Do we have safer children in a digital world?

A review of progress since the 2008 Byron Review
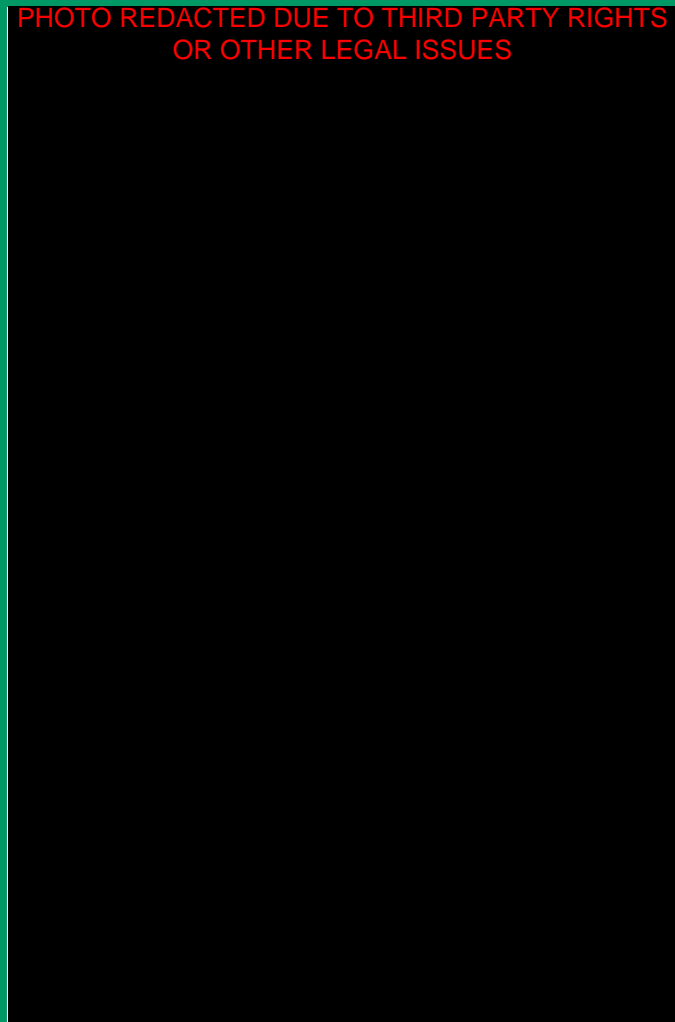
Byron Review
Children and New Technology

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Foreword

A letter to the Secretary of State for Children, Schools and Families

Dear Secretary of State,

In December 2009 you asked me to report on the progress made on improving children's digital safety, following the publication of my original review in 2008.[1]

New technologies are integral to the lives of all children, young people and their parents. They inspire children to be creative, communicate and learn. It is essential that children and young people tap into the potential of the digital world if they are to enjoy their childhood and succeed in life. In educating children and young people we should empower them to learn how to use digital technology responsibly, not simply block what they can access. We must give them the information and skills they need to be digitally literate and savvy users. This enables them to take advantage of the opportunities that new technologies can offer, as well as being able to deal with any risks that arise.

The UK is the first country to demonstrate its commitment to child digital safety by setting up the multi-stakeholder UK Council for Child Internet Safety (UKCCIS); this has established the UK as a world leader in child digital safety. UKCCIS now needs to make stronger links with Europe and be ready to embrace new technologies.

In preparing this report I have found it useful to think about UKCCIS, its developments and ongoing work in two phases. 'Phase one' refers to work done since the publication of my review in 2008, which includes the set-up of UKCCIS, the UKCCIS summit in December 2009, the publication of its national strategy[2] and the launch of the digital code – *Zip It, Block It, Flag It*.

'Phase two' begins now, and my hope is that this report will enable UKCCIS to strengthen its unique and impressive global status. UKCCIS is in a position to make clear progress on delivering policy that will impact on the lives and wellbeing (both online and offline) of children, young people and parents, as well as supporting all those involved in their care. My recommendations in this report relate to policy delivery and how the structure, governance and leadership of UKCCIS can be improved.

Child safety (online or offline) is a hotly debated issue. A focus on the most terrible but least frequent risks can skew debate in a direction that sends out negative and fear-based messages to children, young people and families. I hope that this report will enable thinking to remain

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1   Dr Tanya Byron (2008), *Safer Children in a Digital World. The Report of the Byron Review*
2   UK Council for Child Internet Safety (2009), *Click Clever Click Safe: The first UK Child Internet Safety Strategy*

proportionate and balanced and will embed the issue of child digital safety within a broader context of building resilience (for example skills of critical evaluation, risk management and self monitoring) with a clear understanding of the importance of risk experiences and their management for child learning and development.

Finally, I urge all those who read this report to retain the needs of children and young people at the centre of their thinking and consistently ask themselves how quickly and effectively we are making a meaningful difference for them.

Professor Tanya Byron
March 2010

Executive summary

"The internet is such an amazing tool – let us never lose sight of that."

Parent, Mumsnet webchat, 2010

1. In the last two years there has been significant progress on improving children's digital safety which I am pleased to highlight in this report. As the UK Council for Child Internet Safety (UKCCIS) enters the next phase of its work, I think it is a good time to take stock of progress so far and consider priorities. I hope this report will help UKCCIS to build on its successes, as in the fast-paced digital world the UK and UKCCIS will need to speed up to stay ahead as the world leader in child digital safety.

2. In the first phase of this work I have been impressed by the public awareness campaign which I think gives clear and concise messages to help parents educate their children.

3. I have also been struck by the improvements to educational resources which are enabling our children and young people to develop the resilience and skills they need to negotiate their digital lives. These skills will in turn help them to educate their children, as today's children are tomorrow's parents.

4. The UK is a world leader in improving children's digital safety. The establishment of UKCCIS is a significant achievement, bringing together a range of influential organisations with an interest in, or a responsibility for, keeping children and young people safe on the internet. The council is to be congratulated on publishing the first UK child internet safety strategy[3] in December 2009.

5. In preparing this report, I have gathered evidence through talking to UKCCIS executive board members, children and young people, parents, wider stakeholders and a survey of 148 members of UKCCIS.[4]

6. The recommendations in this report are intended to support the recommendations in my 2008 review[5] and the ongoing work of UKCCIS. I planned for my 2008 recommendations to be delivered over a five-year timescale, so I would not expect them all to have been completed by now. For this reason this report does not deliver a recommendation by recommendation audit of my 2008 review.

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3   UK Council for Child Internet Safety (2009), *Click Clever Click Safe: The first UK Child Internet Safety Strategy*
4   72 members responded to the survey. http://www.dcsf.gov.uk/byronreview/
5   Dr Tanya Byron (2008), *Safer Children in a Digital World. The Report of the Byron Review*

Section A: Delivering improvements that support children, young people and families

7.   Section A of this report considers the actions and policies that have been delivered to support children, young people and families. The areas that I cover fall into four broad categories:

Raising public awareness

8.   The UKCCIS public awareness campaign and digital code have been launched successfully, and UKCCIS has also taken forward my recommendation for an authoritative child internet safety one stop shop.

9.   For phase two I have discussed: strengthening the knowledge base about how children and young people use digital technologies; and tailoring the public awareness campaign to specific audiences. I have recommended making links between the UKCCIS one stop shop and other key programmes, such as the Becta Home Access Programme and Race Online for 2012.

Improving education

10.   There have been many positive advances in incorporating digital safety in the curriculum and in initial teacher training. UKCCIS and its members have also developed resources and materials for schools and teachers.

11.   For phase two I have discussed: the internet access systems that schools use; how teaching and learning can equip children and young people to manage the digital space positively and safely; and improving the professional development school staff receive in relation to child digital safety and digital education as a pedagogy.

12.   I have also made a recommendation to support digital education through UKCCIS publishing guiding principles for the quality of digital safety materials for schools, children, young people and families.

The role of companies and providers

13.   I am pleased with the commitment in the UKCCIS strategy[6] from companies and providers to be independently reviewed against guidance on child digital safety. UKCCIS now needs to make clear progress in supporting companies and providers to establish this process. A clear code of practice needs to be developed from this guidance to help inform children, young people and families. This should cover measurable standards for review and, where appropriate, removal of material that has been reported as being inappropriate.

14.   To keep this form of self-regulation on track, I have recommended that a code of practice is agreed by December 2010 and the first round of independent reviews take place by December 2011. It is essential that these timelines are met as companies and providers

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6   UK Council for Child Internet Safety (2009), *Click Clever Click Safe: The first UK Child Internet Safety Strategy*

will be aware that the Government has the option of bringing websites within the remit of a designated regulator if sites do not establish an effective process for independent review.

15.   I would also like to see progress on the uptake of the BSI Kitemark™ for parental control software by companies and providers.

Video games and portable media devices

16.   There has been excellent progress made on video games since 2008, particularly the clarification to the video games age classification system, currently within a Bill passing through parliament, and the adherence to advertising codes.

17.   For phase two I have made recommendations to help this excellent progress accelerate through: widely publicising the single classification system once it becomes law; looking at the issues around online gaming; ensuring that mobile and internet-enabled device manufacturers are involved in the development of parental controls and include them on their devices; ensuring that awareness of parental controls is included in the UKCCIS public awareness raising campaign; and developing minimum standards and independent review for parental control standards on all internet-enabled devices.

Section B: The UK Council for Child Internet Safety

18.   UKCCIS involves the most senior levels of government, industry, child safety organisations and the voluntary sector coming together and jointly committing to make the internet a safer place for our children and young people. The establishment of UKCCIS is in itself a huge success. I believe that forming UKCCIS sets a global precedent.

19.   Section B of this report explores the way that UKCCIS works. UKCCIS has an integral role in improving children's digital safety and it needs to operate as effectively as possible to remain a world leader. It would also be helpful to UKCCIS to make clear what is and is not within its role and remit.

The remit of UKCCIS

20.   As UKCCIS goes forward into phase two it needs to ensure that its remit reflects the issues that concern children, young people and parents the most. It must also ensure that it is sufficiently engaged with Europe, and it is able to anticipate future advances in digital technology.

21.   For phase two I have discussed: developing a UKCCIS mission statement; the inclusion of new issues that concern children, young people and parents in the UKCCIS remit; reinforcing links with Europe, including recommending a formal liaison; and how UKCCIS can take ownership of the recommendations in this report and the recommendations still to be completed from my 2008 review.

Ways of working within the council

22.   As would be expected in a newly-formed, multi-stakeholder organisation, ways of working and processes in the council have taken time to develop and at times progress has been slow.

23.   Therefore, to sharpen the effectiveness of its work, I have commented and made recommendations around: the appointment of an independent chair to the UKCCIS executive board; the need to develop stronger business planning by the UKCCIS executive board; improved engagement with children, young people and parents; representation from the education and children's services sector on the UKCCIS executive board and relevant working groups; and improved communication across the whole of UKCCIS.

24.   I have also recommended that the Home Office, Department for Business, Innovation and Skills and the Department for Culture, Media and Sport provide consistent resources to support UKCCIS, in addition to the support it receives from the Department for Children, Schools and Families.

Do we have safer children in a digital world?

25.   Since the publication of The Byron Review (2008)[7], there have been a number of important and groundbreaking strides forward in child digital safety. The establishment of the UKCCIS and the publication of its strategy as well as the public awareness campaign and digital code have placed the UK at the forefront of this important area of work.

26.   I believe that all this progress reflects the commitment of all those involved in UKCCIS to improve children and young people's digital safety and makes UKCCIS the model of good practice. It is clear that child digital safety is becoming more embedded within public consciousness and within the education system.

27.   Since my 2008 review there has been increased media debate around this issue, which can helpfully embed it within societal consciousness. However, I do believe that the reporting of these issues still predominantly focuses on the extreme, often tragic, and thankfully rare cases of harm to children and young people. I urge those reporting on these issues to take a proportionate and balanced view to ensure that they represent the needs of all children and young people who engage with the digital world.

28.   Raising awareness of, and improving education in, the way in which children and young people deal with risks online is an important first step on the journey towards enabling our children to be savvy digital citizens. I believe that the UK has taken this first step. However there is more to be done.

29.   In order to remain a world leader in children's digital safety, the UK must speed up the delivery of policy and actions which fundamentally impact on the lives of children and young people. My findings and recommendations in this review will, I hope, lead to further progress being made towards children and young people being safer in their digital worlds.

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7   Dr Tanya Byron (2008), *Safer Children in a Digital World. The Report of the Byron Review*

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Introduction and context

Children and the digital world

1. Most children and young people engage with the online world which – like the offline world – is an exciting environment with many opportunities and benefits but also with risks and dangers. It is also a space which evolves at great speed: in the last two years alone there have been major developments in webcam-based chat, location-based services, the use of internet-enabled and wifi-enabled portable media devices, the participation of children aged under 13 on social networking sites, and online gaming.

2. Given media reporting and a society that adopts a risk-averse approach to childhood, I believe that there is a perception that most children and young people are going to encounter harm online. This is not true. This skewed and unhelpful perception must continually be challenged so that we concentrate our efforts on both helping those who do encounter harm online and developing risk awareness and resilience in all children and young people.

3. If we are to get this right, we must remain proportionate, balanced and evidence based in our thinking and debating so that the issue of child digital safety sits within the broader context of child digital engagement and all its associated benefits.

About the UK Council for Child Internet Safety

4. The UK Council for Child Internet Safety (UKCCIS) was formed in September 2008 and currently the membership represents 148 government, industry and voluntary sector bodies and individuals. The council consists of an executive board, four working groups, an expert research panel and a cross-government project team (also referred to as the secretariat).

5. The executive board has 22 posts plus the four working group chairs. It is chaired alternately by the Parliamentary Undersecretary of State for children, young people and families and the Parliamentary Undersecretary of State for crime reduction. The executive board currently meets quarterly.

6. The council has four working groups:

   - **public awareness**: to develop a comprehensive public awareness campaign on internet safety for children, young people and families;

- **better education**: to ensure that children, young people, families and the children's workforce have access to consistent and comprehensive support and information;

- **industry**: to develop clearer common standards (in the form of codes of practice or other guidelines) that are adopted, monitored and consistent with EU partners and are widely recognised as good practice; and

- **video games**: to ensure that children and young people have a safe gaming experience and parents are aware of the issues and support mechanisms.

7. Each working group has an individual chair, a vulnerable groups champion and between 25 and 50 members.

8. The expert research panel advises the council on establishing a solid evidence base around research relating to digital issues. The expert research panel will also take forward proposals from the executive board and working groups whilst keeping a watching brief on ongoing research in the UK and internationally.

9. The project team is currently resourced by the Department for Children, Schools and Families (DCSF) with some additional resources from the Home Office and Becta. The project team also liaises with and receives support from officials in the Department for Business, Innovation and Skills, the Department for Culture, Media and Sport, the Ministry of Justice and the Department of Health on specific policy issues. The project team supports the work of UKCCIS and its executive board and is based at the offices of the DCSF in London.

It is important that we have an accurate view of the level of risk that children and young people actually encounter on the internet, so that our interventions are proportionate and evidence based.

We know that:

- in Europe, 51 per cent of teenagers say they use the internet without supervision from their parents;[8]

- in the UK, 23 per cent of parents with children under 11 allow their children to access the internet without supervision at home;[9] and

- in the UK, 84 per cent of girls aged 12–15 use the internet to contact other people.[10]

We also know that:

- of the children and young people who have access to the internet, 18 per cent have reported experiencing content which they found inappropriate or harmful;

- of this 18 per cent, 55 per cent did "something" about it; and

- if they experienced harmful content, 80 per cent of parents and 87 per cent of children and young people say they would know how to take action.[11]

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8   Cross Tab (2009), as quoted in National Foundation for Educational Research (2009), *Children's online risks and safety: A review of the available evidence.* Report prepared for UKCCIS

9   Anti-Bullying Alliance (2009), as quoted in National Foundation for Educational Research (2009*), Children's online risks and safety: A review of the available evidence.* Report prepared for UKCCIS

10 Ofcom (2008b), as quoted in National Foundation for Educational Research (2009), *Children's online risks and safety: A review of the available evidence.* Report prepared for UKCCIS

11 Department for Children, Schools and Families (2009), *Staying Safe Survey 2009: Young People and Parents' Attitudes around Internet Safety*

Section A

Delivering improvements that support children, young people and families

"Children's brains work faster than adults' brains. That's why we're better at using the technology."

Child, focus group, 2 March 2010

A.1   In my 2008 review, I made a series of recommendations to improve the way that children and young people live their digital lives. This should be done by helping them to develop resilience and understand how to manage risks.

A.2   The National Foundation for Educational Research (NFER) research report prepared for The UK Council for Child Internet Safety (UKCCIS) highlighted that young people from disadvantaged groups are less likely to have access to the internet than other groups.[12] It is important that we help all children and young people embrace all the benefits that the digital world has to offer and ensure that they all have the opportunity to develop the skills they need to be competent and confident digital citizens.

A.3   We must empower children and young people to access and enjoy the opportunities and benefits of the digital world, be risk aware, but not fearful, and support them to develop skills to become digitally literate. In the future more jobs will require a high standard of digital skills and more services will be delivered exclusively online.

A.4   To prepare children and young people we need to provide them with balanced and clear information and equip them with the right skills so that they can become critically aware and savvy digital users. This will help them to think about the content they find and post on the internet, manage their conduct and be risk aware when contacting, or if they are contacted by, people online – especially if they are invited to meet them offline.

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12 Ofcom (2008), *Media Literacy Audit: Report on UK Children's Media Literacy*, as quoted in National Foundation for Educational Research (2009), *Children's online risks and safety: A review of the available evidence.* Report prepared for UKCCIS

Chapter 1

Raising public awareness

1.1   In my 2008 report, I identified the need for an effective social marketing campaign delivered through a wide range of channels, and the need for clear digital safety information for children, young people and parents. This work has been taken forward successfully and laid strong foundations to build links with other programmes and tailor messages to specific groups.

The digital code

"In my opinion kids are convinced that there are weirdy beardys around every corner and are slightly hysterical about it."

Parent, Mumsnet webchat, February 2010

1.2   In 2009, the Department for Children, Schools and Families (DCSF) commissioned a strategic analysis of existing research to find out how the Government could help the general public increase their understanding of digital safety. The Government recognised that children and young people need to be aware of how to manage risk in the context of the opportunities offered by the online world.

1.3   The research showed that information about digital safety often felt long and complex whereas a simple code could act as a gateway to more information in an engaging and non-intimidating way. The aim of the digital code – or as I refer to it, the 'Screen Cross Code' – is to promote an easy way to remember a set of positive behaviours: 'Zip It, Block It, Flag It'.

"I think it's a really good motto."

Child, focus group, 2 March 2010

ZIP IT
Keep your personal stuff private and think about what you say and do online.

BLOCK IT
Block people who send nasty messages and don't open unknown links and attachments.

FLAG IT
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

1.4   I am impressed by the digital code which UKCCIS has produced. The majority of the people I have spoken to agree that the look, feel and overarching message of the digital code can be easily supported by their organisation. This feeling was echoed in my survey of UKCCIS members.[13]

"The Zip It, Block It, Flag It, part is very catchy and I think it would be likely to stay in people's minds."

Parent, Mumsnet webchat, February 2010

The UKCCIS summit

1.5   On 8 December 2009, the first UKCCIS summit was held in London launching the UKCCIS strategy and the digital code. The summit allowed UKCCIS to demonstrate publicly progress and the commitment to child digital safety.

1.6   As the Prime Minister said in his speech to the summit, the UK has set a precedent for other countries by establishing a council for child internet safety. I believe that it would be valuable for the 2010 summit to explicitly involve EU and international partners to spread best practice from the UK, perhaps through making more aspects of the summit available online.

The public awareness campaign

1.7   UKCCIS has used the digital code as a platform to promote public awareness of digital safety. The campaign launch on Safer Internet Day (9 February 2010) received extensive media coverage. Adverts were launched in print, online, on television, on the radio and in public areas, such as bus stops near primary schools. Messages were also carried online by a wide range of UKCCIS members. The adverts showed three characters demonstrating what each of the behaviours advocated by the digital code would mean in practice.

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13 In the survey of UKCCIS members 83 per cent agreed or strongly agreed, 10 per cent disagreed or strongly disagreed, 7 per cent left the question blank or marked it "not applicable"

> **The UKCCIS public awareness campaign: 9 February–14 March 2010**
>
> The UKCCIS public awareness campaign adverts have been successful in directing visitors to the DirectGov website which hosted materials for this phase of the campaign. On the first day of the campaign 3,447 unique visits went on the website and over the duration of the campaign 304,578 visitors have accessed the information. The campaign is performing well in comparison to other campaigns currently live and being promoted on DirectGov.

1.8   The first phase of the campaign was well supported by many UKCCIS members, and going forward I would like to see all UKCCIS members demonstrating their commitment. This could be through hosting campaign material on their websites, providing content such as case studies, or optimising search engines so that campaign search terms come up first when people search for key words. This would help make the campaign materials easier for the public to find. I understand that for many industry and voluntary sector partners this means engaging them sufficiently well in advance and taking into account the lead in time they require. The UKCCIS public awareness working group should take this into account when planning the engagement of members in future phases of the campaign.

1.9   I welcome the progress made so far, and to build on this work I believe the next phase of the campaign should:

- start at the beginning of the school autumn term in September 2010;

- focus on opportunity and building resilience as well as reducing risk;

- highlight mobile phones, games consoles and other new technology;

- target specific groups, such as vulnerable children and young people;

- continue to work with retailers to maximise digital safety information in retail settings;

- promote the availability and use of parental controls; and

- work with the better education working group to ensure that the public awareness campaign messages are embedded in support materials for teachers and others working with children and young people.

1.10   In particular, the public awareness working group and the expert research panel should ensure that the awareness-raising campaign is informed by an understanding of the gaps in our knowledge around digital safety, which have been identified in the recent NFER report.[14] This report highlighted that we do not know enough about which children may be most vulnerable online. Evidence does not yet show whether socio-economically disadvantaged children in the UK face more online risks than more socio-economically advantaged children, who are more likely to have access to the internet. The NFER report also shows that more research is needed to highlight internet use and risks faced by the children under seven, and whether portable devices lead to more unsupervised internet access.

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14   National Foundation for Educational Research (2009), *Children's online risks and safety: A review of the available evidence.* Report prepared for UKCCIS

The one stop shop

1.11 In my original report I recommended that UKCCIS should develop an authoritative one stop shop for child digital safety information. This recommendation has been supported by the recent Home Office sponsored review of the sexualisation of young people.[15]

"A one stop shop would be very useful as it would limit the amount of conflicting and potentially out-of-date advice out there."

Parent, Mumsnet webchat, February 2010

1.12 Following discussions, the UKCCIS executive board decided that the Child Exploitation and Online Protection Centre (CEOP) would host the one stop shop as their website was already established and respected. I commend CEOP for their commitment to create panels of UKCCIS executive board and working group members to advise on the editorial content of the site. These will ensure that the UKCCIS one stop shop gives children, young people, parents, extended family members and people who work with children the full spectrum of advice to empower them to engage with the internet positively and safely.

1.13 I also believe that it is important to join up this digital safety resource with the work of the Digital Inclusion Champion, Martha Lane Fox, and the Becta Home Access programme to help spread good quality digital safety advice.

(1) **I recommend that there is a link to the UKCCIS one stop shop on:**

   a) **the screen that families who receive a computer through the Becta Home Access programme**[16] **see when they first log on; and**

   b) **the Race Online for 2012 website.**[17]

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15 Dr Linda Papadopoulos (2010), *Sexualisation of young people review*
16 www.becta.org.uk/homeaccess
17 http://raceonline2012.org/

Chapter 2

Improving education

"If we are to truly maximise the potential of the digital economy and the benefits it can bring to all sections of society, we must ensure that children and young people are confident and empowered to access, use and create digital media."

Digital Britain, 2009[18]

2.1 In my 2008 report, I talked about how schools should empower children and young people with the skills, knowledge and confidence they need to embrace digital technologies and keep themselves safe on the internet. There has been significant progress towards this ambition since 2008 in terms of teaching and teaching resources, the curriculum, school policies, staff training and inspections.

2.2 There is still further progress to be made to ensure consistency in the quality of digital safety education in all schools and for all ages, and to develop the knowledge and skills of parents, carers and families.

Internet accessibility in schools

"Sometimes when adults don't 'get' a website, they stop you from going on there. But when you explain it to them, they let you go on there."

Child, focus group, 2 March 2010

2.3 There is a growing acceptance that simply blocking children and young people's access to the internet in schools is not an effective way to keep them safe and increase their resilience. In its recent report *The safe use of technologies*,[19] Ofsted found that where schools 'locked down' the internet, making many sites inaccessible, this did not encourage children and young people to take responsibility for their own safety. Instead it meant that they weren't able to access a range of sites that are beneficial for learning, and that they were less likely to develop the understanding of digital safety that they needed to be digitally safe outside of school.

2.4 I believe that UKCCIS should support and promote Ofsted's recommendation that schools move towards 'managed' systems with fewer inaccessible sites. This should be accompanied by teaching and learning that equips children and young people to manage the online space positively and safely.

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18 Department for Business, Innovation and Skills, Department for Culture, Media and Sport (2009), *Digital Britain: final report*
19 Ofsted (2010), *The safe use of technologies*

Digital safety in the curriculum

"A child miseducated is a child lost."

John F Kennedy, 1963

2.5   In line with my first review, school curricula across the UK either already take account of digital safety issues or are on the way to doing so. In England, the new primary curriculum, which will come into force in September 2011, includes strong references to digital safety. The secondary curriculum in England, as revised in 2008, already incorporates digital safety. In Wales and Northern Ireland the curricula, as respectively updated in 2008 and 2009, also include online safety, and Scotland's *Child Internet Safety Action Plan*[20] commits to providing examples of good practice on online safety and responsible use of the internet to support the curriculum. Since across the UK responsibility for education is fully devolved and there are different organisations responsible for monitoring schools, I am pleased to see that England and all of the devolved administrations have embedded a priority for child digital safety in their curricula.

2.6   My first review also stressed that children and young people do not see the internet in a box on its own, so neither should schools. Digital safety and the broader digital literacy skills that underpin it should not be confined to a single subject such as ICT or PSHE – it should be embedded across the curriculum. This concern was echoed by Dr Linda Papadopoulos in her recent review on the sexualisation of young people[21] and I share her conclusion that digital safety should be taught as part of a cross-curricula approach to digital literacy.

2.7   I have not seen strong evidence of work to implement my 2008 recommendation on exploring the educational benefits of video games. Through UKCCIS, the Government should support dialogue between the video games industry and the education sector to identify opportunities for the benefits of video game-based learning to be evaluated in different educational environments.

Education resources and materials

"There is still a need to provide schools with a co-ordinated approach and set of resources which are updated regularly."

Survey of UKCCIS Members, 2010

2.8   The inclusion of digital safety in the curriculum is only effective where it is supported by high-quality materials and resources and training for teachers and schools. Examples of materials available to support children and young people's online safety in schools include:

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20 Scottish Government (2010), *Scotland's Child Internet Safety Action Plan*
21 Dr Linda Papadopoulos (2010), *Sexualisation of young people review*

- *Know IT All For Primary* and *Know IT All for Secondary*. These resources for teachers were commissioned by UKCCIS, the Training and Development Agency for Schools (TDA) and Becta, and were produced by Childnet. There are also *Know IT All* resources for parents and carers and trainee teachers.[22]

- *Think U Know*. This is an education initiative provided by the Child Exploitation and Online Protection Centre (CEOP) for children, families and teachers.[23]

- *Teachtoday*. This was developed by a group of internet, social networking and mobile companies; it provides information and advice for teachers and school staff about the positive, responsible and safe use of new technologies.[24]

- In October 2008, the Welsh Assembly produced a guide for teachers, *Digital literacy and e-safety*.[25]

- *Teachers TV* has made a range of short films for teachers around the theme of digital safety.[26]

2.9 UKCCIS members have been involved in the development of online safety materials for schools, and some believe that most schools are using high-quality materials to teach digital safety.[27] I believe that UKCCIS could play a useful role promoting high quality digital safety resources. As such:

(2) **I recommend that by March 2011, UKCCIS publishes guiding principles for the quality of digital safety materials for schools, children, young people and families.**

Training for teachers and school staff

2.10 Following my 2008 recommendations there has been some welcome progress in improving the training that teachers receive on digital safety, including the inclusion of digital safety in the ICT test for newly-qualified teachers and advice for training providers to support initial teacher training on digital safety.[28] In addition, the Glow group in Scotland[29], will share best practice on child internet safety for teachers from April 2010.

2.11 The 2009 TDA survey of newly-qualified teachers gives us a promising picture of the capability of new teachers around digital safety with some room for improvement: 77 per cent feel they have the necessary knowledge and understanding of digital safety issues with regard to the risks to children and young people, and 74 per cent feel they have the skills to use this understanding within their teaching.[30]

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22 www.childnet-int.org/kia/
23 www.thinkuknow.co.uk
24 www.teachtoday.eu
25 http://esafety.ngfl-cymru.org.uk
26 www.teachers.tv
27 UKCCIS survey of members: 51 per cent agree, 13 per cent disagree, 36 per cent left the question blank or marked it "not applicable"
28 Training and Development Agency for Schools (2010), *QTS standards guidance*, Q21a (health and well-being)
29 www.ltscotland.org.uk/glowscotland
30 Training and Development Agency for Schools (2009), *Results of the newly qualified teacher survey 2009*

2.12 Ofsted[31] advise that that in schools where provision for digital safety is outstanding, all the staff, not just teachers, share responsibility for it. Training should be provided for all staff, including those involved in extended schools activities where possible, and its impact should be systematically monitored.

2.13 I am pleased to see such progress in identifying what good practice looks like, but this good practice should become standard for all staff in all schools, not just the newly-qualified. In the next phase of its work, UKCCIS should work with the National College for Leadership of Schools and Children's Services to take forward my 2008 recommendation to encourage school leaders to recognise digital safety as a priority for their staff's continuous professional development.

2.14 UKCCIS, through its education working group and expert research panel, may wish to consider whether more work to define adequate professional development in relation to digital safety, and the extent to which school staff and the wider children's workforce receive sufficient training.

School policies and inspection

2.15 I am concerned that the drive to improve teaching around internet use and digital safety within schools may not have captured the hearts and minds of the entire school workforce, parents, children and young people. I propose that the better education working group look at ways of engaging the teaching workforce in embracing the use of technology, not just in terms of a bolt on to existing curricula but as an integral part of pedagogy.

2.16 Schools are able to access comprehensive advice on their internet provision and digital safety policies, for example through Becta and its self-review framework or through support from organisations such as the South West Grid for Learning. As I acknowledged in my 2008 report, most schools have acceptable use policies (AUPs) in place to ensure the safe use of the internet by the children and young people in their care[32]. In February 2009, Becta published new guidance for schools to support them in developing effective AUPs within a framework of wider digital safety measures, within their local context.[33] I would repeat my 2008 recommendation that all schools must have clearly written AUPs that are regularly reviewed.

2.17 Digital safety is included in the definition of safeguarding that Ofsted use to judge schools. In response to my 2008 recommendation, Ofsted published a report on how schools are assessing their digital safety policies on their self-evaluation forms.[34] The study found considerable variation in how schools monitor and evaluate the effectiveness of their digital safety policies. Ofsted have ensured that their training and guidance for inspectors includes an appropriate focus on digital safety and I welcome this.

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31 Ofsted (2009), *The safe use of technologies*
32 Kitchen, S., Finch, S. and Sinclair, R. (2007) *Harnessing Technology schools survey 2007*
33 Becta (2009), *AUPs in context: Establishing safe and responsible online behaviours*
34 Ofsted (2008), *School self-evaluation: a response to the Byron Review*

"My son's school gets them to sign an internet contract which gives them dos and don'ts of going online in class with the expectation that these principles also operate within the home."

Parent, Mumsnet webchat, February 2010

Education for parents and carers

2.18 There has been some progress on my recommendations around improving education for parents, carers and families, including:

- Childnet's *Know IT All for Parents* guide,[35] over 1.2 million copies of which have been distributed; and

- *MyGuide:* an online government training resource, launched in 2009, which helps adults learn about the internet.[36]

2.19 In the next phase of its work, UKCCIS should aim to make further progress on support for parents. In the UKCCIS strategy,[37] it has committed to supporting parents, carers and families by working with parenting organisations like Parenting UK and the National Academy for Parenting Practitioners. This work has now been subsumed within the work of the Children's Workforce Development Council. I welcome this work, which is in line with my 2008 recommendations on involving parenting organisations in providing digital safety support and training parenting experts. As my first review identified, building the confidence of parents with new technology is crucial to enabling children and young people to be digitally safe.

2.20 The Government is introducing a guarantee that head teachers should report online to parents about their child's behaviour, attendance, special educational needs, progress and attainment. This should be introduced in secondary schools by 2010 and in primary schools by 2012.[38] In establishing these ways of communicating with parents, schools could also take this opportunity also to provide information for parents on child digital safety.

2.21 I propose that UKCCIS and the Government work together to create a resource to support school leaders in ensuring that the range of information available online supports parents' understanding of digital safety issues.

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35 www.childnet.com/kia
36 www.myguide.gov.uk
37 UK Council for Child Internet Safety (2009), *Click Clever Click Safe: The first UK Child Internet Safety Strategy*
38 Department for Children, Schools and Families (2010), *The pupil and parent guarantees*

Case Study: Anson Primary School, Brent, London

Anson Primary School introduces pupils to digital technologies as soon as they enter nursery and develops their skills and experiences as they progress through the school. A wide range of appropriate technologies are used to ensure that children's learning is dynamic, diverse and challenging. Interactive whiteboards and internet cafés located in each classroom, laptops for all children in key stage 2, movie cameras, interactive consoles and even a radio station all ensure that children are inspired, motivated and proud to be members of Anson.

The school's online learning platform enables children and parents to access a wide range of educational and community-orientated resources. Materials that support learning, homework, school notices and links to relevant websites can all be accessed at school or home. The staff at Anson believe that parents need to be empowered to support their children's learning, so a bank of video resources are being developed to enable parents to understand and follow the school's teaching strategies.

Digital safety is central to the children's education. They are trained and provided with appropriate strategies to ensure that they are safe online, confident to be able to manage their own safety and deal appropriately with anything that may arise. The need for ongoing e-safety training is just as important as road safety. Anson encourages children to sit with their parents and learn how to make positive choices about the use of the internet and digital technologies.

So, by providing the children and their families with a wide range of technical opportunities and empowering them to make appropriate choices, the Anson community is working together to prepare its young people to take an active part in the digital world of the future.

Do we have safer children in a digital world?

Picture by Nathan

Chapter 3

The role of companies and providers

3.1 Through the work of UKCCIS and its members, many major companies and providers involved in the provision of online services and new technologies have made significant commitments towards the child digital safety agenda. They have made progress in terms of raising the public's awareness, providing advice and support and helping children and young people develop the skills they need to deal with risks online.

3.2 UKCCIS members are now in a strong position to build on these commitments in the next phase of their work. However, the progress of work to create a safer online environment for children and young people has been slower than many, including myself, would have wanted. It is imperative that UKCCIS now begins to deliver real, visible progress in this area.

3.3 In this chapter, I discuss guidance and a code of practice which I describe as follows:

> **Guidance:** detailed advice and information, written by and aimed at companies and providers, to support them in establishing good practice.
>
> **Code of practice:** a measurable set of standards that companies and providers are independently-reviewed against and which provide a form of public accountability for children, young people and families.

Guidance for companies and providers

3.4 In the UKCCIS strategy,[39] UKCCIS members committed to update three sets of guidance in 2010:

- guidance for organisations that moderate interactive services;
- guidance for providers of chat, instant messaging and other web-based services; and
- guidance for search providers on how they can help parents make sure that children and young people can search without finding things that are not suitable for them.

3.5 Now that UKCCIS is established and the working groups have had time to settle in, UKCCIS should press ahead with this guidance without delay and meet its commitments to publish and promote the updated guidance by autumn 2010. It is good to hear agreement on how to proceed on these commitments has now been reached following productive discussions within the UKCCIS industry working group.

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39 UK Council for Child Internet Safety (2009), *Click Clever Click Safe: The first UK Child Internet Safety Strategy*

3.6   There have, of course, been developments in how children and young people use digital technologies since the three categories of guidance were first established. UKCCIS members will wish to ensure that the updated guidance is relevant and encompasses new and developing areas, for example new services and applications for portable media devices.

3.7   I would restate my 2008 conclusion that while the major providers of online services do set out their policies for safe and responsible use of their services, sometimes this information could be easier to find. Similarly, whilst I appreciate that policies and information need to be specific to each service, I still believe that the more consistency that can be achieved between different services, the less likely it will be that the public will be overwhelmed or confused by differing messages.

Reviewing companies and providers against a code of practice

3.8   In the UKCCIS strategy, members committed to making sure that a review is carried out periodically to establish how members are using each of the above sets of guidance. As I set out in 2008, this should involve shaping the guidance into a code of practice that provides transparency for consumers.

3.9   A review of members' activity against a code of practice would be conducted by someone impartial with an understanding of the complexities involved in child digital safety. As I have said, faster progress on this key pillar of effective self-regulation would have been welcome.

3.10   The strategy commitment still represents a considerable achievement, particularly since the UKCCIS membership includes multinational companies. Companies and providers within UKCCIS now have an opportunity to demonstrate that they can agree and successfully operate an effective self-regulatory process, without the need for the Government to intervene.

3.11   In other areas, such as the removal of illegal content online (Internet Watch Foundation) and press regulation (Press Complaints Commission), the UK has demonstrated that it is a world leader in terms of effective self-regulation. UKCCIS can call on the expertise of Ofcom, which sits on its executive board and working groups in an advisory capacity, in developing the Council's work in this area.

3.12   I believe that the timescales for the development of guidance, a code of practice and a process for independent review set out in the UKCCIS strategy need to be adjusted. The timelines set out in my recommendation below are longer than those set out in the UKCCIS strategy to reflect the fact that once the guidance has been agreed a code of practice needs to be developed and this code will then be the benchmark for the independent review.

3.13   An effective self-regulatory approach has the potential to be more flexible, more responsive and better placed to encourage proactive steps by industry to support children and young people rather than just via a minimum level of compliance. We know from other processes of self-regulation that there can come a point at which, due to public concern or perceived industry inactivity, governments can begin to talk about regulation through legislation. Unless UKCCIS meets its strategy commitments expediently, particularly around guidance, a code of practice and independent review, the Government might ultimately consider that the only way to bring about changes in practice in this area is through legislation.

3.14   The details of any legislative approach would need to be decided with a great deal of care by Government. Government would have the option of bringing websites within the remit of a designated regulator, which could then hold companies and providers to account if standards are not met. The regulator would have the option of seeking legal recourse if sites do not conform to a set of child digital safety standards.

3.15   Therefore, to stay on course for effective self-regulation:

(3)   I recommend that the guidance and code of practice for companies and providers must be agreed and published by UKCCIS by December 2010, and that the first round of independent reviews must have taken place by December 2011.

3.16   While I recognise that the task is complex, I cannot stress how important it is that these timelines are met.

3.17   The code of practice for companies and providers in relation to child digital safety needs to be designed with the needs of children, young people and parents in mind. The system needs to be accessible and easy for parents to understand. Once developed, there needs to be a publicity push to ensure that families become aware of the existence of the code. To support this, the review process may involve awarding a UKCCIS emblem or badge to companies and providers. This would enable parents to easily identify those companies and providers that are considered to meet the standards in the code.

3.18   A successful review process that is understood by the public would also bring clear reputational benefits for the companies and providers that meet the code. The establishment of this process would be a sign that they have taken action in the face of public concerns that have arisen in relation to children's safety online.

Removing inappropriate content

3.19   In 2008, I recommended that sites sign up to specific public commitments on how quickly they will remove content that violates their terms of use once this has been flagged by a user as inappropriate. There has been no visible progress on this issue for children, young people and parents. I understand the range of issues that make some companies and providers reluctant to commit to take down times. These were recognised in my first review.[40]

3.20   Nevertheless, a commitment on handling inappropriate content is in the interests of children, young people and parents, especially those who are the victims of cyberbullying or the posting of inappropriate material. Many sites respond extremely quickly to requests to remove content that violates their terms of service. This needs to become standard practice for all companies and providers and there must be consistency and transparency on all occasions when complaints are made about content. It is not acceptable for sites to continue to publish content that violates their terms of service long after it has been reported with no explanation given to the person who complained.

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40 Dr Tanya Byron (2008), *Safer Children in a Digital World*. The Report of the Byron Review p82

(4) **I recommend that the code of practice for companies and providers must include standards for how quickly they aim to review and, where appropriate, remove content which violates their terms of use.**

The European Union process for independent review

3.21 A form of independent review is already taking place in Europe. The European Union's (EU's) Safer Social Networking Principles were informed by the guidance produced by the Home Secretary's Taskforce on Child Protection on the Internet[41]. In February 2010, the EU published an evaluation of the implementation of these principles,[42] in which 19 social networking companies made a self-declaration how they had implemented the principles. These self-declarations were then evaluated by independent experts. The report reveals that eight providers were judged to be excellent in their compliance with the principles and only one was judged as having poor compliance.

3.22 As UKCCIS has recognised in its strategy, it will be important that the UKCCIS independent review processes complement the EU process where appropriate, without unnecessary duplication. UKCCIS should consider carefully which aspects of the EU process could be more robust and how it could be further developed. It should also consider how any specific UK issues and priorities could be reflected. It is crucial that progress in the UK is not slowed down by the existence of this EU review framework.

Dealing with harmful content online

3.23 In my 2008 review, I wrote about how the internet is used as a forum for those wishing to discuss, and in some cases, encourage harmful behaviours such as anorexia and self harm.

3.24 The recent review[43] on the sexualisation of young people recommended that the Government should work with internet service providers to block access to websites which encourage harmful behaviours. However, blocking such content risks driving vulnerable young people to more obscure sites where efforts to provide context might not be present and harmful individuals have greater ease of access to them. It might also add to any stigma attached to harmful behaviours and remove opportunities for children and young people to discuss these issues. Equally, blocking such websites may even make harmful behaviours seem more attractive to some children and young people.

3.25 Allowing discussions about harmful behaviours to take place in mainstream areas of the internet, where there are responsible content hosts, means that steps can be taken to put them in context and signpost support for children and young people. In addition, where content discussing harmful behaviours is hosted on a website or listed by a search engine, word-recognition software can be used to make sure that there are advertising links to relevant support services. Finally, by allowing these children and young people to remain

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41 Home Office Task Force On Child Protection On The Internet (2008), *Good practice guidance for the providers of social networking and other user interactive services 2008*

42 Staksrud, E. and Lobe, B. (2010), *Evaluation of implementation of the Safer Social Networking Principles for the EU: General Report*. European Commission Safer Internet Programme, Luxembourg

43 Dr Linda Papadopoulos (2010), *Sexualisation of young people review*

visible, we are able to understand better their multi-faceted difficulties and further develop strategic and targeted online support responses.

3.26   In Chapter 5, I discuss how UKCCIS can further consider concerns raised by parents in relation to harmful content online, for example pornography.

Safe search

3.27   Companies and providers in UKCCIS have committed to providing search options that parents can choose to make it less likely that children and young people will find harmful and inappropriate content online. The major search engines already provide options to prevent explicit content from appearing in results, if this setting is turned on.

3.28   The system could still be clearer for children, young people and parents. I would reassert my 2008 recommendation that in developing its guidance on safe search, UKCCIS work with search providers to make it obvious to users on the search engine home page what level of safe search is switched on, how to turn it on, and how to lock it on in a way that children and young people could not easily turn off.

A Kitemark™ for parental control software

3.29   In my 2008 report, I recommended that all computers sold for home use in the UK carry parental control software which carries a Kitemark™. I also recommended that all home internet service providers offer software with this Kitemark™.

3.30   The British Standards Institution (BSI) has developed this Kitemark™ through collaboration with the Home Office, Ofcom and representatives from internet service providers and application developers. Currently no certifications have been granted although there are two clients at the application stage, two in advanced negotiation and 20 more in dialogue with BSI[44]. The initial cost and ongoing cost of acquiring the Kitemark™ is considered by some stakeholders to be prohibitive, especially for smaller software providers, and at present no accreditations have been granted.

3.31   At the time of writing this report, I understand that the costs that the BSI is proposing are approximately:

- £8,400 per product for initial testing, although multiple products could be tested at reduced rates where they have shared features;

- £20,000 for an annual licence fee; and

- £3,000 for audit testing twice a year.

3.32   Although it is important that the costs of the process do not prohibit new and innovative products from entering the marketplace with a Kitemark™, I still believe a clear standard for parental control software is necessary.

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44 Information provided within correspondence from BSI, March 2010.

(5) **I recommend that the UKCCIS executive board and BSI discuss how take up of the Kitemark™ for parental control software can be promoted.**

3.33 UKCCIS will then have a leadership role to play in encouraging take-up of the Kitemark™.

Advertising on non-paid-for online space

3.34 In 2008, I recommended that consideration should be given to how promotional marketing in non-paid-for online space can be brought within the regulatory framework for advertising, in line with principles on the prevention of harmful and offensive advertising to children outlined in the Committee of Advertising Practice (CAP) code.

3.35 I am pleased that the Advertising Association has now finalised industry agreement on extending the remit of the Advertising Standards Authority (ASA) to include companies' own marketing communications on their own websites and other non-paid-for online space (such as social networking sites) within the remit of the CAP code. This objective has been submitted to the CAP for ratification and is expected to come into force in the third quarter of 2010.

Chapter 4

Video games and portable media devices

4.1 In my 2008 report I made recommendations to help parents make informed decisions about which video games are appropriate for their children. Since then there has been significant progress, including:

- work to establish a clearer system for the age classification of video games;
- robust legislation which makes it possible for retailers to be prosecuted for the sale of age-restricted products to underage children; and
- improved adherence to advertising guidelines by video games publishers.

Classification

4.2 During my first review I found that some parents did not consider video game classifications as seriously as film classifications, seeing video games as 'just games'. I felt that having two sets of classification symbols on packaging had contributed to this attitude.[45]

4.3 Following a full public consultation by the Department for Culture, Media and Sport (DCMS), a Bill is passing through Parliament to establish the Pan-European Game Information (PEGI) age rating system as the single system for video games classification in the UK.

(6) **I recommend that once the use of PEGI becomes law in the UK, companies associated with the video games industry, the online games industry, retailers, and the Government invest in raising public awareness of the new ratings system including through the UKCCIS public awareness campaign and UKCCIS one stop shop.**

4.4 Having one system of video game classification will give parents a consistent experience which they can use, along with their knowledge of their child, to make a judgement on which video games are appropriate. This work has been complemented by the updated PEGI labelling guidelines.[46]

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45 Dr Tanya Byron (2008), *Safer Children in a Digital World. The Report of the Byron Review*, p166.
46 www.pegi.info/en/index/id/952

> **PEGI age rating system[47]**
>
> The PEGI age rating system was established to help European parents make informed decisions on buying computer games. It was launched in spring 2003 and replaced a number of national age rating systems with a single system now used throughout most of Europe. The system is supported by the major console manufacturers, publishers and developers of interactive games throughout Europe.

4.5   Since my 2008 review, the video games industry has grown and new high-profile family-focused games have raised the profile of the sector further. To reflect this, video games representatives should be prioritised when filling vacancies on the UKCCIS executive board.

"Parents should know which [video games] are suitable for their children by using the classification system, and should also make sure that they are being used in a supervised atmosphere for a set period of time."

Parent, Mumsnet webchat, February 2010

Advertising

4.6   The Advertising Standards Authority has found that 99 per cent of the video games sector adheres to the advertising codes.[48] This good work has been built on by the code-writing bodies producing new guidance to help video games advertisers interpret the rules and the Broadcast Committee of Advertising Practice (BCAP) proposing a new scheduling rule to ensure age-restricted video games adverts are not placed around programming aimed at children on TV. Going forward, DCMS and UKCCIS should work together to ensure that work informs and is informed by other work on child digital safety.

Online and gaming

4.7   It is important that families have up-to-date advice about new ways to engage in gaming. The guidelines on safer online gaming[49] are a good example of this. This advice should be built on to encompass publishers and hosts of casual online games (games which are free to users as they are hosted on sites funded through advertising) and to look at the issues of bullying and harassment via interactive gaming and casual online gaming.

(7)   I recommend that the UKCCIS executive board commission the video games working group to examine and report back by September 2010 on whether a code of conduct supported by independent review for online and casual gaming is needed.

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47 www.pegi.info/en/index/
48 http://asa.org.uk/~/media/Files/ASA/Reports/VideoGamesSurvey2008.ashx
49 www.pegionline.eu/en/index/

Parental controls on mobile phones and internet-enabled devices

4.8   In the UK, 91 per cent of children and young people aged 12 to 17 have their own mobile phone[50] and 12 per cent say they access the internet through their phone.[51] All UK mobile phone networks offer a level of filtering which can be activated when the phone is purchased or later by phoning customer services. The level of filtering is based on whether the registered user is over 18 or not. However, it is questionable whether parents are aware of this and take advantage of it.

4.9   If a child accesses the internet using wifi they by-pass any filtering which may be switched on at a network level. This means, as wifi enables mobile network filters to be bypassed, and because few portable devices have parental controls built into the device itself, parents cannot secure their children's use of the internet over wifi. Handset manufacturers need to look at integrating parental controls in their handsets.

(8)   **I recommend that mobile and internet-enabled device manufacturers are brought into UKCCIS discussions on how parental controls can be improved through the video games and industry working groups and take responsibility for building parental controls into all of their devices.**

Parental controls and games consoles

4.10   In her recent review of the sexualisation of young people, Dr Linda Papadopoulos recommended that video game consoles should be sold with the parental controls switched on.[52] I recognise the reasons behind this recommendation, particularly given concerns that many parents may not understand how to operate these controls and may not be in a position to have informed conversations with children around staying safe online.

4.11   However, I stand by my 2008 conclusion that switching parental controls on by default could contribute towards parents not engaging in, or considering, their children's safety whilst using their games console and being lulled into a false sense of security that the default setting meant that their child was 'safe'. Children and young people can just switch the parental controls off without their parent's knowledge or understanding and play on an unsecured device. Instead, I believe parents need support in understanding how to set up controls carefully (for example, not sharing the password with the child) and how to talk to their children about digital safety.

4.12   I propose that the UKCCIS video games working group work to embed awareness of these issues and the PEGI classification system within the UKCCIS public awareness campaign (outlined in Chapter 1), as well as supporting the video games industry in its own public awareness raising activities.

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50 95 per cent of females and 88 per cent of males aged 12 to 17 have a mobile phone: Department for Children, Schools and Families (2009), *Staying safe survey 2009*

51 Ibid

52 Dr Linda Papadopoulos (2010), *Sexualisation of young people review*

4.13 I suggest that the commitment in the UKCCIS strategy,[53] which stated that UKCCIS will keep the parental control systems available for games consoles under review, should be extended to include all portable media devices.

(9) **I recommend that by September 2010, in relation to all internet-enabled devices, the UKCCIS executive board commission the video games and industry working groups to:**

   a) **decide whether we need minimum standards for parental controls, for example clear, understandable set up procedures, password protection;**

   b) **examine whether there should be an independent review process for parental control standards; and**

   c) **work with the public awareness working group to ensure that awareness of video gaming parental controls is included in the UKCCIS public awareness campaign.**

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53 UK Council for Child Internet Safety (2009), *Click Clever Click Safe: The first UK Child Internet Safety Strategy*

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Picture by Millie

Section B

The UK Council for Child Internet Safety

The UK Council for Child Internet Safety

B.1   In my 2008 report, I recommended the creation of the UK Council for Child Internet Safety (UKCCIS) to be set up by and report to the Prime Minister. The aim was to build on the work of the Home Secretary's Taskforce on Child Protection on the Internet, which brought stakeholders together to tackle child internet safety issues between 2001 and 2008.

B.2   UKCCIS brings together a range of influential organisations with an interest in, or a responsibility for, keeping children and young people safe on the internet. The UK is a world leader simply by virtue of bringing these stakeholders together into a single council, and the fact that this body is now up and running represents a significant achievement on the part of the project team that established it and the members who participate.

B.3   UKCCIS is now in a strong position to build on its achievements so far. The success of UKCCIS in delivering positive change for children, young people and families depends in part on how effectively it operates as an organisation. The next two chapters therefore consider the successes in setting up UKCCIS and ways in which it can improve.

Chapter 5

The remit of UKCCIS

5.1   The UKCCIS strategy[54] demonstrates that it is best practice to have a considered and strategic approach to child digital safety. It is also one way of demonstrating to children, young people and their families that child digital safety is a UK priority, as well as signalling this to the education sector and companies and providers who are not members of UKCCIS.

5.2   Having set out its overall work programme, now seems to be the right time for UKCCIS to consider other strategic questions. These should include: considering its core remit, its ability to adapt, and its relationships with developments in Europe and internationally.

5.3   The ever-changing nature of the digital landscape means that UKCCIS must be ready to adapt to ensure that its remit and work remain applicable to new technologies and issues.

5.4   In the two years since my original review there have been major developments that the council needs to consider, for example new forms of webcam-based chat, location based services, the increasing use of the use of internet-enabled and wifi-enabled portable media devices, online gaming and the participation of children aged under 13 on social networking sites.

The remit of UKCCIS and its ability to adapt

"The pace of change and development in the online world is unprecedented therefore constant review and analysis of 'fit for purpose' [of UKCCIS] is necessary."

Survey of UKCCIS Members, 2010

5.5   The digital world now impacts on almost every aspect of everyday life and this means that it is inevitable that there will be pressures on UKCCIS to extend its remit. Therefore UKCCIS needs to be clear about its core business.

5.6   Following the success of phase one UKCCIS should now clarify its remit. Some stakeholders tell me that they are not sure what the focus of UKCCIS is, for example whether it is to provide advice to Government or to deliver the commitments in the UKCCIS strategy.[55] Similarly, there are linkages between child digital safety and a wide range of related agendas such as commercialisation, sexualisation, internet security, intellectual property,

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54 UK Council for Child Internet Safety (2009), *Click Clever Click Safe: The first UK Child Internet Safety Strategy*
55 Survey of UKCCIS members in answer to the question "the remit and reach of UKCCIS is clear": 72 per cent agree or strongly agree, 26 per cent disagree or strongly disagree, and 1 per cent left the question blank or marked it "not applicable"

radicalisation and terrorism. To guard against scope creep that could detract from effective delivery of its core aims UKCCIS must be clear about its focus and purpose whilst remaining responsive to the key issues of concern to children, young people and their families.

(10)   I recommend that the UKCCIS executive board sets out a mission statement that clarifies the UKCCIS remit.

5.7   This would involve setting out the position of UKCCIS on: the remaining Byron Review (2008) recommendations and deciding if they are still relevant; the commitments made within the UKCCIS strategy (2009); and the recommendations in this report (2010). This clarity will enable UKCCIS to determine its brand for public-facing materials such as the UKCCIS one stop shop, the public awareness campaign, and advertising of the video games age classification system.

5.8   There are three areas which I feel should be more clearly embedded within the remit of UKCCIS. The first is pornography. When talking to parents I have found that their top digital safety concern is easy access to pornography and inappropriate adult content. Accidental or involuntary exposure to pornography can be disturbing for a child and the viewing of pornography by children and young people has been associated with the reinforcement of sexist or violent attitudes and behaviours.[56]

5.9   Internet audience data[57] referred to in the March 2010 Ofcom research report showed that in October 2009, approximately 13 per cent of boys aged 13-15 who use the internet at home visited sites hosting sexual content which are intended for users aged 18 or 21 and above.

"I am astounded at how much pornography and violence there is online and especially by the fact that it is so freely and readily available."

"One 11-year-old … last summer showed all the children on the street hardcore porn images on his phone, which he had downloaded from the internet … When I confronted his parents they said 'well what can we do, we can't stop him on the internet'."

Parent, Mumsnet webchat, February 2010

5.10   This issue links to my recommendation in Chapter 6 on the need to establish effective ways for UKCCIS to engage children, young people and their families. Having access to the opinions of children, young people and their families will help to ensure that the issues that they care about most, one of which I am certain is access to pornography, are central to the remit of UKCCIS who work to benefit them.

5.11   The second area which I feel should be taken further into the remit of UKCCIS is vulnerable children and young people. UKCCIS has appointed a vulnerable group champion to each working group which I hope will help to embed vulnerable children and young people as a UKCCIS priority. UKCCIS also needs to inform the research on whether those who are vulnerable online are different to those understood as vulnerable offline (for example

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56 Flood, M (2009), *The harms of pornography exposure among children and young people*
57 Ofcom (2010), *UK children's media literacy – 2009 report*. Internet audience data sourced from Nielsen

looked after children, those with special educational needs and disabilities). To support this work I restate my 2008 recommendations that:

- UKCCIS establish a sub-group who meet regularly to discuss protecting vulnerable children and young people to ensure that all work takes account of the needs of vulnerable groups;

- content hosts and search providers work with the relevant charities to make sure that advertisements with links to support services are displayed whenever users discuss or search for information about harmful behaviours;

- content hosts work with the relevant charities to improve moderation practices around discussions about harmful behaviours; and

- the education and information strategy includes targeted communications to raise awareness of internet content, contact and conduct issues amongst those who work with vulnerable children and young people.

5.12 I also suggest that parents have access to education to support their digital knowledge; I discuss this issue in Chapter 2.

5.13 The third area I propose UKCCIS includes within its remit is the use of social networking sites by children under 13. Ofcom research published in March 2010[58] showed that one in four home internet users aged 8 to 12 said they had a page or profile on particular social networking sites which have a minimum user age of 13. Internet audience data published with the report showed that amongst 5-7 year old home internet users, just over a third (37%) visited the most popular social networking site in October 2009. Ofcom is to do more research to discover the use which these 5-7 year olds make of all social networking sites.

5.14 The UKCCIS members that I have interviewed have spoken of the importance of horizon scanning and the need for UKCCIS to be better able to anticipate the future.[59] To facilitate this, I suggest that a member of the UKCCIS executive board and nominated members of the industry working group take responsibility for horizon scanning. They would ensure that an understanding of new developments informs the work of UKCCIS.

Working across the UK

5.15 I welcome the commitment of the devolved administrations to making child digital safety a genuinely UK-wide agenda. They have spread and tailored the UKCCIS key messages and activities to local circumstances. For example:

- cross government (and in Northern Ireland cross border) groups discussing key child digital safety issues;

- action plans to increase media awareness of child digital safety messages in the local context;

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58 Ofcom (2010), UK children's media literacy – 2009 report. Internet audience data sourced from Nielsen

59 Survey of council members, in answering the question "UKCCIS is able to anticipate the future and address developments": 38 per cent disagree or strongly disagree, 52.78 per cent agree or strongly agree, 9.73 per cent of council members left the question blank or marked it "not applicable"

- work on digital safety with local video games developers;

- work with education and children's services to ensure that digital safety is integrated at all levels within government; and

- reviewing national child protection guidelines.

5.16 When commissioning work and asking for engagement from the devolved administrations UKCCIS needs to give them sufficient time to get briefing from across their governments to attend meetings informed enough to make decisions. UKCCIS must also be considerate of the fact that the devolved administrations may have laws which impact on the materials that UKCCIS produces, for example all materials aimed at Welsh citizens must be available in Welsh.

Working with Europe

"The UK has been in the forefront within the area of self-regulation, and both [European level mobile phone and social networking services] self-regulatory agreements were preceded by groundbreaking work in the UK…It would have been difficult to have realised agreements at European level so quickly without this work done in the UK."

EU Vice-President Vivian Reding, letter to the Byron progress review, 2010

5.17 In order to avoid duplication of work between the UK and Europe, and the burden this risks imposing on members that operate in more than one European country, it is essential that there are clear links between in the work of UKCCIS and work at a European level. Counterparts in Europe have taken forward work which will influence the way that UKCCIS might choose to approach some issues, for example, the discussion around self regulation and independent monitoring (as discussed in Chapter 3). There are also several areas where it would make sense to work with international companies and providers to have an approach which is at least European wide, for example informing children and young people about fraud, data protection, phishing and spam, and the approach to video game age classification and online gaming.

5.18 Although there have been some good examples of UKCCIS joining up digital safety work with developments in Europe – most recently, the launch of the UKCCIS public awareness campaign on the European Safer Internet Day – some stakeholders and council members have expressed concerns that UKCCIS engagement with Europe is not sufficiently systematic.

(11) **I recommend that UKCCIS and the European Commission nominate a named liaison from the European Commission, who would be invited to attend UKCCIS meetings where appropriate.**

Taking forward recommendations

5.19   When I published my first review the recommendations within it were accepted by the Government on the launch day. With this review I think that the UKCCIS executive board should have the opportunity to advise Government on how and when these recommendations should be taken forward and implemented.

(12)   **I recommend that the Government ask the UKCCIS executive board to discuss how to implement the recommendations within this report and report to ministers by July 2010 on the way they will be taken forward.**

5.20   This should be done via a clearly set out UKCCIS business plan.

Do we have safer children in a digital world?

Picture by Alice

Chapter 6

Ways of working within the council

"The UK is to be congratulated for having such strong and visible support for measures for child safety online at the highest political level, and for implementing the Byron report so comprehensively and so quickly."

EU Vice-President Vivian Reding, letter to the Byron progress review, 2010

6.1   Setting up a brand new body such as UKCCIS, with its large and diverse range of stakeholders, was always going to take some time. The fact that UKCCIS is now up and running, with a national summit and a published strategy under its belt, is a significant achievement.

6.2   I recognise and value the commitment that UKCCIS members have brought to the council since its formation. I also appreciate that the members are taking part without remuneration and with the interests of children and young people's safety at heart. In considering the ways of working within the council, I hope to support and strengthen its work going forward.

Involving and managing stakeholders

6.3   UKCCIS has a large membership with a broad and passionate group of stakeholders, ranging from children's charities and public sector organisations to internet companies and providers. Ever since the days of the Home Secretary's Taskforce on Child Protection on the Internet, there have been animated debates on how best to keep children and young people safe in the digital world. UKCCIS should encourage this debate to take place and provide a strong forum for all voices to be heard. As the sector develops, existing members must enable new organisations and individuals to participate in the work of UKCCIS and have room to share their views. This will add value to UKCCIS as new companies will bring new and fresh perspectives and greater support and challenge to the council.

6.4   UKCCIS should communicate better its existing criteria for accepting organisations and individuals to its membership and take action if members fall short of the standards expected of them. Of course, becoming a member of UKCCIS does not mean that organisations can use this as a reason not to continue with their own activities to improve children's digital safety. UKCCIS may wish to consider taking steps – for example making a public statement or removing membership – if an organisation claims that it is taking

sufficient action on child digital safety simply by being a UKCCIS member. Any such action by an organisation would put the integrity of UKCCIS at risk.

6.5   UKCCIS needs strong leadership, transparent processes and collaborative working if it is to build successfully on its work to date. The recommendations I am setting out in this chapter are designed to help UKCCIS achieve a stronger sense of collaboration between its members, which should increase the council's effectiveness.

Involving children, young people and families

6.6   While UKCCIS has used existing groups of children and young people from member organisations to inform its work on occasions, there are no formal mechanisms for the participation of children, young people and families. Many members believe that this is a weakness of the current UKCCIS set up.[60] As a priority:

(13)   **I recommend that the council must establish effective ways to consult and listen to children, young people and families.**

6.7   This could take the form of a UKCCIS children, young people and parents panel or a formal virtual link between the stakeholder panels currently hosted by UKCCIS members.

Reviewing performance and delivery

6.8   UKCCIS is tasked with taking forward the delivery of the Byron Review recommendations and overseeing the development of its own strategy. It needs to take ownership of how these recommendations and the UKCCIS strategy will be taken forward.

6.9   To deliver its work effectively, the council needs to develop clearer processes around monitoring delivery, as overseen by the executive board. The extent to which this takes place at working group level appears to vary between groups, and the council would benefit from implementing more effective project and programme management. UKCCIS members also need to be given enough time to prepare and plan so that they can arrive informed enough to make decisions at meetings and inform press releases and launches.

(14)   **I recommend that the executive board, supported where appropriate by the working groups, develops a stronger business planning process to monitor performance against the UKCCIS strategy commitments and Byron Review recommendations.**

6.10   This business plan should allow UKCCIS to monitor progress and delivery and also to define key performance indicators, based on the success criteria outlined in the UKCCIS strategy, to analyse the impact of its initiatives.

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60 In my survey of council members, 33 per cent of respondents felt that parents, carers and children had an active role in the work of the council, compared with 56 per cent who disagreed.

The chairing of the UKCCIS executive board

6.11   As I recommended in my first review the UKCCIS executive board is currently chaired by the Department for Children, Schools and Families (DCSF) and Home Office ministers. The involvement of Home Office and DCSF ministers has had a positive effect in getting key stakeholders around the table and ensuring the council has a high status and reputation. I think it is impressive that ministers have committed time and effort to ensuring that the council was successfully set up and that they led the council through the first summit and the delivery of the UKCCIS strategy. I think now is a good time to evaluate the best way to lead the board in the next phase and through the delivery challenges it faces.

6.12   In my survey, I asked UKCCIS members for their views on a range of roles and processes that might improve the governance of UKCCIS. The top five most popular options from the list were:

- a chief executive officer (CEO) (53 per cent);

- an independent chair (43 per cent);

- a steering group under the board (39 per cent);

- greater education representation (35 per cent); and

- a champion/tsar (33 per cent).[61]

6.13   Three of the choices all indicated a desire for an individual to steer the work of the council, and this was echoed in my stakeholder interviews.

6.14   A single figure – accepted by the UKCCIS membership as independent and impartial, and able to dedicate a significant amount of their time to chairing UKCCIS – would be able to provide greater drive and focus for the council. UKCCIS is a coalition of partners without a legal personality or its own budget, so I believe an independent chair is more appropriate than a CEO.

(15)   I recommend that an independent chair be appointed to the UKCCIS executive board.

6.15   To ensure impartiality and cross-sector support, the chair should be appointed on a fixed-term appointment (for example, for a three-year period), following an open competition and in line with Cabinet Office guidance on public appointments. It could be a part-time post or a set number of days per month.

6.16   The UKCCIS executive board should be involved in the appointment process and advise ministers on their preferred candidate. This appointment is likely to carry a funding implication for the Government, but I consider this a necessary step.

6.17   The chair could be responsible for the following tasks:

- leading UKCCIS in improving its processes for business planning and effective project and programme management;

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61 The full responses from the survey are available at www.dcsf.gov.uk/byronreview

- improving the functioning of the executive board, including managing stakeholders, challenging board members, ensuring all voices are heard, and encouraging board members to think in the corporate interests of UKCCIS;

- providing clearer strategic leadership for the board and council, setting out a clear sense of purpose and ensuring transparency and open dialogue;

- managing relationships within the wider UKCCIS membership, developing consensus, and dealing with specific barriers and issues as they arise; and

- ensuring that UKCCIS is adhering to its structures and ways of working, including the functioning of the working groups and the relationship between the working groups and the executive board (as discussed below).

6.18   Home Office and DCSF ministers should continue to attend executive board meetings to receive updates from the board and demonstrate the Government's ongoing commitment to child digital safety. The new chair would be accountable to ministers and regularly report to ministers on the progress that the council is making.

6.19   The executive board is currently scheduled to meet quarterly, yet often has to convene extraordinary meetings to ensure that the council's business moves forward. The need to organise these extra meetings, sometimes at short notice, indicates that it would be preferable to schedule more frequent formal meetings.

(16)   I recommend that the executive board meets every six weeks and that ministers attend at least four times a year.

6.20   Of course, it is important that the views of DCSF and the Home Office are represented at all executive board meetings, including those where ministers are not present.

The role of the executive board members

6.21   The UKCCIS executive board is an impressive group of leading figures from industry, charities and the public sector. In response to my survey, opinion amongst UKCCIS members was split on whether the executive board was effective in leading the work of UKCCIS.[62]

6.22   In speaking to UKCCIS members, I consistently heard views that board members could do more to reflect the views of their sector, rather than just the view of their individual organisations.

(17)   I recommend the UKCCIS board reasserts and acts upon the statement in its terms of reference which states that members will represent their sector as a whole.

6.23   Over time, this approach may make it possible for the board to be formed of fewer individuals.

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62   43 per cent agreed and 43 per cent disagreed

(18) **I recommend that representatives from the education and children's services sector, for example a Director of Children's Services and a teaching union representative, would be a useful addition to the board.**

6.24   In the previous chapter, I also recommend that the executive board make provision for a European Union representative to attend board meetings where appropriate.

6.25   In autumn 2010 the executive board will look again at its membership. However, I believe my recommendations for new members should be taken forward without delay and that any vacancies that arise before the autumn should also be filled straight away in line with the recommendations in this report.

6.26   Currently the chairs of the working groups attend board meetings, but only participate to update the board on the work of their groups. I believe that the chairs should play a full role in the executive board.

6.27   Although it is unusual, and potentially impractical, to have an executive board with more than 20 members, on balance I believe that the benefit of having these individuals working together offsets the problems of having a board of this size. I accept that my proposals to add more members to the board may add to the sense that the board may be unwieldy in size. I do not think anyone should be removed from the board to address this, but once the executive board has added the representatives in line with the recommendations in this report, I would suggest that as members leave naturally over time, the board will wish to consider its size and balance of members.

The relationship between the executive board and the working groups

6.28   The terms of reference for the UKCCIS executive board empower the board to task the UKCCIS working groups to deliver individual strands of work directly related to the recommendations of the Byron Review. The feedback I have received from members is that the executive board could be more effective in this.[63]

6.29   It is clear that the board needs to be clearer and more decisive in commissioning the working groups to deliver tasks, and seek more accountability from the working groups on the progress they are making.

6.30   Members have also suggested that working groups could be more effective in communicating with each other. For example, the public awareness campaign was discussed separately within each of the groups without formal mechanisms for sharing information.

6.31   UKCCIS will be reviewing how the working groups operate in 2010, and I believe that as part of this review, UKCCIS should clarify that the working groups should be commissioned to undertake clear tasks and held accountable for progress on those tasks. The council also

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63 Survey of UKCCIS members: 63 per cent disagreed that there was effective communication between the executive board and working groups and between different working groups; 28 per cent agreed

needs clearer processes for how working groups communicate with each other and with the expert research panel.

Working group processes and chairing

6.32   The working groups work most effectively where they have discrete tasks to deliver and where there is a productive and trusting environment for healthy debate. In my survey of UKCCIS members, opinion was split on whether the working groups were operating effectively.[64]

6.33   From my conversations with stakeholders it appears that the working groups operate with differing levels of effectiveness. This can limit the council's ability to deliver for children, young people and families.

6.34   The executive board has agreed to review the working groups and their chairs following the publication of my progress review. To improve their effectiveness, I strongly believe that all working groups must be chaired by a person who is considered to be independent and impartial and who can facilitate effective discussion and the sharing of views. Their work should be transparent and open to the wider UKCCIS membership, with proper reporting to the executive board and accurate minutes of meetings being agreed and circulated.

6.35   As mentioned above, the working group chairs should play an active role on the executive board. Feedback from the groups must be formally and consistently communicated to the executive board and to the wider UKCCIS membership.

The use of research

6.36   In response to a recommendation I made in my 2008 review, the council has established an expert research panel. The panel has commissioned and published a literature review[65] on child internet safety and keeps a watching brief on developments in research both within the UK and internationally.

6.37   The UKCCIS strategy states that the council is establishing a new online database of research about child internet safety which will be available to the public and anybody working to improve children's safety. There have been delays in launching this database, which I understand mainly stem from resource issues. I understand that it has now been agreed to manage and host the website externally and that invitations to tender for this work will be sent out shortly. I would advise UKCCIS and the Government to act to resolve any further delay as swiftly as possible.

6.38   Research commissioned by UKCCIS is currently funded by the Government on an ad hoc basis. In the next phase of its work, it would be beneficial for the Government and UKCCIS to establish more clarity around the budget that the expert research panel will have for its future work.

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64   50 per cent of respondents said the groups were effective; but 39 per cent of respondents disagreed
65   National Foundation for Educational Research (2009), *Children's online risks and safety. A review of the available evidence.* Report prepared for UKCCIS.

The work of the UKCCIS project team

6.39 The UKCCIS project team (also referred to as the secretariat) has performed admirably in supporting the work of the council. It cannot be overstated how hard they have worked to service the executive board meetings and working groups, and the success of the summit in December 2009 is a tribute to their dedication and hard work.

6.40 As set out in my first review, my intention was that the UKCCIS project team should be resourced from across government. However, the project team works on limited resources, the overwhelming majority of which is currently provided by DCSF, although there is some support from the Home Office. The Department for Culture, Media and Sport (DCMS) and Department for Business, Innovation and Skills (BIS) have provided support in the past.

(19) **I recommend that the Home Office, BIS and DCMS provide further resources and permanent staff to support UKCCIS in delivering projects that fall within the remits of these departments.**

6.41 This would improve joined-up working between departments on the wide-ranging issues relating to children's digital safety.

6.42 The Home Office has a clear role in terms of children and young people's safety, and BIS and DCMS can bring significant expertise in terms of understanding around the needs of companies and providers, the digital economy, the video games industry, and advising on issues around self-regulation and freedom of expression.

6.43 Going forward I also suggest that the project team looks to streamline the council's processes, allowing it to rebalance its efforts to focus more on supporting the policy and delivery aspects of the council's work.

Summary of recommendations

Chapter 1: Raising public awareness

(1)   I recommend that there is a link to the UKCCIS one stop shop on:

    a) the screen that families who receive a computer through the Becta Home Access programme[66] see when they first log on; and

    b) the Race Online for 2012 website.[67]

Chapter 2: Improving education

(2)   I recommend that by March 2011, UKCCIS publishes guiding principles for the quality of digital safety materials for schools, children, young people and families.

Chapter 3: The role of companies and providers

(3)   I recommend that the guidance and code of practice for companies and providers must be agreed and published by UKCCIS by December 2010, and that the first round of independent reviews must have taken place by December 2011.

(4)   I recommend that the code of practice for companies and providers must include standards for how quickly they aim to review and, where appropriate, remove content which violates their terms of use.

(5)   I recommend that the UKCCIS executive board and BSI discuss how take up of the Kitemark™ for parental control software can be promoted.

Chapter 4: Video games and portable media devices

(6)   I recommend that once the use of PEGI becomes law in the UK, companies associated with the video games industry, the online games industry, retailers, and the Government invest in raising public awareness of the new ratings system including through the UKCCIS public awareness campaign and UKCCIS one stop shop.

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66 www.becta.org.uk/homeaccess
67 http://raceonline2012.org/

(7)   I recommend that the UKCCIS executive board commission the video games working group to examine and report back by September 2010 on whether a code of conduct supported by independent review for online and casual gaming is needed.

(8)   I recommend that mobile and internet-enabled device manufacturers are brought into UKCCIS discussions on how parental controls can be improved through the video games and industry working groups and take responsibility for building parental controls into all of their devices.

(9)   I recommend that by September 2010, in relation to all internet-enabled devices, the UKCCIS executive board commission the video games and industry working groups to:

    a) decide whether we need minimum standards for parental controls, for example clear, understandable set up procedures, password protection;

    b) examine whether there should be an independent review process for parental control standards; and

    c) work with the public awareness working group to ensure that awareness of video gaming parental controls is included in the UKCCIS public awareness campaign.

Chapter 5: The remit of UKCCIS

(10)   I recommend that the UKCCIS executive board sets out a mission statement that clarifies the UKCCIS remit.

(11)   I recommend that UKCCIS and the European Commission nominate a named liaison from the European Commission, who would be invited to attend UKCCIS meetings where appropriate.

(12)   I recommend that the Government ask the UKCCIS executive board to discuss how to implement the recommendations within this report and report to ministers by July 2010 on the way they will be taken forward.

Chapter 6: Ways of working within the council

(13)   I recommend that the council must establish effective ways to consult and listen to children, young people and families.

(14)   I recommend that the executive board, supported where appropriate by the working groups, develops a stronger business planning process to monitor performance against the UKCCIS strategy commitments and Byron Review recommendations.

(15)   I recommend that an independent chair be appointed to the UKCCIS executive board.

(16)   I recommend that the executive board meets every six weeks and that ministers attend at least four times a year.

(17)   I recommend the UKCCIS board reasserts and acts upon the statement in its terms of reference which states that members will represent their sector as a whole.

(18)   I recommend that representatives from the education and children's services sector, for example a Director of Children's Services and a teaching union representative, would be a useful addition to the board.

(19)   I recommend that the Home Office, BIS and DCMS provide further resources and permanent staff to support UKCCIS in delivering projects that fall within the remits of these departments.

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I have been so impressed by the engagement of ministers and MPs across the main political parties, and this has reassured me that the issue of digital safety is important for them all and will sit at the forefront of their thinking about children and young people.

It has been a privilege to work with my 'team' – particularly Andy Hudson and Lucy Ryan who have worked incredibly hard, are exceptionally talented and also a lot of fun to work with. My huge thanks also go to Jeanette Pugh and Henry Watson at DCSF, and to Richard Eyre for being a brilliant critical friend. My thanks also to the UKCCIS project team – Judith Grant, Steph Williams, David Lutman, Dominic Johnson, Leander Bracken, Helen Parnham, Will Longhill, Charlotte Aynsley and Louise Woodward – for all their help. Especial thanks to the incredibly hard working and supportive Maria Violentano.

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Professor Tanya Byron
March 2010

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