

# A Summary Report of the Byron Review Call for Evidence

## Introduction

This report has been based on 306 responses to the call for evidence document.

As some respondents may have offered a number of options for questions, total percentages listed under any one question may exceed 100%. Throughout the report, percentages are expressed as a measure of those answering each question, not as a measure of all respondents.

The breakdown of respondents was as follows:

Video Game User	111
Working in Video/Gaming/Internet Industry	59
Parent/Carer	41
Practitioner working with YP	21
Academic/Researcher	17
Charity/Voluntary	14
Individual	8
Representative Body	8
Regulatory Body	6
Public Sector Body	4
Young people aged 18 and under	4
Other*	13

*\*Those which fell into the 'other' category included respondents who did not specify a type, Unions, Institute of Practitioners in Advertising, Periodical Publishers Association, Vodaphone, Becta, BT Group, Orange UK, ITV plc, UK film council, Janet UK and British shooting sports council.*

The organisational breakdown was as follows:

Charity/Voluntary sector	21
Business: video gaming industry	18
Business: internet industry	18
Representative body industry or trade	10
Business: advertising or other media	8
Business: other	8
Regulatory body	6
Other public sector body	5
Government Department or agency	2
Other	14

The report starts with an overview, followed by a summary analysis of each question within the call for evidence document.

Annex A provides a list of respondents to the Call for Evidence.

# Overview

The majority of respondents thought that parents must take more responsibility for their children when they played video games or accessed the internet. They believed it was vital that parents were educated about the risks of gaming and the internet. Most respondents said risks only existed if parents allowed their children to play on games which were rated older than their age group, or allowed unsupervised and unlimited access to video games or the internet. It was suggested that it was important that parents understood and applied the ratings systems to video games, and monitored and controlled their children's internet access.

Most respondents thought that the Byron Review team must put the education of parents and young people as a high priority. Many respondents said that keeping children and young people safe from all forms of media must be a collaborative and strategic responsibility between those working in the media industry, practitioners working with children, children and young people (CYP) themselves and their parents; and the government.

## Video Games

Most respondents believed that video games were the most entertaining medium in the world, and should be treated in the same way as films, books, and music. It was suggested that parents did not expose their children to these forms of media if they were aimed for adult viewing. Many said that a government led campaign would raise the awareness of any risks, and the positive aspect of games, and would also serve to dispel the misconceptions held by people who had no knowledge of playing games.

The majority of respondents said that playing video games provided useful tools for training, and were of huge intellectual value to children and young people. They believed CYP could learn or improve literacy and numeracy skills, especially assisting children who were disabled or had learning difficulties. Some said video games were helpful in the development of motor skills such as hand-eye coordination. Many respondents thought that owing to the interactive nature of video games they were useful for communication and social interaction. Some respondents were concerned that as technology improved, games were becoming like interactive films and more realistic, and therefore this greater realism increased the chances of CYP accepting violence as the cultural norm.

Most believed games were good for the economy because the UK had a large and flourishing video game industry. Many respondents raised concerns about video games downloaded from the internet. It was felt that most games had to be purchased through retail stores so were governed in the same way as any other age restricted material. However, games that were directly downloaded from the internet were not regulated. Some respondents mentioned a way this could be resolved was for a national insurance number to be requested before allowing the download.

Many respondents believed that any game that contained 18+ content should

be placed behind access controls, and not made available to customers until they had established, through age verification that they were at least 18 years old.

Most respondents were happy with the current Pan European Game Information (PEGI) and British Board of Film Classification (BBFC) ratings for video games, and felt both systems were easy to understand. However, a few mentioned that PEGI may not be taken seriously by some people and should be promoted more, as games available on-line would not fall under the BBFC remit. Many respondents thought that there should only be one rating system for computer games, however there was a mixed view on whether it should be the BBFC or the PEGI system. What most respondents did say however was that the Review should look at the classification system to see if it could be more strongly enforced, or improved in anyway.

### Internet

The majority of respondents said that the internet enabled and significantly enhanced the opportunities for learning presented to all CYP. They suggested it allowed them to research subjects and get instant access to a vast range of information. Many believed the internet increased the skills and knowledge of information technology, enabling CYP to become creative and technically literate, therefore improving the skills of people for jobs in the future. Many respondents mentioned that the internet heavily benefited society because of its communications power, and developed a stronger economy because of its business opportunities such as on-line shopping.

Most respondents believed there were no risks to CYP if they were educated and supported in their use of the internet. Many however, were of the opinion that there were three main risks facing CYP on-line, and these were defined as content, contact and commercialism. Some respondents said a list of perceived risks would be useful, but this must be regularly updated as new technology would always create new or un-thought of risk factors.

A few believed it was impossible to block internet content and trying to do so was a waste of resource, but thought the use of 'end blocking' systems should be considered. Respondents said this was the voluntary use of blocking software on end user systems, and because this was specific to a particular machine; or person using that machine, it could be customised to block precisely what was appropriate for any age within a family setting.

Many respondents believed that the current system of self regulation should remain. They said the benefits were that self regulation created industry buy-in, was quicker to implement and more adaptable to changing circumstances, and was consistently more cost effective.

Some respondents said mobile phone technology was now advanced enough for CYP to access the internet, and the Review should work with the mobile entertainment industry to conduct research to tackle the issue of CYP safety in the mobile environment. A few believed that iPhone would revolutionise how people spent time on-line.

# SUMMARY

## VIDEO GAMES

### Benefits and opportunities

#### **Q1 What are the benefits of video games to a) children and young people, b) society, c) the economy?**

There were 204 responses to this question.

125 (61%) believed playing video games was very instructive since they required CYP to follow commands which encouraged them to read, and to do simple arithmetic. This consequently improved their reading, mathematics and English skills. They also noted that there were many 'brain training' games around, which although were 'fun' for CYP were also very educational. Many respondents believed that consoles that used a stylus to write answers to questions were extremely good tools because they had the ability to improve handwriting skills. It was also noted that playing games encouraged skills such as perseverance because CYP completed the game to its fruition and improved their powers of concentration.

125 (61%) were of the opinion that video games provided hours of entertainment and fun for CYP, and adults also enjoyed playing such games. Respondents said that playing video games was a recreational hobby which was both relaxing and a great stress reliever.

112 (55%) mentioned that the use of video games allowed CYP to develop cognitive skills such as logical and lateral thinking, problem solving, and therefore improved reasoning skills.

101 (50%) were of the opinion that 'gaming' promoted interaction, and improved social and communication skills. Respondents said it enabled CYP to socialise and talk to each other, and playing 'multi-player' games was a good way to meet new and different people. Some respondents mentioned that playing video games allowed disabled children and young people to interact with those without a disability on a level playing field.

86 (42%) respondents said games improved hand-eye coordination and sharpened an individual's perception, reaction and response time.

71 (35%) believed that video games stimulated CYP mentally, allowing them the freedom to use their imaginations. Respondents thought that because video games were more interactive than television or films, they stimulated CYP's brains more, allowing them to visualise themselves in many different scenarios and learning situations.

66 (32%) noted that the UK had numerous video game developers who provided jobs to help with the country's economy, and many video game retailers who made their living from the industry. Some mentioned that many UK universities were running courses in video game design and other related courses to ensure that any future growth in this market could be filled with qualified people. Respondents thought this was a market with huge future potential, and as technology became more sophisticated would possibly overtake the film industry for profit.

62 (30%) said that video gaming was a multi-million pound per year industry, which was constantly growing as technology became more advanced. Respondents said the UK economy would benefit from the increased income and revenue generated from the gaming industry.

25 (12%) respondents said video games were beneficial to CYP because they increased computer literacy and the ability to use modern technology. They also said 'gaming' helped with dexterity such as keyboard skills. Respondents felt this would be good for the economy because IT skills would be developed which would contribute to the employability and future prospects of the CYP, and this would then benefit society and economic prosperity.

20 (10%) respondents felt there were few safe affordable activities that CYP could enjoy in today's society and computer games were a source of fun that kept them entertained in a safe home environment.

**Q2 What are the opportunities presented by video games to  
a) children and young people, b) society, c) the economy?**

There were 150 responses to this question.

63 (42%) thought video games provided an excellent opportunity for CYP to learn in a different way other than in a classroom or reading a text book, whilst enjoying the experience at the same time. Respondents put forward the following issues which they could be taught and could affect them in their life:

- Road safety
- Drug use
- Political and global issues
- To be socially and morally responsible
- Advice on diet and health.

61 (41%) felt that video gaming especially multi player games (online or multiple persons on one game) encouraged cooperation and team building, therefore preventing social isolation and enabling CYP to work as part of a team. Respondents believed this gave CYP practice in building relationships, and being self-confident when meeting or interacting with other people.

59 (39%) respondents were of the opinion that video games gave CYP the opportunity to unwind from their everyday lives, use their imaginations and escape to a place that was very different to the world and the troubles that they experienced in everyday life.

55 (37%) said an advantage was that CYP better understood technology, so more job opportunities would be available to them in a growing video game industry. Some of the jobs suggested were games testing, game developing, software engineering and graphic design. Respondents felt these types of careers were well paid professional jobs and therefore would increase revenue, and allow the economy to flourish by profit, advertising, 'cheats' and many other associated opportunities.

51 (34%) said video games were the media of the future, and would provide jobs for people who were comfortable using digital communication which they had learnt from using internet and gaming technology.

44 (29%) respondents suggested that video games could be used as training exercises. Those mentioned were for business training, teaching people to drive, flight simulation, and simulating combat situations for the armed forces.

28 (19%) thought that video games allowed CYP to engage and integrate with other cultures and communities. Respondents said CYP could play against many diverse people from all over the world online, making friendships due to their mutual interest in gaming, and this in turn would allow them to appreciate each others cultures.

19 (13%) said video games allowed CYP to try out new and different experiences in a safe manner; and in a controlled environment. Respondents thought that CYP could learn about issues that might affect them, thus preparing them for real life situations.

### Understanding the potential risks

#### **Q3 What are the potential and actual risks to children and young people who engage with video games and how should the Review approach defining and measuring the risks? (Please refer to paragraph 3.3)**

There were 208 responses to this question.

116 (56%) believed that there were no risks associated with playing video games. Respondents mentioned that any 'perceived risks' was because parents allowed their children to play inappropriate games, or games which were over their children's age ranges.

79 (38%) respondents thought that parents should be more responsible and monitor the content of games, and how much time their children spent playing video games. They believed parents wrongly thought of games as 'toys' and would buy a game that was far too old for their children. Respondents suggested that game ratings should be promoted to parents so they were more aware of the game content and age rating and understood their responsibility.

66 (32%) believed the risks in video games were the same as the risks in other forms of media, such as television, films, videos and books. Respondents said these forms of media also had scenes of violence and sexual material, and were unconvinced that playing video games promoted violence just because of the greater interaction with the player. It was suggested that conventional players could determine fact from fantasy, and people who showed violent tendencies had these before playing video games, and not because of playing video games.

65 (31%) were of the opinion that a risk of engaging with video games was that CYP could spend excessive amounts of time playing and become dependent on them, and therefore became addicted. It was suggested that very young children were now playing video games, and they could be more vulnerable to the addictive effects of these games. Some respondents mentioned that Holland already had felt the effects of this form of media, and had opened a clinic that treated 'addicted gamers'.

45 (22%) said a potential risk for CYP engaging with video games was that they could attempt to copy the behaviour that they were watching and playing, and therefore their perception of what was acceptable, or what was right or wrong could be affected. Respondents said advertising proved that there was a link between what people saw and what they did or bought, so therefore there was a risk between visual violence and actual violence.

41 (20%) believed that a risk of playing video games was that children would not go 'out to play' or engage in other recreational or outdoor activities. Therefore their physical well-being and health could be affected.

38 (18%) said that CYP could become obsessed with game playing and drop all other social activities, shun friends and responsibilities to continue playing games. Respondents mentioned that because in most circumstances the games console was in the CYP bedroom, it could lead to isolation, especially with single player games, and lack of engagement with others.

37 (18%) were of the opinion that any risks must be identified and supported by further rigorous research and hard evidence. Respondents felt there were many conflicting pieces of evidence and research about the playing of video games which in some cases had been based on the hysteria that surrounded any new form of media. It was suggested it was the duty of the Review team, to reassess, define and measure opinions from all people associated with the industry including game players.

35 (17%) believed that because the latest games devices supported online game play and communication, there was a significant risk of CYP being exposed to inappropriate content or contact with inappropriate people, leading to grooming or cyber bullying.

30 (14%) believed that many CYP could suffer from behavioural, emotional and social difficulties because of an excessive use of violent video games. Respondents felt they would have difficulty in defining the fantasy that was contained in a game, from real life. Some respondents were convinced that

the violence currently experienced in society today was linked to the disproportionate playing of these games.

29 (14%) said it should be made clear that there were many different video games on the market, some suitable for very young children, family games, educational, and more violent games aimed at adults. The risks depended on the type of game played, if parents supervised their children's use and access, and if correct age ratings were applied.

**Q4 What do a) children and young people and b) parents know already about the potential and actual risks of playing video games?**

There were 161 responses to this question.

77 (48%) said it was essential that parents were educated about the ratings of video games. Respondents were of the opinion that the majority of parents failed to see the actual or perceived risks of allowing their children to play games that were not age appropriate.

57 (35%) believed parents had no knowledge of risks, real or perceived. They suggested that parents with no experience of video gaming saw these games purely as toys to entertain and keep their children occupied.

54 (34%) said parents particularly were confused by the two rating systems (PEGI and BBFC) for video games. It was suggested that the games industry needed to promote the rating systems more with some respondents saying there should be only one system in place to support clarity.

46 (29%) thought video games had been unfairly reviled by the news media. Respondents said games were only seen as being problematic due to the negative press surrounding them, and people blaming, or using them as an excuse for violent acts in society.

28 (17%) said that CYP saw no risk, and knew very little about the actual or potential risks. They just wanted to play the games that their friends had, and said peer pressure had a lot to do with children wanting to play games that were not age-appropriate.

23 (14%) said that CYP knew about the potential risks of playing video games, and therefore adhered to the games rating system.

23 (14%) thought the shops must be more responsible when they sold video games, especially by challenging parents who bought 18 rated games for their children.

19 (12%) were of the opinion that parents were now very aware of the risks associated with playing video games. This was mainly because of media coverage, and as demographics changed, CYP who played games a few years ago were now parents, and therefore they were media literate and knew of the risks involved to safeguard their own children.



17 (11%) were of the opinion that there was little or no information available to parents relating to the risks. It was mentioned the experts and academics could not agree if there were any actual or potential risks therefore it was not surprising that parents were very uncertain in what to allow their children to play.

**Q5 What do a) children and young people and b) parents think and feel about the potential and actual risks of playing video games?**

There were 146 responses to this question.

93 (64%) thought that parents either had no understanding of video game content and ratings, or deliberately chose to ignore them. Respondents felt parents did not consider games to be a risk to their children in the same way as adult films or television programmes. It was suggested that parents were extremely ignorant of video games, and did not look at the title; understand the rating system used, or read any warnings on the game. Therefore respondents felt they were unable to understand any risks, potential or otherwise.

47 (32%) said CYP saw no risk in playing video games. They thought that video games were just a form of harmless entertainment and fun.

40 (27%) believed that parents were not concerned because they thought games were only 'toys' and therefore were just another form of entertainment for their children.

35 (24%) respondents felt that the risks of playing video games were over-hyped. It was suggested that the Review should provide balanced advice and guidance with an assessment of any perceived risks.

30 (21%) parents were of the opinion that if they treated gaming sensibly, and monitored what games their children played or had access to, then they felt playing video games was safer than allowing them to play on the streets.

Helping children, young people and parents manage risks

**Q6 What are the range of mechanisms that exist to help children, young people and parents manage the potential or actual risks of playing a) hard copy video games b) games downloaded from the internet c) games played on line? (Please refer to paragraph 3.4)**

There were 170 responses to this question.

123 (72%) believed that the best way of keeping CYP safe was for parents to take an interest and learn more about the games that they played.

Respondents thought that parents must monitor and control their children's computer access, especially with online games which were not rated.

116 (68%) said that they were aware of age certificates and the content rating system, and thought these were very easy to understand and apply. Respondents said they were very useful as a mechanism to manage the potential or actual risks of playing video games.

48 (28%) mentioned that they used parental controls such as search filters on the web for online games.

33 (20%) said they managed any risks by restricting the time they allowed their children to play video games and surf the internet.

32 (19%) respondents believed that games should not be regulated any more than they currently were. However, they said it was vital that retailers strictly enforced the age guidelines that were in place to uphold the rating system.

30 (18%) were concerned that currently British law did not rate downloadable video games, and were of the opinion that this should change as digitally downloaded content and games were becoming increasingly popular. Respondents said downloadable games could easily be obtained without any real restrictions, and therefore there must be more control over age restricted games downloaded from the internet.

29 (17%) respondents said they managed any risks to their children using the internet for game play, by having age rating blocking parental controls in place. Some also mentioned using firewall technology, which was a dedicated appliance or software running on another computer which inspected network traffic passing through it, and denied or permitted access based on a given set of rules.

**Q7 To what extent do a) children and young people and b) parents understand and use the video games age classification system and/or other descriptions of content?**

There were 169 responses to this question.

82 (49%) believed that parents paid no attention to video game classification systems. Respondents said they had seen many parents buying over-age games for their children despite warnings from shop personnel about the rating and content, and gave no consideration to the classification rating on the jacket or box of the game.

80 (47%) respondents were of the opinion that parents assumed that all video games were just that, i.e. purely a game, and as such was just a source of fun and entertainment for CYP.

71 (42%) said that people, especially parents were confused about the age classification systems, and suggested that a greater understanding by parents and practitioners in schools was needed. Respondents suggested an education awareness campaign would be a good idea to target CYP and

parents. Some respondents also mentioned there was some confusion on the conflict between BBFC which was law, and PEGI which was for recommendation purposes only.

53 (31%) respondents mentioned the BBFC and said this rating system was slightly more understandable than the advisory PEGI system, which showed picture labelling to depict content. Respondents said BBFC gave an age rating the same as film classification which was well known in this country, and was enforceable because of the BBFC legal stature. Many said they had seen instances of shops refusing to sell overage games to CYP because of this rating system.

46 (27%) respondents mentioned the PEGI age rating system, and said it was easy to follow, and gave clear and consistent information on the appropriateness of video game content.

35 (21%) said CYP understood the game classifications ratings extremely well, in fact it was mentioned they understood them better than their parents.

35 (21%) respondents suggested that some parents understood the video game classifications very well and used them to show their children why they could not play a certain type of game.

24 (14%) believed that although CYP understood the game classifications, they paid no attention to them, preferring to be 'part of the crowd' and talk about their game playing prowess with their friends.

**Q8 In what other ways do a) children and young people and b) parents seek to manage perceived risks of video gaming and how do they feel about their ability to do so?**

There were 153 responses to this question.

103 (67%) said the best way forward was to ensure that parents understood any risks associated with game playing. Respondents suggested that parents needed education on the following:

- Risk management - many felt parents were incompetent on how to manage any risks
- How long their children should play – many felt parents did not limit playing time
- How to use and install parental filter software – many said parents were not very technically literate in this area
- How age classifications worked – so that parents knew the value of, and adhered to age restrictions.

83 (54%) thought that parents should take an interest in the games their children played, and believed it was important they talked, and openly discussed the content and any inappropriate behaviour in the games with their children. Respondents suggested there were many collaborative family games available, which ensured that parents and CYP could share and enjoy

video game experiences together, whilst at the same time allowing parents to know what their children were doing.

35 (23%) said they would prefer to see the ratings that applied to films i.e. U, PG, 12, 12A, 15 and 18 applied to video games. Respondents thought that games, just like films, contained violence, sexual material and profanity and therefore should be administered and enforced in exactly the same way.

33 (22%) were of the opinion that many parents did not manage risk at all. Respondents suggested parents went from one extreme to the other, either they were too lax and allowed their children full access to all games, or stopped their children from playing games altogether.

21 (14%) said CYP were not interested in managing risks, and generally believed that there was no risk at all in playing video games.

20 (13%) felt that parents bought inappropriate games for their children when pressured by them, and ultimately gave in to this pressure to have a 'quiet life' and no arguments.

19 (12%) were of the opinion that PCs and game consoles should be placed in shared rooms in the house, rather than hidden away in a child's bedroom. This would allow parents to control the amount of playing time, and what games were being played.

### **Q9 How well do these different approaches and mechanisms work?**

There were 145 responses to this question.

110 (76%) believed that the classification rating systems worked well, but it was parental responsibility that needed to improve. Respondents said children and parents should adhere to the age restrictions and parents should educate their children on its importance, and instil family values and discipline. They felt of all the mechanisms available, parents talking about the games their children played was the most effective approach.

95 (66%) said that any approach relied on parents understanding any perceived or actual risks, and whether or not they monitored their children's activities.

51 (35%) said that any form of classification or rating system would be ineffective if parents continued to buy unsuitable games for their children.

26 (18%) respondents stated that the current classification systems and parental control mechanisms worked extremely well. They thought current games devices had easy to use settings that parents could use, and had features which allowed parents to control content.

25 (17%) were of the opinion that the different approaches and mechanisms in place were ineffective and did not work very well. Respondents said age ratings were ineffective due to parental attitudes and a lack of enforcement

activities, and other approaches were dependent on the interest, knowledge and skill of parents.

**Q10 What roles do the retail and advertising sectors play in supporting children, young people and parents to manage potential and actual risks in playing video games?**

There were 137 responses to this question.

91 (66%) said the retailer had the responsibility of displaying age certificates, and their role was to ensure that age restrictions were complied with, and they observed the law of not selling games to CYP under the specified age ratings.

58 (42%) thought that the advertising sector must be more responsible about the advertising and exposure of games on television and in the shops. Some felt it was the advertisers who were responsible for children wanting to play violent or overage game by showing the graphic parts of a game in their adverts. Respondents mentioned the following:

- Television exposure to games of a sensitive nature should be broadcast at appropriate times, or preferably not advertised at all
- Retailers promoted video games in key parts of the store so they appeared very colourful and attractive to CYP. It was suggested that there should be adult only areas in retail shops as in other adult shops selling 18+ material
- Adult or mature rated games must not be marketed to CYP.

42 (31%) said they felt retail stores did their best to enforce the age ratings but could not uphold them if parents bought adult games for their children. Some respondents felt it would be a good idea if retail stores had more power to refuse to sell a game to a parent if they thought the game was for a minor.

21 (15%) believed that the retail and advertising sectors did a good job of informing parents of rating and game content, and enforcing guidelines on what games they sold and who they sold them too. They said the retail industry could not be held responsible if a parent bought an adult game for their child.

21 (15%) said the PEGI rating system was a little complex for many people, and therefore game ratings needed to be brought into line with film ratings.

18 (13%) thought that mature content labels should be made bolder on the game covers and must be clearly visible to all customers.

18 (13%) believed that retailers and advertisers had a big role to play informing parents of the age rating classifications and game content. Respondents suggested they should have robust compliance measures in place to stop inappropriate games being sold to CYP.

17 (12%) felt that shops must have robust training for their staff about ratings and game sales procedures and policies.

14 (10%) said retailers and the advertising sector did nothing to support CYP and parents. Respondents said that the selling of products, and the profit motive overridden all other priorities.

**Q11 What opportunities exist for children, young people and parents to learn about safe, responsible and fulfilling video game playing – and do they help?**

There were 132 responses to this question.

70 (53%) said that responsibility rested with parents to ensure that their children played safely and responsibly on video games. Respondents thought good parents would teach CYP how to behave responsibly, about age restrictions and how much time they should be playing on games without jeopardising their emotional or physical health.

52 (39%) felt it was important that awareness was raised, so that parents and CYP could understand more about safe and responsible video playing. Respondents believed parents would become more socially aware of video games if they saw notices in places like libraries, doctor's surgeries and had parental training to educate them about any risks.

25 (19%) thought there were none or very few opportunities available, and said there was no official guidelines known or implemented to help CYP and parents.

16 (13%) said that CYP must be educated about responsible game playing in schools. Respondents mentioned that this issue should be taught as part of the curriculum in Physical Social Health Citizenship Education (PSHCE).

15 (12%) believed that many opportunities existed for everyone to learn but were largely ignored, they said it depended on whether people wanted to learn or not.

14 (11%) said there must be more reliable information available to parent's because many did not fully understand what they needed to do to keep their children safe. They said currently there was no central offering of material, and information seemed to be piecemeal.

14 (11%) were of the opinion that PEGI and Entertainment and Leisure Software Publishers Association (ELSPA) made a concerted effort to educate customers about using games sensibly. PEGI had a good website which gave guidance on the content of a video game.

14 (11%) said the jacket or box of a video game gave parents the opportunity to check the age rating and read a description of the game content.

## Need and potential for improvement and change

**Q12 What, if anything, could be changed in order to help children, young people and parents manage the potential or actual risks of playing a) hard copy video games b) games downloaded from the internet c) games played on line, and what are the pros and cons of different approaches?**

There were 152 responses to this question.

110 (72%) said it was vital to educate parents about the internet and on-line gaming; and train and encourage them in the use of good internet filtering software. They would be then informed enough to make their own decisions regarding their child's gaming. Respondents said parents must learn that a games console or PC was not aimed just at children as there were many adult gamers. It was mentioned that workshops in schools or in the community was a good way in which to educate parents.

68 (45%) thought an advertising campaign was needed to raise awareness, and show parents that not every game was for children. Respondents said a high profile campaign in news articles and on television could explain the ratings and content of video games, and help parents to see what they should look for when buying a game for their child.

49 (32%) said that the ratings systems must be reviewed and improved by having clearer information on the content of a game together with an age rating. Respondents suggested it was also a good idea to allow trials of games or sample images before a game was purchased.

27 (18%) thought there should be better regulation and official guidelines based on accurate information and evidence from the Review. Respondents mentioned:

- There could be recommendations published on the use of games
- There could be better enforcement of age restrictions and pressure put on retailers to observe these ratings. CYP should also be asked for proof of age when trying to buy 15/18+ games. Some respondents said the enforcement of ratings could also be improved by using trading standards visits and mystery shoppers
- That service providers could provide free filtering packages with good advice on how to use and set them up
- There could be a government approval rating for safe sites to download games.

26 (17%) said that the government must take a hard line with parents and retailers who bought or sold inappropriate games. Respondents mentioned that shops were prosecuted for selling alcohol or cigarettes to CYP, therefore retailers who sold over-age games to CYP should also be prosecuted.

25 (16%) said that the most successful option would be to educate children whilst at school.

18 (12%) respondents thought that the packaging of hard copy video games could be improved by making warnings (including any health warnings) bolder and bigger on the boxes or covers, or having colour-coded strips on the casing and game to identify classification.

**Q13 What are the emerging opportunities for developing other ways of supporting children, young people and parents?**

There were 78 responses to this question.

38 (49%) suggested that there must be controls on all game consoles so parents could set up the system to control and monitor playing times, game content and any downloads from the internet. They suggested parental controls must be very secure and built into the systems so CYP could not override them.

29 (37%) believed that the publicity around this Review at the moment was a good opportunity to make people more aware of their own responsibilities in supporting CYP and parents. Respondents said the government would be ill-advised to censor or restrict video gaming and it would be better to help people to make their own informed choices.

15 (19%) thought that the internet was a good source of support and was an ideal vehicle for advice and to publish official guidelines.

9 (12%) were of the opinion CYP could be supported by being educated earlier in their school life about good gaming strategies.

## **THE INTERNET**

### Benefits and opportunities

**Q14 What are the benefits of the internet to a) children and young people, b) society, c) the economy?**

There were 162 responses to this question.

149 (92%) said the internet was a vast source of instant information available any time of the day or night. This information was continually up-dated, and provided CYP with vast amounts of knowledge and research.

102 (63%) mentioned that the internet was a fantastic communications tool. Respondents said it provided a means for exchanging data, and connecting



people across the world. It was also suggested that it reduced social isolation for disabled people.

69 (43%) thought that people could build self-confidence by 'social networking', talking to people on-line and making new friends. They mentioned that social networking could break down racial and cultural barriers.

54 (33%) were of the opinion that the internet was full of business opportunities and was a way to make money. The economy benefited by the advent of easy on-line shopping which had made many businesses boom, and people had benefited by finding cheaper items on-line than was available in the high street shops.

42 (26%) said the internet offered a new and exciting means of delivering affordable entertainment. They suggested that CYP in particular used the internet for socialising and playing games.

37 (23%) thought the internet improved CYP attitudes to learning. Respondents said the internet was a creative and visual style of learning which gave CYP a positive and interactive experience. It was also suggested that the internet allowed CYP to link with other schools all over the world to share different learning materials and knowledge.

18 (11%) said the economy had benefited from the internet by shopping, advertising and the marketing of consumer products.

**Q15 What are the opportunities presented by the internet for a) children and young people, b) society, c) the economy?**

There were 135 responses to this question.

126 (93%) believed the internet provided the opportunity to explore and gain knowledge about the world around them. Respondents said CYP could access information about issues of interest and concern, and get help with their academic studies and their school projects. It was mentioned that the internet was now a necessary educational tool in most schools

95 (70%) said the internet had provided a new way to communicate, meet and talk to people. Respondents were of the opinion that information could be passed about the world instantly, and allowed people to share knowledge. It was suggested that the internet had become a vital part of the communications infrastructure of the UK.

49 (36%) believed an opportunity of the internet provided a platform for CYP to express themselves and to keep in touch. They said social on-line spaces provided them opportunities to socialise and express themselves.

33 (24%) said the internet provided the opportunity for easier shopping which could be done from your own home as buying goods on-line was now relatively safe.

## Understanding the potential risks

### **Q16 What are the potential and actual risks to children and young people who use the internet and how should the Review approach defining and measuring those risks?**

There were 175 responses to this question.

102 (58%) believed that when using the internet or other on-line services and technologies, CYP could be exposed to pornographic or violent content. Respondents also expressed concern that accessing content which may not be accurate could also put CYP at risk. They thought CYP could think that all content on the internet was correct when some of it was not.

98 (56%) said that the risks to CYP from the internet was sexual solicitation and grooming by paedophiles whilst they used chat rooms and message boards.

71 (41%) thought there was always a risk to CYP who accessed the internet when they were not well informed of risks, un-observed or un-supported. Respondents said the Review should concentrate on informing both CYP and parents of any risks, and of the value and use of appropriate filters and controls.

56 (32%) were of the opinion that because websites had the capability to collect and process information about their users, there was a big risk of fraud and privacy issues relating to this data collection. Respondents said these risks came from the faceless nature of operating on-line and it was very easy to make an assumption about people on the internet based on the superficial information they provided.

48 (27%) believed that many parents did not understand the risks because they were not computer literate. Respondents said it was the children whose parents did not understand, or allowed them uncontrolled and unlimited access who would be most at risk from the internet.

45 (26%) respondents said an area of risk was the emotional distress to CYP of cyber bullying, and receiving uploaded video clips to their mobile phones of 'happy slapping' incidents.

37 (21%) thought that a risk was that the internet was not regulated and there was little or no administration on the social sites and systems that CYP used. Respondents mentioned sites such as 'Facebook', 'Myspace', 'Youtube', were now an essential part of culture for CYP but such sites were open to abuse and exploitation.

22 (13%) respondents mentioned that there was a risk of computer viruses from downloads of unchecked material from the internet.

19 (11%) were of the opinion that risks could be limited if parental controls such as search filters were used to stop inappropriate content or access.

17 (10%) said the perceived risks from internet access were very poorly researched and measured, and relied on anecdotal, speculation and negative media accounts. Respondents said the Review team must research and separate the potential risks from the actual evidence of harm.

**Q17 What do a) children and young people and b) parents already know about the potential and actual risks of using the internet?**

There were 106 responses to this question.

58 (55%) said that a large number of parents knew very little about the potential or actual risks of using the internet, as most were not computer literate. Respondents believed many parents felt the internet was too complex an issue for them to be involved with. It was suggested that there should be some research into the knowledge of parents on safety and risks of the internet to allow targeting and delivery of the right messages to this important group.

34 (32%) thought that CYP knew far more about internet risks than adults, and did not think there were any risks or chose to ignore them. Respondents also mentioned that CYP would not reveal finding anything inappropriate on the internet for fear of parents over-reacting and taking away their computers.

33 (31%) were of the opinion that because of stories in the media about paedophiles contacting children on the internet, parents were extremely worried that their child could be contacted. Some respondents said this sensationalised media made parents less able to have informed discussions with their children about the potential and actual risks.

27 (25%) believed that the risks of the internet were well documented in the media and therefore CYP and parents knew of them.

20 (19%) said because of the growth of the internet in the UK, many parents were very aware of what was on the internet and the dangers for children.

18 (17%) believed that CYP did not perceive or see any risks, and some were very naive in using the internet.

**Q18 What do a) children and young people and b) parents think and feel about the potential and actual risks of using the internet?**

There were 120 responses to this question.

72 (60%) said that although many parents knew their children used the internet to complete school studies and homework, many did not feel confident enough to help or supervise their children on-line. Respondents said lack of parental awareness of risks was a key problem and suggested there was a need to raise the awareness amongst parents and CYP to

increase internet literacy. It was also suggested that if anything must change it was the extent to which parents educated their children about the internet.

35 (29%) said parents were worried about their children accessing unsuitable material or being 'groomed'.

34 (28%) thought that parents felt intimidated by the technology associated with the internet, and therefore felt unable to minimise the risks.

30 (25%) respondents were of the opinion that the internet was an extremely valuable tool, and was hugely beneficial in the education of CYP; therefore the benefits outweighed the potential risks. It was suggested that with correct education and parents having frank discussions with their children about was suitable, any risks were negligible.

29 (24%) believed that CYP did not think about any risks. Respondents said that CYP probably felt that any risks were not really relevant to them, and the 'it won't happen to me' mentality or naivety stopped them from fully understanding the risks, and therefore could be vulnerable.

21 (18%) said parents felt overly anxious about the risks due to some stories about bad experiences being sensationalised in the media. They felt there was not a lot of positive publicity about the benefits and good sources of information of CYP using the internet.

16 (13%) said trying to censor CYP was very difficult and could lead them to rebel, as they could see blocked sites as being more desirable.

### Helping children, young people and parents manage risks

#### **Q19 What are the range of mechanisms that exist to help children, young people and parents manage the potential or actual risks of engaging with the internet?**

There were 144 responses to this question.

96 (67%) said parental control and home discipline was used, for example, seeing what their children were doing, how long they were on the internet, and tracking history of visited sites, was the best mechanism to manage any potential or actual risks.

92 (64%) said the use of internet filters such as 'Nannynet' ensured that internet access was controlled. However, some respondents said internet blocking was quite basic and could be overly sensitive, blocking sites which were quite acceptable to use.

76 (53%) were of the opinion that more should be done to teach people how to use the internet, educating them about the risks, how to apply parental controls, and how to assess the reliability of a web page.

31 (22%) said there were age checks on many sites to stop CYP coming into contact with unsuitable material.

27 (19%) mentioned the use of a 'firewall' which was a dedicated appliance or software on another computer, which inspected network traffic that passed through it, and denied or permitted passage based on a given set of rules. Respondents also said that internet service provider's controls were useful.

**Q20 Are children, young people and parents aware of the tools available and to what extent do they use them?**

There were 80 responses to this question.

47 (59%) believed that CYP and parents were not well informed of security software. Respondents said many were not aware of the parental controls and filtering software that was available and of how this technology worked. Some mentioned a quality 'kite-mark' standard for internet content filtering could be used.

25 (31%) believed that most CYP and parents were aware of and used the tools that were available.

20 (25%) said there were no standard tools available that could be easily understood, and there was little information on the systems to help CYP and parents.

**Q21 In what other ways do a) children and young people and b) parents seek to manage the perceived risks of using the internet and how do they feel about their ability to do so?**

There were 115 responses to this question.

78 (68%) thought the main tool was, and should be education. Again respondents reiterated that many parents lacked understanding, and therefore needed educating in the tools to help them keep their children safe whilst on the internet.

52 (45%) said parents should talk about the risks and internet usage with their children. Respondents also suggested that it was essential to encourage dialogue between parents, teachers and CYP to ensure safe internet access and that there was a personal and a collective responsibility.

47 (41%) were of the opinion that any risks could be managed by the use of filtering software.

40 (35%) said it was up to parents to set ground rules for their children on what they were allowed and not allowed to do, and then check that their children were sticking to the rules.

22 (19%) believed that limiting the time spent on the internet, and having access to it in a communal area of the house, would go some way to protecting CYP from harmful and inappropriate content.

14 (12%) thought that parents did not feel in control, particularly with older children. Respondents suggested that monitoring older children usually involved an explanation of why they were being stopped from accessing something, which could then lead to conflict and damage family relationships.

## **Q22 How well do these different approaches and mechanisms work?**

There were 73 responses to this question.

25 (34%) believed that the different approaches and mechanisms worked well. Respondents mentioned that there were many technologies available that stopped any illegal activities, and ensured that children's personal details were kept safe. It was also suggested that there were many policies which were strictly enforced across the networks.

22 (30%) felt the mechanisms worked only variably. Respondents said although there were many useful resources, they were only useful if they were publicised and used properly by parents. It was also mentioned that blocking systems only blocked illegal content and not age inappropriate content.

21 (29%) said that keeping the personal computer in a family room would reduce the risk of CYP accessing unsuitable content. However, some respondents said this could be difficult as parents could not be there 24/7. It was also mentioned that CYP could bypass parental controls.

19 (26%) thought that the various mechanisms did not work very well. It was suggested that filtering did not work well because often filters can block things that were perfectly acceptable, but can then let some harmful things through.

## **Q23 What roles do the retail and advertising sectors play in child safety online?**

There were 66 responses to this question.

38 (58%) were of the opinion that these sectors had a big role to play in children's on-line safety. Respondents mentioned that there were two elements that should be considered:

- The advertising sector could fund and raise awareness of on-line safety
- Websites were marketed and targeted at CYP very professionally, and enticed them to buy products with great success. However, respondent's believed that younger consumers did not have the understanding to resist the temptation of commercial pressure, and some on-line advertising was cynically exploiting CYPs vulnerability. It

was suggested they must be more responsible when advertising to younger audiences on-line.

16 (24%) respondents said it was important to monitor and limit pop-ups that CYP were subjected to whilst they were on-line. Respondents said there were many devious advertising companies that send pop-up adverts which could lead to CYP accessing adult material, viruses and other illegal content.

14 (21%) believed that the retail and advertising sector only had a small role to play in keeping CYP safe on-line.

10 (15%) believed that these sectors were only interested in making money and were not concerned about CYP safety on-line.

**Q24 What opportunities exist for children, young people and parents to learn about safe, responsible and fulfilling internet use – and do they help?**

There were 97 responses to this question.

49 (51%) believed that an opportunity existed in schools to teach CYP about safe, responsible and fulfilling internet use. Respondents said the national curriculum could be changed to include lessons on using the internet safely. It was also mentioned that the internet industry could provide educational programmes to learn about safe use for both parents and CYP.

34 (35%) said there were lots of leaflets, films, books and PC magazines that provided step by step information. Respondents mentioned that WHICH was such a publication. It was also noted that Vodafone were currently developing a campaign called 'Cut it Out' to tackle internet bullying, and Childnet had developed a film aimed at parents and CYP on cyber bullying called 'Lets fight it together'.

31 (32%) noted that there were many websites that provided lots of safety information. The following sites were mentioned by respondents:

- thinkuknow
- Childnet international (Digizen, Kidsmart, Chatdanger, Knowitall)
- ico.gov.uk
- BBC.

15 (15%) believed that few opportunities existed to learn about safe and responsible internet use and believed such opportunities would be very beneficial.

13 (13%) were of the opinion that there was a vast range of information but people either did not know of its existence or did not bother to look for it.

## Need and potential for improvement and change

### **Q25 What, if anything, needs to be changed in order to help children, young people and parents manage the potential or actual risks of going on line and what are the pros and cons of different approaches?**

There were 114 responses to this question.

92 (81%) believed that managing the potential or actual risks of going on-line was ultimately a parental responsibility. Because of this, respondents said it would be a good idea if an authoritative parent's guide was produced and parental classes were made available to raise awareness.

51 (45%) were of the opinion that there must be a more joined up approach and that the government must facilitate between all agencies, organisations and the industry to deliver a safer on-line environment for CYP. Respondents mentioned that a properly funded public awareness campaign was needed to deliver the messages about the risks and benefits associated with the internet.

19 (17%) said that the Review should consider the use of age verification to restrict access to inappropriate content. It was mentioned that age verification had the potential to be valuable in managing risks; but practical hurdles such as implementation and cost could limit its impact. Some respondents believed ID cards could be linked to computer hardware, which could then be loaded with restrictions and would therefore block access.

### **Q26 What are the emerging opportunities for developing other ways of supporting children, young people and parents?**

There were 69 responses to this question.

45 (65%) were of the opinion that the Review must not impose draconian measures, and that education was the way forward to support CYP and parents. Respondents said parents must be given the ability to organise their own safety mechanisms and access, which would then allow freedom of access for other internet users. Respondents felt the UK should not follow the lead of China, who had completely controlled and blocked access to certain sites, and Germany who had also followed the 'banning' route.

37 (54%) respondents said schools must be more proactive in informing parents what was available to support them, and in teaching children. Some mentioned that primary schools were good at engaging with parent's, therefore the opportunity should be taken whilst children were young and did not use the internet as much, to educate both children and parents whilst parent/school relationships were good.

23 (33%) believed that the technological opportunities were huge for emerging ways of supporting CYP and parents. Some mentioned by respondents were:

- A receipt could be sent to a parent by e-mail on what had been downloaded online



- Finger print scanners were becoming popular with lap tops, so could this technology be used to develop a system that identified a user before giving access to a website
- Security for hardware and software together with some indication to parents that potentially inappropriate activity had taken place
- Any solution or technology would need to be global in order to be effective.

9 (13%) said that many of the risks associated with the internet were disproportionate. Respondents said they had been using the internet for many years and had not come across any inappropriate material by accident, and therefore the risks of CYP coming across harmful material by chance was minimal.

## **GENERAL**

### **Q27 What impact will new ways of accessing media have on the questions being considered in this Review?**

There were 105 responses to this question.

57 (54%) said that the government and those organisations and companies involved in the media must offer information on parental controls and their uses, to enable parents to monitor and control their children's access. Some respondents mentioned the need for parental controls to be built into products and devices.

30 (29%) respondents noted that the use of mobile phones to access games, and the internet would make it harder for parents to police their children's access to it. Respondents mentioned that it would be difficult to 'shoulder surf' their child when they were playing a game downloaded from a phone internet, and it was impossible to install parental filters on a mobile phone internet. It was asked it would be possible to copy any non-voice transmissions to a secondary phone that parents could check, and for phone providers to block certain sites on their servers.

26 (25%) said because the internet was in the public domain, it was important that it was regulated and a set of behavioural standards applied to it. Respondents thought resources must be set aside to control the internet and remove illegal material, and website owners should be held more accountable for their sites.

25 (24%) were of the opinion that IT companies should be more responsible, and believed that they only thought about selling their products and not about the safety of CYP. Respondents said they should have more of a duty to care about their customers, and believed that it was the industry itself that was responsible for the lack of awareness of the general public. It was also mentioned that content filters were based on the users PC not on the host

server, and clever CYP could bypass them, therefore service providers must take the lead of blocking all inappropriate sites and not just selected ones.

14 (13%) were of the opinion that without regulation and a change of attitude, the risks would increase.

10 (10%) thought that new ways of accessing media considered in the Review would have little impact, and asked why different ways of accessing media from different areas would be an issue anyway.

## **Q28 Do you have any further comments?**

There were 174 responses to this question.

120 (69%) respondents once again reiterated; as they had done all through both sections of the Review; that parents and other adults needed to make a concerted effort to take responsibility for their children's PC usage. They suggested the answer to CYP safety on-line was simply down to good parenting, and parents having an awareness of the perceived risks, and the knowledge of how to deal with them.

90 (52%) were of the opinion that gaming and internet usage were fantastic educational, communication and motivational tools as long as CYP were aware of and educated in any risks, and were supported and monitored.

72 (41%) thought the Review must consider that there was a large section of adult gamers who enjoyed playing video games, and games were not aimed solely at children. Adult gamers said they had played games for many years without problems, and believed it was not sensible to ban or prohibit games. Respondents said people must adhere strictly to the age ratings, and should not listen to alarmist reports and articles that were currently being written about video game playing.

69 (40%) believed that banning or censoring violent or adult games was not the answer, and said that all forms of media should be available to adults who were old enough to make their own decisions. Respondents suggested the Review must look at how they could educate parents to understand the ratings system, and to be more responsible in monitoring what games their children played on, and what they accessed on internet.

61 (35%) said that today's society were using video games as a 'scapegoat' to explain some of the violent acts that happened today, and it was wrong to do so. Respondents believed that violent behaviour was not influenced by playing video games, and these types of crimes were around well before the advent of video games.

32 (18%) were of the opinion that the government must take a more positive role and provide information about any potential risks, and recommendations of how to control or stop these risks. It was suggested that the internet and video games were just two features of the media industry. Respondents believed that any measures to protect CYP from harm in these two areas would not be enough to keep them safe from media such as films, TV, and

DVDs, therefore comprehensive guidance must be produced to ensure CYPs safety in all forms of media.

## Annex A

### Respondents to the Call for Evidence

4Children  
AbilityNet  
Ackroyd, Nick  
Advertising Association, The  
Ambler, Mark  
Amteus PLC  
Antrobus, David  
Appleby, Benjamin  
Archer, Colin  
Ash, Matthew  
Association of School and College Leaders  
Aucott, Ben  
Backes, Paddy  
Baker, Peter  
Baldwin, Michelle  
Barrett, James  
Bartle, Richard A  
BBC  
BBFC  
Beaven, James  
Bebo  
Becta  
Berlin, Violet  
Blitz Games Ltd  
Bowyer, Alex  
Brennan, Nicholas  
British Association of Social Workers (BASW)  
British Heart Foundation  
British Psychological Society  
British Shooting Sports Council  
Britt, Emily  
Brook, Timo  
Brown, Daniel  
Browner, Keiran  
Brownlie, Kenneth  
BT Group  
Byers, David  
Byers, Graeme  
Cain, Chris  
Canning, Joseph  
Carr, Graham  
Carroll, Matt  
Carter, John  
Cartwright, Matt  
Carver, James  
CD Team Limited  
Child Exploitation and Online Protection Centre

Childnet International  
Children's Charity Coalition on Internet Safety  
Children's Food Campaign  
Chisnall, Kyle  
Clark, S  
Clarke, Robin  
Clayton, Richard  
Clink, Brian  
Cooke, Andy  
Cordignano, Antonia  
Cork, Marc  
Corrigan, Andrew  
Coshott, Richard  
Cottam, Steve  
Cotterell, Jon  
Cubberley, Martin  
Dale, Ian  
Dervish, Hasan  
Emma Dewinton  
Di Falco, Robert  
Dicker, Andrew  
Donbavand, Richard  
Drabble, David  
Dragon School  
Electronic Arts  
Emery, Wayne  
Enright, Chris  
Entertainment & Leisure Software Publishers Association  
Entertainment Retailers Association  
Evans, Charlotte  
Ewens, Paul  
Family and Parenting Institute  
Family Online Safety Institute  
Family Planning Association  
Ferguson, Christopher J  
First Light Movies  
Foulstone, Nicholas  
Fox Interactive Media  
Fox, Matt  
Fraser, Ben  
Fretter, Andrew  
Gaskin, Tom  
Gassis, Dan  
Gawel, Roman  
George, Bart  
Gillett, Ben  
Glover, James  
Google  
Gough, Helen  
Gray, Christopher  
Gray, Simon  
H, Sharon

Habgood, Jacob  
Hagell, Ann  
Hainsworth, Julian  
Hannan, Jeff  
Hannigan, James  
Hawkins, Adrian  
Hawley, Rich  
Hayre, J S  
Hedley, Daniel  
Hey, Stephen  
Hogan, Feargal  
Hogg, Sarah  
Hollingsworth, Benjamin  
Hollins, Paul  
Holmes, John  
Holt, Rebecca  
Hough, John  
Hunt, Diane  
Inclusion Trust  
Independent Schools Council  
Information Commissioner's Office  
Institute of Practitioners in Advertising  
Interactive Software Federation of Europe  
International Baccalaureate Organisation  
Internet Services Providers' Association (ISPA UK)  
Intuitive Media  
ITV PLC  
Jagex Ltd  
Janet UK  
Jarvis, Christopher  
Jobson, Paul  
Joe and Caroline Reed  
Johnson, Chris  
Kelly, Mark  
Keniston, Ross  
Kilby, Ian  
Kindred, Mrs  
Knight, Adam  
Langley, Sam  
Leahey, David  
Learning and Teaching Scotland  
Leask, Sinclair  
Leath, Valerie  
Leng, Andy  
Lewis, Martin  
Lloyd, Richard  
London Grid for Learning  
Lopes, David  
Lucy Faithfull Foundation, The  
Luis Nino De Guzman, Joshua  
Maclver, Morris  
Mackenzie, Garry

Mackie, John  
Manuel, Dave  
Mature Gaming  
Maxwell, Colin  
McCafferty, David  
McCartan, Stephen  
McCubbin, Kevin  
McDonald, Nicholas  
McEvoy, Brian  
McFarlane, George  
Media Literacy Task Force  
Media Smart  
Mediamarch  
Mediawatch UK  
Meenan, Anna  
Mellor, Stuart  
Mental Health Foundation, The  
Microsoft Ltd  
Middlemas, Andrew  
Millar, Chris  
Miller, Richard Lee  
Milner, Jason  
Mind Candy Inc  
Mobile Broadband Group  
Mobile Entertainment Forum  
Morris, Roger  
Morris, Will  
Morwood, Michael  
Mothers' Union  
Mothers' Union  
Moviestorm Ltd  
Muir, Paul  
Murrey, Chris  
Mursell, Paul  
NAACE  
NASUWT  
National Association of Head Teachers  
Navidi, Ute  
Newspaper Society, The  
Newton, Nicholas  
Nominet  
Nutt, Joe  
O2  
Ofcom  
One Switch  
Only Network BV  
Open Rights Group, The  
OPTENET  
Orange UK  
O'Toole, Irene  
PAPYRU - Prevention of Young Suicide  
Parmenter, Ash

Parsons, Dave  
Patel, Lopa  
Pena, Rachel  
Periodical Publishers Association  
PhonepayPlus  
Pixel-Lab  
Pollard, Adam  
Port, Simon  
Porter, Christopher  
Preston, Andy  
Purchase, B  
Quinn, Brian  
Ratcliffe, Alexander  
Reece, Christopher  
Revolution Software Ltd  
Riches, Ashley  
Robertson, Andy  
Robertson, Lee  
Robertson, Margaret  
Robinson, Mark  
Rouse, Daniel  
Salter, Joseph  
Samaritans  
Savirimuthu, Joseph  
Schelp, Jason  
Scheurer, Vincent  
Scott-Worrall, Louise  
SEGA  
Semley CE VA Primary School  
Sewell, David  
Shaw, Amy  
Simpson, David  
Smith, Robert  
Smith, W P  
Some Research and GameVision  
SONY Computer Entertainment Europe Ltd  
South West Grid for Learning  
Southern, Matt  
Sparkes, Dominic  
Spencer, John  
Staffordshire Police  
Standard, Oona  
Stokes, John  
Sue and Voytek Grey  
Suffolk CC Youth & Connexions Service  
Sulaiman, Sohaila  
Swann, Jenny  
Sweeting, James  
Symantec Corporation  
Tarbox-Cooper, David  
Tarrant, Ian  
Taylor, David



Taylor, P A  
TEEM  
Terry Freedman Ltd  
Thomas, James  
TIGA  
Tivey, Andrew  
Tonta, Andrew  
Topping, Nathan  
Trading Standards Institute  
TRO Group  
Tucker, Ben  
Tudor, Robert  
Ubisoft Ltd  
UK Film Council  
UK Online Centres, (Ufi Ltd)  
United Kingdom Literacy Association  
Vaughan, Lawrence  
Venear, Imogen  
Video Standards Council, The  
Viola Junior, Sergio  
Vodafone  
Vrettos, Tom  
Waddilove, Adam  
Wallis, Paul  
Walton, Matt  
Washford Mower, Rosie  
Waterson, Victoria  
Watson, Stephen  
Watters, Alex  
Webborn, Pauline  
Which?  
Whittle, Gary  
Wilson, David  
Wise Kids  
Witherow, Aaron N  
Wooby, Brian  
Wood, Richard  
Woods, Chris  
Yahoo UK & Ireland  
Yarlott, Richard

Eleven respondents wished to remain anonymous. In addition, the Byron Review received late responses from the following groups - these were received after the deadline of November 30<sup>th</sup> 2007 and therefore are not included in the Summary Report of the Call for Evidence.

Advertising Standards Authority  
DSG International  
Internet Watch Foundation  
National Confederation of Parent Teacher Associations