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Stoke-on-Trent and Staffordshire Safeguarding Children Boards

Section: Procedures for children in specific Circumstances

E-SAFETY

Section Number SOT D12 / Staffs 6C

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01 INTRODUCTION

1. Information and Communication Technology (ICT), now more commonly referred to as Digital Technology, enables children and young people to learn, play, communicate and explore the world in fantastic new ways and many children and young people are now skilled in using digital technology including computers, tablets, mobile phones and gaming machines. However with this new technology there are new risks. Everyone who is responsible for the welfare and safety of children needs to understand what these risks are and how we can all work together to enjoy these new technologies safely.
2. The Internet is therefore an essential and every day element in 21st century life for education, business and social interaction. All who are involved with children and young people have an obligation to assist children and young people develop an understanding of the safe use of digital technologies and the internet as part of their learning experience. Internet use and computer programming are now part of the statutory curriculum and a necessary learning tool to enrich learning activities.
3. E-Safety is essentially about creating a safe environment when using digital technologies and it is regularly associated with the use of the internet, involving both adults as well as children. BECTA state:

*"As in any other area of life, children and young people are vulnerable and may expose themselves to danger - knowingly or unknowingly - when using the internet and other digital technologies. Indeed, some young people may find themselves involved in activities which are inappropriate or possibly illegal."*¹
4. One of the key risks of using the internet, email or social media is that young people may be exposed to inappropriate material. This may be material that is pornographic, hateful or violent in nature; that encourages activities that are dangerous or illegal; or that is just age-inappropriate or biased. One of the key benefits of the web is that it is open to all, but unfortunately this also means that for example, those with extreme political, racist or sexual views are able to spread their version of the world.
5. In the case of pornography and child abuse images, there is no doubt that the internet plays host to a large amount of legal and illegal material. Curiosity about pornography is a normal part of sexual development but young people may be shocked by some of the material online and it is not known what the long-term effects of exposure to such images may be. Seeking out some aspects of pornography may be illegal and could result in a criminal conviction.

¹ Safeguarding Children in a Digital World – Becta ICT Advice

6. The threat of physical danger is perhaps the most worrying and extreme risk associated with the use of the internet and other technologies, and is probably the risk most reported by the media. A criminal minority make use of the internet and related services such as online cyber bullying or cybersex, chat rooms or social media to make contact with young people. The intention of these individuals is to establish and develop relationships with young people with the sole purpose of persuading them into relationships which they can progress to sexual activity. Child sex offenders will often target specific individuals, posing as a young person with similar interests and hobbies in order to establish an online 'friendship'. (*Safeguarding Children in a Digital World*; BECTA 2006).

Since the Government commissioned Dr. Tanya Byron in March 2008 much has been accomplished and many of her recommendations implemented from '*Safer Children in a Digital World*'². These aimed to improve the safety of children through offering clear guidance and standards for all agencies who work with children and young people.

7. In 2013 the government outlined the importance to establish safer internet access and electronic communication environments for children and outlined how essential that everyone understand how children communicate and behave online. This included a Safer Net Challenge for adults to test their understanding of children's use of the internet. Alongside the NSPCC they also looked to

- **Improved SRE**

Include high quality age appropriate Sex and Relationship Education to include respect and safety awareness online. (SRE)

- **Providing better protection against online bullying on social networks**
- **Improving understanding and use of parental filters**
- **Blocking child abuse images in search engines**
- **Taking an international approach to online safety for children** included a coordination of all the national child abuse image databases worldwide.
- **Developing technology to tackle the spread of child abuse images**

² <http://www.education.gov.uk/ukccis/about/a0076277/the-byron-reviews>

8. Under the Coalition Government, the remit of UKCCIS (<http://www.education.gov.uk/ukccis>) has been extended beyond purely delivering the recommendations made in the Byron Reviews. However, the work of UKCCIS is still informed by and based upon the principles set out by Professor Byron.
9. There is a plethora of advice now available and both the Staffordshire and Stoke-on-Trent SCBs aim to sign post parents, schools, teachers and young people and vulnerable adults to some of these key areas in their work. The key priorities for the boards are:
- ✓ ***Encourage young people to support each other and sign post them to best advice***
 - ✓ ***Ensure awareness of parents and carers to best advice***
 - ✓ ***Ensure all professionals are aware of the best and up to date e-safety and IT advice***
 - ✓ ***Ensure schools and all groups working with young people are supported in managing risk in e-safety and are able to identify potentially vulnerable young people***
 - ✓ ***Ensure high quality training and updates are available to all individuals working with children and young people regarding e-safety.***
 - ✓ ***Annual reports and updates given to the joint Executive Board for the Safeguarding of Young People and Vulnerable Adults***

02 RECOGNITION AND RESPONSE

10. Professionals in all agencies working with children, adults and families should be alert to the possibility that:
- A child may already have been / is being, abused and the images distributed on the internet or by mobile telephone;
 - An adult or older child may be grooming a child for sexual abuse, including for involvement in making abusive images. This process can involve the child being shown abusive images;
 - Children or young adults may be viewing and downloading child sexual abuse images.
11. Research, especially that completed by the NSPCC, indicates that in the UK, over eight million children have access to the internet and a significant proportion of these children (1 in 12), have met someone offline whom they first met online.

03 Areas of Concern

12. A professional who has a concern should discuss this with their line manager and / or their agency's nominated safeguarding children adviser. A concern should be shared even where there is no evidence to support it.
13. Where the concerns involve a particular child or children, a referral should be made to children's social care as set out in Section 3 of Staffordshire's Inter-agency Safeguarding Child Board procedures; *'Making Referrals'*:
<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Three/Section-3-Managing-Individual-Cases.aspx>

or in Stoke-on-Trent please refer to Making a Referral:
http://webapps.stoke.gov.uk/uploadedfiles/C01_Making_a_referral_March_2014.pdf

14. Where specific children are identified as abused in the production of images a Section 47 Enquiry should be carried out as set out in Section 3C *'Undertaking Assessments and Investigations'*
<http://www.staffsscb.org.uk/Professionals/Procedures/Section-Three/Section-3-Managing-Individual-Cases.aspx>

or, for Stoke-on-Trent please go to Section C03 (related files) Child and Family Assessment:
<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/c---man-individual-cases.en>

15. Professionals should be aware that the child may not want to acknowledge his/her involvement or admit its abusive nature, and may resist efforts to be

offered protection. This should not be a deterrent and agencies will in such cases need to work together closely in order to continue to monitor and assess the nature and degree of any risk to the child.

16. The police should ensure that checks are made with regard to the subject child/young person or adult and any other suspected individuals, their contact with other children and other activities involving children. This is in order to identify existence of organised abuse or abuse of children through sexual exploitation. If these are identified then the procedures relating to

'Complex Abuse Investigations' (Section 4B) & *'Child Sexual Exploitation'* (Section 4H)

<http://preview.staffsscb.staffordshire.gov.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx> should be followed.

In Stoke-on-Trent Complex Abuse (D04) and Children from Sexual Exploitation (D14)

<http://www.safeguardingchildren.stoke.gov.uk/ccm/content/safeguarding-children/professionals-folder/procedure-manuals/d---cyp-specific-circumstances.en>

17. The Police can draw upon powers to seize communication materials in specified circumstances where the level of evidence would support an application to do so.
18. Where there is concern about an adult, but there is no identifiable child a referral should be made to the Police, who must consider the possibility that the individual might also be involved in the active abuse of children. Their access to children should be established, including family and work settings, and a referral made to the appropriate services

Staffordshire Children's Social Care Services: First Response Service in the M.A.S.H. on 0800 1313 126.

Staffordshire Police MASH can be contacted on 101. In the event of an emergency please dial 999.

**Stoke-on-Trent Children's Services: Advice and Referral Team (ART)
01782 235100**

04 ALLEGATIONS AGAINST PEOPLE WHO WORK WITH CHILDREN

Professionals in all agencies should be aware of any indications amongst their colleagues of accessing abusive images. They should follow Section 4A of the Staffordshire Safeguarding Children Board procedure for *Managing allegations of abuse against a person who works with children and the role of the LADO* or Section D01 *LADO Managing allegations against staff and volunteers working with children and young people* from Stoke-on-Trent Safeguarding Children Board.

19. It is important that individuals suspected of accessing, creating or downloading indecent images of children are not alerted prior to the police undertaking their investigations as they may destroy computer evidence at work or home. It should be understood that phone, photographic or online communications with students could occasionally lead to misunderstandings or even malicious accusations. This has implications for managing allegations against people who work with children and means individuals may not be fully informed of reasons for their suspension.
20. Research into investigations of adults accessing child abuse images has identified that professional staff accessing such images may have access to children both in their occupation and in their personal lives. In such cases, a section 47 strategy discussion (Children Act 1989) will consider the need to assess risk both in relation to the occupation and in relation to the risk to any child within the family of the individual concerned. Therefore care must always be taken to maintain a professional relationship.
21. Consideration will also need to be given to safeguarding action required in relation to any other child related activities in which the individual may be involved.
22. Human resources and IT professionals should be aware of the legal framework created by the *Sexual Offences Act 2003* for managing potentially illegal child abuse images. (For further information on this act go to; <http://www.legislation.gov.uk/ukpga/2003/42/contents>)

Child Exploitation and Online Protection Centre (CEOP)

23. The Child Exploitation and Online Protection Centre (CEOP, <http://www.ceop.police.uk/>) brings together law enforcement officers, specialists from children's charities and industry to tackle online child sexual abuse. CEOP provides a dedicated 24 hour online facility for reporting instances of online child sexual abuse. There are some excellent resources available from this site and good practice would suggest it would be worthwhile investing in individuals to become CEOP trained who can then access further resources.

05 MANAGING THE RISK POSED BY NEW TECHNOLOGIES

24. The internet and the increasing use of digital technologies have brought unfamiliar challenges, some of which create actual or potential dangers for children and young people. New technologies have offered children and young people revolutionary advances in communication with their peers and with the world.

Mobile devices are powerful communication tools. They have the ability to not only enable voice-to-voice conversations, but they also allow us to communicate via text messaging, email, and on many devices via the web.

Professional standards and guidelines for volunteers working with children or young people generally dictate that an adult should never be alone with a child or young person in an isolated space, where possible. This is true in online environments too. Social networking sites are structured to be closed environments, and it is important to discourage children, young people and all professionals or volunteers from using them to communicate with one another

Micro blogging sites, such as Twitter, Plurk, Tumblr, etc. are excellent resources for educators and youth group/voluntary organisations to use to communicate with children and young people and parents/carers. Age restrictions should be applied and adhered to on all occasions. In many cases, users can elect to "follow" a user and have that user's posts be sent to a mobile device or email address. In the case of the popular site Twitter, a professional/volunteer can create an account and "tweet" daily updates regarding events and reminders. A young person or parent/carer can follow the professional/volunteer and receive these updates on their mobile phone too.

25. The main risks are in relation to sexual exploitation and the use of technology to bully, groom and record physical abuse commonly known as cyber bullying, cyber-sex and also more recently the advent of sexting. However, they also afford other opportunities for misuse and abuse, such opportunities range from file sharing, plagiarism, tweeting, and the use of social media and chat rooms, internet addiction and on-line gaming.

Children who view adult pornography

26. Children & young people often access adult pornography. However, the persistent viewing of material which is degrading, violent or sadistic or beyond the realms of normal curiosity can affect how young people can think about intimacy, themselves and their values and attitudes towards relationships and sexual development. It may be a way of demonstrating 'preferred' or 'fantasised' sexual activity. Adult pornography can also be used by adults or young people as part of a grooming process.

Children sold online for sexual abuse offline

27. Sex with children can be sold online via bulletin boards and chat rooms on the Internet. If illegal advertising of children for sex is discovered, the police should make a concerted effort to ensure that not only are the sites shut down but also to identify both victim and perpetrator. Covert police activity may be considered not required in order to infiltrate such sites. Police should consider seeking advice from the Child Exploitation & Online Protection Centre (CEOP) – <http://ceop.police.uk/> Further advice can be sought from the Internet Watch Foundation – <http://www.iwf.org.uk/>

Child Exploitation using Internet and mobile phones

New technologies such as chat rooms, MSN and SMS are often used by those wanting to sexually exploit children and young people. These young people are often vulnerable and known to statutory agencies such as children's social care and health services, and supported by voluntary organisations. They may be coping with other issues such as drugs, alcohol dependency or homelessness. For more information please view the SSCB Policy and Procedure Section 4H (a) '*Child Sexual Exploitation Policy*' <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-4-Promoting-the-Welfare-Safety-of-Children-in-Specific-Circumstances.aspx>

or for Stoke-on-Trent view Children who are Abused by Commercial Sexual Exploitation and Prostitution (D09) and D14 Children from Sexual Exploitation (Policy incorp action plan)
D14a Children from Sexual Exploitation (Strategy)
D14b CSE Police information sharing document
D14c Matrix and D16 CSE Operating principles
http://webapps.stoke.gov.uk/uploadedfiles/D14_Child_Sexual_Exploitation_Sept_14.pdf

Also the advent of sexting has seen peer-on-peer or use of instant messaging and images to degrade or cause upset to nominated/targeted individuals who are children, young people or vulnerable adults.

Young people creating or placing images of other young people online

28. 'Sexting' is at present an area young people and children must be kept safe from in all settings and by parents, guardians or professionals. The core advice given by the NSPCC suggests:
- It must be accepted many young people and children will not want to talk about sexting. It is therefore important you consider how to initiate this conversation. There are some useful tips on <http://nspcc.org.uk/sexting>.

- It will be important that the young person and child gains reassurance from you and a clear understanding explaining the importance that your 'your child's body is private and that being asked to 'sext' is inappropriate (sending an image of their body).'
- It will be important that despite any trust they may have sharing such an image could damage or change the relationship going forward. So they must 'think carefully' about what images they use or post as they will create a digital footprint even if it is deleted in the future.
- The NSPCC mentions that ChildLine have an app called Zipit, which can help diffuse situations where your child is asked to 'sext'. To find out more about the app visit <http://www.childline.org.uk/zipit>

NSPCC leaflet information at:

<http://www.nspcc.org.uk/globalassets/documents/advice-and-info/sexting-keep-child-safe.pdf>

Young people and Children who engage with 'cybersex' online

29. Children can be coerced to take part in sexual activity online by abusers who employ specific conversational techniques. The grooming process is no different from that used by abusers offline. However, the whole abusive episode takes place online without physical contact between the child and perpetrator. The most common place for targeting these children is in social networking sites and 'teen chat rooms'. When discovered, children will often deny any such activities, due to both the grooming process and the shame that many children feel when discovered doing something that have been told not to reveal and about which they feel deep humiliation and fear that they have.
30. The interviewing process must be sensitively handled, to give the young person permission to describe what has happened. The interviewers should be very clear with the young person that responsibility lies with the abuser and reaffirm for the child that the abuse is not their fault. If a Section 47 enquiry is undertaken, careful consideration should be given as to how the child will be interviewed to avoid any reinforcement of the abuse i.e. visual interviewing. For further information about safeguarding children and a definition for section 47 enquiries, please go to: 3C [Undertaking Assessments and Investigations](#) for Staffordshire. For Stoke-on-Trent see C02 Undertaking Assessments and Investigations

Children of adults, who create, view or download abusive images of children

31. Police and social care must consider the needs of other children within the household and extended to include the needs of any other children or young people the offender may have access too.

Children, who create, view or download sexually abusive images of children

32. Although some children plan to and purposefully download these images, others have been forced to do so by peer group pressure or introduced to these sites by predatory adults as part of grooming for sexual abuse.

Children groomed online for sexual abuse offline

33. It is an offence to groom a child. A breach of this legislation requires:

- An attempt to meet or any meeting with the child or young person on at least two occasions
- Attempting to meet or travelling with the intention to meet

34. Concerns for children and young people who may be vulnerable to abuse (direct or indirect) should be assessed in response to child ***in need*** or at ***risk of significant harm***.

Children sold online for live sexual abuse

35. This is usually a highly calculated and planned sexually abusive activity as it requires the perpetrator to alert online peers of his/her intention to abuse on a set date and time. Payment for this activity may involve money or take the form of bartering for other indecent images or drugs. If a section 47 enquiry is undertaken, careful consideration should be given as to how the child will be interviewed to avoid any reinforcement of the abuse i.e. video interviewing.

Children made the subject of child abuse images or pseudo-images

36. Children who are the subject of child abuse images may suffer incalculable trauma which may affect them for the rest of their lives. Perpetrators often use strategies to inhibit children disclosing the abuse: children may be shown abusive images of other children or their own abusive images in an attempt to normalise the activity; encourage children to place images of themselves or friends online; encouraged to be proactive in either their own sexual abuse or that of other children.

37. Pseudo images may be created of particular children by the technological manipulation of existing photographs, art or cartoons. These images often have the same impact on the victim as non-pseudo images.

Victims of domestic violence being tracked over the internet by their abusers

38. Social networking sites that allow people to share information and receive support can be important tools for victims of abuse, but they have to be

cautious when using online social networks. If they, family or their friends are careless about the security and protection of personal information, it can lead to their abuser using information posted online to identify their new home, workplace, school or other location. There have been instances where abusers have placed tracking, monitoring or spying software on computers, laptops and other devices used by their victims.

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06 BULLYING AND OTHER FORMS OF ABUSE OF CHILDREN ONLINE

39. Children can be subject to non-sexual forms of abuse such as 'happy slapping' and recorded physical assaults, sexting and instant messaging or images to cause hurt or harm. Young people may also become involved, either willingly or unwillingly, in sites that encourage self-harm, humiliation, hatred or suicide.
40. All of the above forms of abuse can be accessed via digital devices through the internet and mobile platforms such as smart-phones, 3G internet access, and memory mass storage devices including X boxes and the like but now we also need to consider the risks presented by Smart TVs and ensure professionals are aware of procedures to ensure the safety of those who may be at risk.

Cyber-bullying

41. Bullying and cyber-bullying are covered in most schools and colleges as well as workplaces by a relevant policy specific to that environment. However bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:
- physical (e.g. hitting, kicking, theft)
 - verbal (e.g. racist or homophobic remarks, threats, name-calling)
 - emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)

“The damage inflicted by bullying (including cyberbullying via the internet) can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies.” (Paragraph 11.57, Working Together 2013).

42. New technologies have offered children and young people innovative advances in communication with their peers and with the world. However, they also afford an opportunity for misuse and abuse. Bullying through technology (**cyber-bullying and sexting**) can be devastating for the victim and, unlike in the real world, the victim can be targeted at any time day or night, home or school.

Bullying can include emotional and/or physical harm to such a degree that it constitutes significant harm. See section 1, page 5 for more information on 'Understanding Significant Harm'; go to:
<http://www.staffsscb.org.uk/professionals/procedures/> or in Stoke-on-Trent please refer to Bullying (F02) on the website: www.safeguardingchildren.stoke.gov.uk

43. Professionals in all agencies should be alert to bullying and competent to support and manage both the victim and the abuser.

44. Staff should be supported by locally agreed thresholds and single agency policies to combat bullying. Please go to the following websites to view Staffordshire's Anti-Bullying Charter;

<https://education.staffordshire.gov.uk/Pupil-Support/Anti-Bullying/Action-Against-Bullying.aspx>

or other sites (outlined below and throughout the document) to help understand how children and young people can use the internet and electronic communications more safely:

<http://www.wmnet.org.uk>

45. In the more serious cases these should include discussion with the agencies nominated 'safeguarding/child protection advisor' and making a referral to children's social care services. **Separate referrals for assessment and support should be made in respect of both child victim and child abuser.**

46. Where the bullying may involve an allegation of crime (assault, theft, harassment) a referral should be made to the police at the earliest opportunity.

47. The contact details for Stoke-on-Trent and Staffordshire Children's Social Care Service as well as Stoke-on-Trent and Staffordshire Police are detailed in paragraph 19 of this document.

48. Information about good practice in anti-bullying strategies (real & virtual) for schools, can be accessed at;
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-RR098>

07 FURTHER GUIDANCE AND SUPPORT

For professionals:

- Staffordshire Safeguarding Children Board; <http://www.staffsscb.org.uk/> and for Stoke-on-Trent go to Stoke-on-Trent Safeguarding Children Board: www.safeguardingchildren.stoke.gov.uk
- On this inter-agency web-site there is specific web-site information and an 'e-safety toolkit' designed to offer support and guidance. Go to; <http://www.staffsscb.org.uk/Professionals/Key-Safeguarding/e-Safety/e-Safety-Toolkit/e-Safety-Toolkit.aspx> for more information about e-safety in Staffordshire, including guidance on Acceptable Use Policies (AUP's) for schools and local authority services. While in Stoke-on-Trent professionals can go to <http://www.sgfl2.org.uk> for links to E-Safety sites for kids and for teachers, parents and carers. This site also contains general guidance on password security, spam, abusive mails, acceptable use of emails, hoax emails and username protection with a link back to the Stoke-on-Trent Safeguarding Children's board for further guidance.
- South West Grid for Learning (<http://www.swgfl.org.uk/>) provides updates, templates and a host of relevant information regarding the use, training and education of safer internet use by all stakeholders. Here are some useful links which the SWGfL recommend:

helpline@saferinternet.org.uk – this is a help line which offers advice to professionals working with children and young people in the UK
www.onlinecompass.org.uk – e-safety self-review for groups and organisations (not schools)
www.360safe.org.uk – e-safety review tool for schools
- The UK Council for Child Internet Safety (UCCIS) <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis> brings together over 160 stakeholders from across the internet safety spectrum who have come together to work in collaboration for the good of children and families. They have produced universal guidelines for providers entitled '[Advice on Child Internet Safety 1.0](#)'
- The Child Exploitation and Online Protection Centre (CEOP, www.ceop.police.uk) brings together law enforcement officers, specialists from children's charities and industry to tackle online child sexual abuse. CEOP provides a dedicated 24 hour online facility for reporting instances of online child sexual abuse.
- <http://www.thinkuknow.co.uk> – a website for professionals (and children, young people and parents) full of information and resources about staying safe online.

- <http://www.childnet.com>- This is an organisation, which works with partners around the world to try and ensure that children and young people are protected from the dangers of the Internet.
 - Barnardo's "Just One Click" Report – <http://www.barnardos.org.uk>
 - The Virtual Global Taskforce (VGT) <http://www.virtualglobaltaskforce.com> was created in 2003 as a direct response to lessons learned from investigations into online child abuse around the world. It is an international alliance of law enforcement agencies working together to make the Internet a safer place.
 - <http://www.iwf.org.uk> - This is an organisation, which works with the Police and Internet Service Providers to trace those responsible for putting harmful or illegal material on the web. It also encourages web surfers who find harmful or illegal material to report it.
 - www.common sense media.org – this resource gives professionals and parental reviews and advice as well as up-to-date information on relevant news stories.
 - The Black Country and Birmingham "Stop it Now!" Campaign
<http://www.stopitnow.org.uk/>
 - For information on the Byron report:
<https://www.gov.uk/government/publications/staying-safe-survey-2009-young-people-and-parents-attitudes-around-accidents-bullying-and-safety>
 - For more information on tackling bullying go to;
<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying/what-is-bullying>; and
<http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying>
- the National Society for the Protection of Cruelty to Children
<http://www.nspcc.org.uk/>

For children, young people and their carers:

The following information gives advice to parents and children in terms of considering the dangers and managing risks, as well as information about computer software and supervised chat rooms etc.

- <http://www.thinkuknow.co.uk> – a website for children, young people, parents and professionals full of information about staying safe online.

- <http://www.nidirect.gov.uk/click-clever-click-safe> **Click Clever Click Safe Code** has been designed to act as an everyday reminder of simple good behaviours, to help children and their carers to avoid common risks online.
- Information for children / young people on the Byron Review:
<http://webarchive.nationalarchives.gov.uk/20101021152907/dcsf.gov.uk/byronreview/>
Or
<http://webarchive.nationalarchives.gov.uk/20101021152907/http://publications.education.gov.uk/eorderingdownload/dcsf-00333-2008.pdf>
- There are links to many e-safety resources on our webpage at <http://www.staffsscb.org.uk/Professionals/Key-Safeguarding/e-Safety/e-Safety.aspx>

[and in Stoke-on-Trent Useful links to online resources and guidance can be found at the following links:](#) <http://www.sgfl2.org.uk/esafety>,
<http://www.sgfl2.org.uk/tips> and <http://www.sgfl2.org.uk/abuse>

but also at: <http://www.wmnet.org.uk>

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