.uk/internet/online-safety-and-security/>

Websites, apps and games have a responsibility to respond and report abuse on their site. You can use the CEOP report abuse [button](#) to report online abuse.

Finally, whilst this guide is aimed at focussing on crime prevention and therefore the legal consequences, it is very worthwhile to remind young people about the social and emotional consequences of behaviour. For victims and perpetrators this would include:

- Embarrassment and Humiliation
- Low self esteem
- Guilt and anger
- Self Harm and Suicidal thoughts
- Loss of control of your personal information thoughts and feelings
- Loss of friends
- Feeling of power or importance



Annex B

Resources to use during the sessions

Exercise 1a – List of eight abusive online behaviours

Threatening behaviour e.g. credible death threats, stalking

Trolling – the trend of anonymously seeking to provoke outrage by posting insults and abuse online

Blackmail including revenge porn

Cyberbullying – name calling, nasty comments including on content uploaded by people on YouTube

Grooming online

Fake profiles

Hacking accounts

Tagging photos with defamatory or negative comments



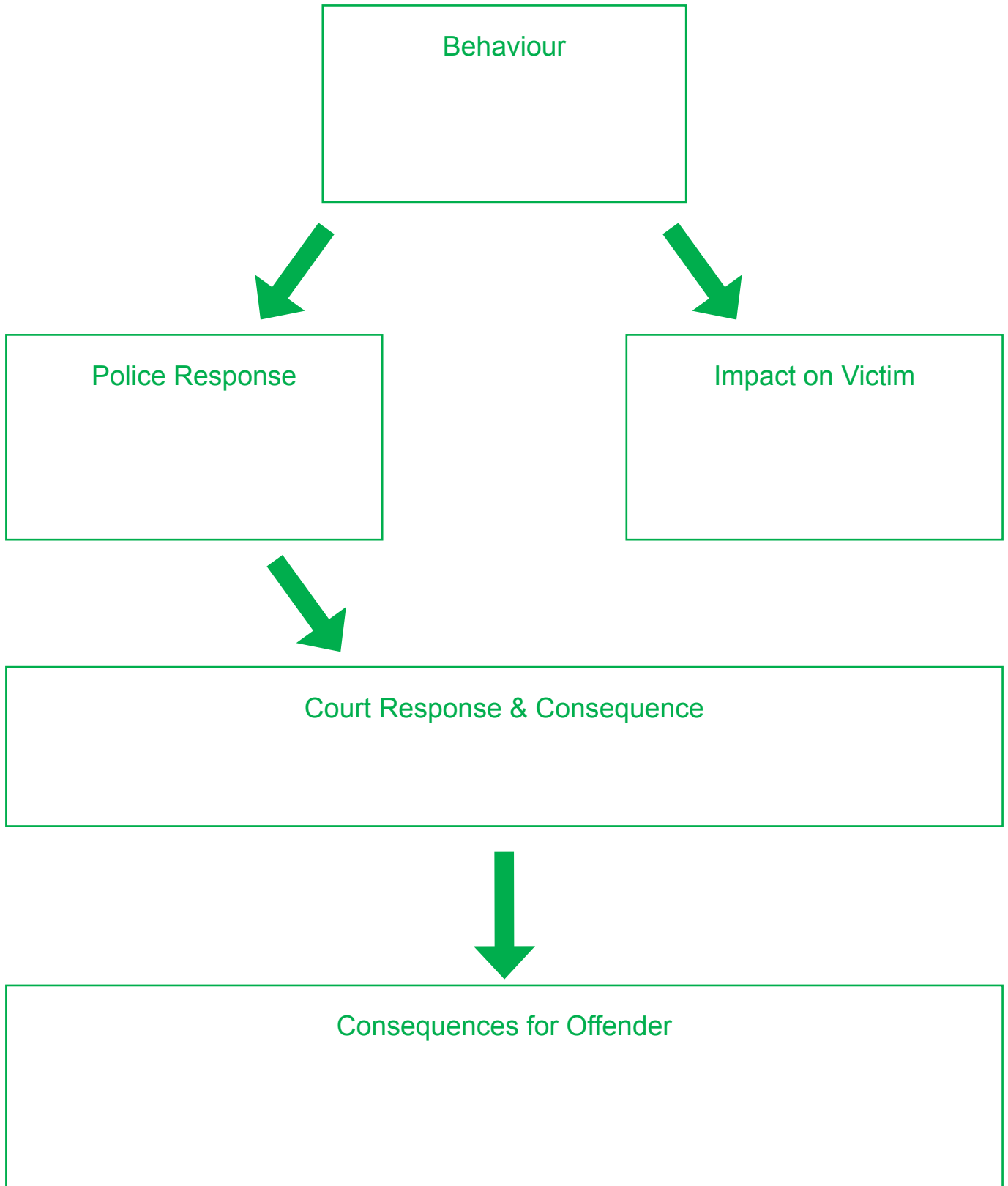
Exercise 1b Position Statements (Facilitator Notes)

Use a line across the room, or coloured cards to signal a response to the question is it 'always OK', 'sometimes OK' or 'never OK' to:

Position Statement	Response	Discussion points
Cyberbully	<p>Not OK – but only illegal when you make threats of violence or put people in fear of violence, publish an obscene article about someone. Or if racially or sexually harassing someone or to cause distress or anxiety</p> <p>Maximum consequences could include: Up to 6 months in prison and up to £5000 fine, or both</p> <p>If the messages are racially or religiously targeted the penalty can increase to up to two years in prison, a fine or both</p>	<ul style="list-style-type: none"> Careful what you say may cause offence – and you don't know who will see this. How would you feel if your parents / carers see what you post? How do you want to be treated online?
Stalk someone on line	<p>Not OK – there are laws to protect people from being stalked online. This isn't about checking someone's Facebook status (like an ex), but fear of violence, alarm or serious distress to an individual</p> <p>Maximum consequences could include: Up to 6 months in prison or 5 years if use fear of violence, and up to £5000 fine, or both</p>	<ul style="list-style-type: none"> When would people cross the line in stalking? Who would you report this to?
Threaten someone online	<p>Not OK – threats or fear of violence is illegal, and can cause serious distress to people</p> <p>Maximum consequences could include: Up to Up to 5 years in prison, £5000 fine, or both</p> <p>If racially or religiously aggravated the penalty can increase to up to seven years, a fine or both, or if credible death threat up to 10 years</p>	<ul style="list-style-type: none"> Cyberbullying is not OK This can cause people to be seriously distressed, self harm or suicidal thoughts
Tag photos with negative comments	<p>Not OK if messages that are grossly indecent, or offensive or intended to cause harm or distress to someone</p> <p>Maximum consequences could include: Up to six months in prison, a fine or both</p>	<ul style="list-style-type: none"> You can lose control quickly through one comment of who sees, shares and how they react to something How do you report negative or offensive comments?

Hack into someone's account	<p>Not OK and most likely to result in conviction if its for fraudulent gain personally</p> <p>Maximum consequences could include: Up to Up to 5 years in prison, £5000 fine, or both</p>	<ul style="list-style-type: none"> • Hacking is illegal and it can be very harmful for the victim • How can you know when you've been hacked and how to report?
Steal someone's identity	<p>Not OK and illegal if its for fraudulent gain personally</p>	<ul style="list-style-type: none"> • What steps can you take to protect your identity online?
Set up a fake profile	<p>Not OK and illegal if its for fraudulent gain personally, harassment or stalking someone online</p> <p>Maximum consequences could include: Up to 10 years in prison, £5000 fine, or Both</p>	<ul style="list-style-type: none"> • What would be the steps to report a fake profile? • Why do people set up fake profiles?
Send, receive or share a naked image to someone if I am under 18	<p>Not OK and can mean a caution under Sexual Offences and also Protection of Children Act as production and distribution of child pornography</p> <p>Maximum consequences could include: Up to 10 years in prison, £5000 fine or Both</p> <p>Having sexting photos or videos on your phone or computer If you are under the age of 18, the law sees you as a child. Therefore, if you have any indecent images or videos of somebody who is under 18 you would technically be in possession of an indecent image of a child – even if you are the same age. This is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.</p> <p>Sending sexting photos or videos If you are under 18 and you send, upload or forward indecent images or videos onto friends or boyfriends/girlfriends, this would also be breaking the law, even if they are photos of yourself (“selfies”).</p> <p>Reassure that if they have already done this, they can receive help and support from ChildLine to talk it through. Its important to know for the future what the law says so they are protected. Can talk to ChildLine confidentially if an image of you has been shared, and through a chat with a counsellor they can explain how they might be able to help with getting an image taken down from the internet. You can find out more by searching ‘sexting’ on the ChildLine website Reassure importance of talking to a Trusted Adult.</p> <p>Download ChildLine Zipit app for more help and advice</p>	<ul style="list-style-type: none"> • You can lose control once an image had been made • What steps could you take to report? • ChildLine Zip It app http://www.childline.org.uk/Play/GetInvolved/Pages/sexting-zipit-app.aspx
Deliberately share sexual material created (Revenge Porn)	<p>Its never OK to deliberately share photos or videos young people have created showing sexual contact. If young people do this then they could be committing offences the same as sexting, but also around ‘revenge porn’.</p>	<ul style="list-style-type: none"> • Risks of taking photos and videos

Exercise 1d Young People's Journey



Consequences Hand-out

Police response could include:

- **Words of Advice:** Verbal warning which is non recordable on a police record
- **Caution:** a formal alternative to prosecution in minor cases
- **Community Resolution:** officers agree with the victim an approach, could be written apology or making repairs
- **Police Information Notice (PIN) (18 years and over):** sometimes called Harassment Warning Notices, which the police may issue where there are allegations of harassment
- **Antisocial Behaviour Injunctions and Orders:** can stop someone from going into an area. Usually given for housing areas
- **Bail:** the term used when a person arrested for or charged with a criminal offence is released from police custody until they next appears in court or at the police station
- **Enhanced DBS Checks:** for certain jobs, employers are entitled to know about convictions and cautions and, in some circumstances, other information that the police hold about you

Courts have a range of different sentences they can give offenders aged 10-17. These include:

- **Discharge - absolute or conditional** – the conditions on which you don't get a custodial sentence
- **Fine** – For offenders under 16, paying the fine is the responsibility of a parent/guardian and it will be their ability to pay that is taken into account when setting the level of the fine; Fines can be up to £5000
- **Referral order** – You agree a contract with a panel and the aim is for the offender to make up for the harm caused and address their offending behaviour
- **Youth rehabilitation order** - this is a community sentence which can include one or more of 18 different requirements that the offender must comply with for up to three years. Some examples of the requirements that can be imposed are a curfew, supervision, unpaid work, electronic monitoring, drug treatment, and mental health treatment and education requirements
- **Custodial sentences** – prison sentence in the most serious cases
- If a young person between 12 and 17 years old is sentenced in the youth court, a **Detention and Training Order (DTO)** is available this can last between four months and two years

Exercise 2a

How Does it Feel?

When using these quotes ask young people to focus on:

- How do you think the young person feels?
- What are the next steps the young person could take to help resolve or get support?
- What are the consequences of the behaviour for the young person involved?

All names and potentially identifying details have been changed to protect the identity of the child or young person. Snapshots are created from real ChildLine contacts but are not necessarily direct quotes from the young people.

Trolling:

I have been getting all these awful messages on this social network website. The site is anonymous so I don't know who is saying all these things about me. Not knowing who is writing all these messages is the worst thing. I don't feel like I can talk to my parents about it because there are some horrible rumours on there about me and I don't want my parents to see them. (Girl, 12-15)

Blackmail:

My boyfriend keeps asking me to do stuff with him and is forcing me to sext. I sent him some pictures but I immediately regretted what I had done. He wants naked pictures now but I don't want to do that. He said he is going to tell everyone all my secrets if I don't though. I really love him and want to make him happy but I'm not ready to do stuff yet as I still feel really young. I'm scared he is going to break up with me or tell people things about me if I don't do what he wants though. (Girl, Age Unknown)

Fake Profile:

I don't know how to get a profile someone has created about me removed. Everyone has been posting horrible comments about me on it which is really upsetting me. They've even put some pictures on there. I feel so humiliated and like I want to disappear. Maybe I should just do what they say and kill myself because I feel so hopeless. (Anon)

Threatening Behaviour:

I met someone online and they said they were the same age as me. We messaged for a while and spoke about personal things but then they started threatening to hack into my account to post screenshots of my messages there. It's really worried me. (Boy, 16-18)

I was talking to someone I met online who said they were my age. They kept complimenting me so I agreed to go on camera for them. The situation turned really bad but I felt trapped in it. I feel so disgusted with myself after what I did and to make it worse, they're now threatening me with the video. I don't know what to do? (Boy, 16-18)

Grooming:

I made such a mistake meeting up with a guy I met online. He was so nice to me and we had been speaking for ages so I thought I could trust him, but everything he said was a lie. He turned out to be much older than me, which I didn't find out until we met up. As soon as I saw him I knew I needed to get away but he didn't let me. He forced me to have sex with him even though I pleaded with him not to make me. I feel so ashamed of myself. (Girl, 12-15)

I'm not sure if what I've done is illegal? I met this guy online who I thought was my age. He complimented me all the time and said he thought I was pretty. I'm not very popular at school so I found it really flattering – he made me feel good about myself and like I was wanted. We'd been talking for a while before he asked me to send him a naked picture of myself. He had been so nice to me so I did, but now I'm worried I've done something wrong. (Girl, 12-15)

Online Bullying:

People have been telling me to kill myself through a social media site. I don't understand why they are being so horrible but it's really affecting me. I've tried to ignore it but I can't. I thought if I changed my account details but the messages are still getting me to. I don't know what else I can do? I can't find how to report it. (Girl, 12-15)

Hacking Accounts:

I was talking with someone on this website and they sent me a link. I didn't think it would be anything bad so I just clicked on it. It turned out to be a virus which allowed them to hack into my account. They've started writing nasty comments from my profile which is upsetting me. I don't know what to do – I'm scared they might be able to get other personal information. (Girl, 12 -15)

Tagging Nasty Photos:

I can't cope with being bullied anymore. People create social networking pages about me and tag me in horrible pictures, then laugh about it at school. I feel like there's no escaping the bullies. I know I need to tell someone about it if I want things to change but it's hard. I feel so embarrassed that this is happening to me. (Anonymous)

Online Stalking:

I've made a fake social networking account so I can see what people I know are doing online. I know it's weird but I don't have many friends so it gives me something to do. Pretending to be someone else kind of makes me feel better about myself. (Anonymous)

Exercise 3a

My Personal Code

Things I like about
online world are:

I comment on or like
these things:

Things I don't like about
online world are:

Things I like about
online world are:

To keep the online world safe and positive I promise to:

Annex C

A young person may disclose that online abuse is happening to them or a friend, family member. It is possible that they may also be experiencing abuse directly. Either way, what they are experiencing can be harmful to them. Any disclosure of online abuse should therefore be treated as a potential child protection concern, and appropriate steps taken in line with your organisation's procedures.

A three step approach – Receive, Reassure, Respond

If a young person starts to tell you about something that might indicate potential abuse, listen but do not ask for detail. You need to let them know as soon as possible that if they tell you something that might cause concern, you will have to tell someone else, and you will need to follow your organisation's Safeguarding Children and Information Sharing policies and procedures.

Under no circumstances agree to keep it a secret. Remember abuse thrives on secrecy. Make sure you are aware of your organisation's Safeguarding Children and Information Sharing policies and procedures.

Do not ask probing questions. It may undermine any investigation by Police or Children and Family Services if it looked as though the young person was led to give their answers. The Police, Child and Family Services and the NSPCC are the only organisations that have legal powers to investigate allegations of child abuse.

When listening, try to make sense of what you are being told:

- Are they being harmed?
- Are they currently at risk?
- Is anyone else at risk?
- Do they need medical attention?
- What are their overall needs?
- What is important to them?

It can help to keep the 3Rs in mind outlined on the next page – but as mentioned, it is very important that you follow your organisation's Safeguarding Children and Information Sharing policies and procedures.



Receive

- listen, do not look shocked or disbelieving
- do not be judgemental
- take what they are saying seriously and believe them
- don't make the young person feel bad, for example by saying things like 'You should have told me earlier'

Reassure

- stay calm, tell them that they have done the right thing in telling you
- acknowledge how hard it must have been to tell you
- tell them that they are not to blame
- empathise – but don't tell them how they should be feeling
- don't promise confidentiality – explain that only those that need to know will be told (i.e. you will have to follow your organisation's Safeguarding Children and Information Sharing policies and procedures)
- be honest about what you can and can't do

Respond

- refer your concern on through your organisation's Safeguarding Children and Information Sharing policies and procedures
- record the date and time and any information given to you; always use the words said to you; never interpret what was said and put it in your own words (this information could be used as evidence)
- sign and date everything that you record
- don't criticise or judge the abuser – the young person may have feelings for him or her; remember abuse often happens by someone known and trusted by the young person
- try to follow things through yourself so they don't need to repeat their story to other staff – again, only if this is in line with your organisation's Safeguarding Children and Information Sharing policies and procedures
- explain what will happen next – for example, the designated officer will be informed, and they may want to speak to the young person further; if it is safe, the non-abusing parent or carer might also be informed (but



always take great care where there is domestic abuse) the police and social services might also be informed

- get support for yourself. It can be distressing dealing with disclosure

Adapted from the Expect Respect toolkit for addressing teenage relationship abuse in key stages 3, 4 and 5¹

Whatever you do, make sure it is in line with your organisation's Safeguarding Children and Information Sharing policies and procedures. They may differ from what is written above. If in doubt speak to your designated member of staff responsible for safeguarding, your local Child and Family Services or the NSPCC on 0808 800 5000 or help@nspcc.org.uk

If you're worried about a specific incident that was brought to your attention during the session then you should follow safeguarding procedures as set out in Working Together to Safeguard Children (2013)². You should contact the local authority children's social care team, or the local police.



1 Expect respect Toolkit: produced by the Women's Aid, AVA and the Home Office https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abuse-toolkit.pdf

2 <http://www.workingtogetheronline.co.uk/index.html>

Annex D

Further sources of information and advice for young people

This is Abuse www.thisisabuse.direct.gov.uk

NSPCC Helpline for Adults & Professionals

www.nspcc.org.uk 0808 8005000

help@nspcc.org.uk

Childline for young people under 19 www.childline.org.uk
0800 1111

Internet Watch Foundation – report child sexual abuse online <https://www.iwf.org.uk>

CEOP – Child Exploitation and Online Prevention Centre

<http://www.ceop.police.uk>

<http://www.thinkuknow.co.uk> (for young people)

UK Safer Internet Centre website – includes resources for young people, from a wide range of organisations

www.saferinternet.org.uk

The Site – support for young people aged 16- 25

<http://www.thesite.org>

O2 Digital Family Internet Safety

<http://www.o2.co.uk/help/everything-else/digital-family>

NSPCC Share Aware Campaign

<http://www.nspcc.org.uk/shareaware>

Revenge Porn helpline and website – for over 18s only
(under 18s should report to ChildLine)

www.revengeporn.org.uk 0845 6000 459

