



Cyber Ambassadors Project Evaluation

Acknowledgments

Here at the Police and Crime Commissioner's Office we want to say a massive thank you to all those who have taken part in this pilot project. Without your enthusiasm and commitment it just would not have been possible.

It has been great to hear all the feedback throughout this project and the exciting, new ideas which have developed as a result of your Cyber Ambassadors delivering sessions in schools across our region.

We hope to embed our Cyber Ambassadors project into as many schools as possible moving forward, raising awareness of cyber safety and encouraging our children and young people to ask for help when needed, promoting peer support and "if in doubt give an adult a shout!"

And finally we want to say a special thank you to those Youth Commission members who dedicated their time to write and deliver our Cyber Ambassadors training programme; Bekki Dunn, Alison Romaine, Sophie Smith and Katie Vincent, your contribution was immensely valuable.

This report has been collated and produced by the Performance and Information team at the Police and Crime Commissioners Office

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Executive summary

Key findings

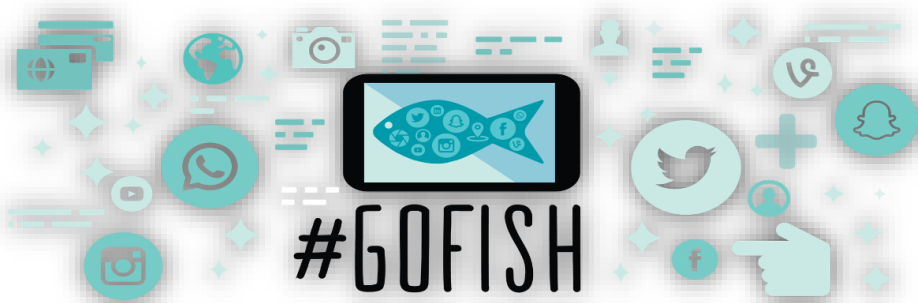
- ❖ The scheme is flexible allowing for ease of implementation, meeting the cyber needs of students and the schools, while ensuring priority areas are covered.
- ❖ Peers educating peers has been a powerful approach, more so for the secondary level, primary students highly value a joint peer and adult input.
- ❖ Difference in opinions around cyber security and risk between children and parents. Cyber Ambassadors unanimously felt adults focus on privacy settings, passwords and impractical responses such as block and delete. Young people want parents to know how to check devices and monitor online activity.
- ❖ Students report not feeling confident in parental advice if they did seek their help, 'just ignore them' or 'turn your phone off' is not seen as practical or helpful.
- ❖ One approach adopted utilised older students, with no teachers in the room during the cyber sessions, enabling students to speak freely about issues impacting them online. Another approach had older Cyber Ambassadors supporting younger Cyber Ambassadors to deliver sessions to their peers.

Recommendations

- Youth Commission members and Cyber Ambassadors to produce short films on the Cyber Ambassadors training programme, with support from the OPCC. This visual aid would train new Cyber Ambassadors and Youth Commission members, and be utilised by parents and professionals to aid cyber safety education.
- All training materials to be made publicly available on the OPCC site and via Safe4Me, enabling all schools and educational settings to be able to access the Cyber Ambassadors cyber safety materials and scheme set-up.
- A 'how to guide' to be developed to aid implementation of the scheme. The guide would also provide ideas and suggestions on how others have adapted the scheme. A continued focus on peer led learning, recognising the importance of young people's feedback to influence session delivery.
- Parents and carers need to learn more about monitoring child online activity. Parental oversight versus young person's independence is lacking in clarity and understanding. There is a need to explore the differences between what is seen as a risk between parents and young people in the online world.
- Roll out of the Cyber Ambassadors scheme requires a coordination role. This would raise awareness of the PCC, development of the scheme alongside promotion of preventative, informative and new approaches to cyber safety. Forums to be set up with regular meetings where good practice is shared with updates around cyber safety and technology use.

Introduction

1. The Youth Commission¹ are a diverse group of young people between the ages of 14 to 25yrs, taking on the key role of engaging with young people in their policing region, making sure that their voices are heard on a range of issues. These are highlighted to the Police and Crime Commissioner (PCC), the Chief Constable and our partner agencies to enable action to be taken. They cover the region of Hampshire, Isle of Wight, Portsmouth and Southampton.
2. At the Police and Crime Commissioners' Office (PCCO), our Youth Commission are driving forward their cyber safety awareness raising, following on from the #GoFish campaign delivered during the 2016-17 Youth Commission delivery.
3. #GoFISH is a social media campaign which calls for young people to 'Go Find Internet Safety Help'. The aim of #GoFISH is to encourage young people to take precautions to protect themselves online, promote mechanisms to report concerns and highlight the laws around internet use.
4. During 2016-17 our Youth Commission engaged with 3,500 young people via their public consultation and engagement, known as the Big Conversation². This consultation asks young people which of the Youth Commission priorities is most important to them, what their experiences/views on this are, and what thoughts they have on solutions to the issues facing young people today.
5. The survey results showed that 66% of respondents had little or no knowledge of the laws surrounding internet use:
 - 96% of 12-15 year olds felt that the internet can be a bit risky
 - One in 12 say they have been contacted by someone they did not know
 - One in three 12-15 year old's say that they have seen hate speech online of which 92.6% say it takes place on Facebook



6. The #GoFish campaign has now evolved into the Cyber Ambassadors scheme following the March 2017 Youth Commission recommendations conference³ and 2016 end of year report where the importance of having cyber support in schools was acknowledged. Youth Commission members

¹ <https://www.hampshire-pcc.gov.uk/youth-commission>

² <https://www.hampshire-pcc.gov.uk/youth-commission/big-conversation>

³ <https://www.hampshire-pcc.gov.uk/recommendations2017>

identified students to act as ambassadors to make cyber safety accessible to as many young people as possible.

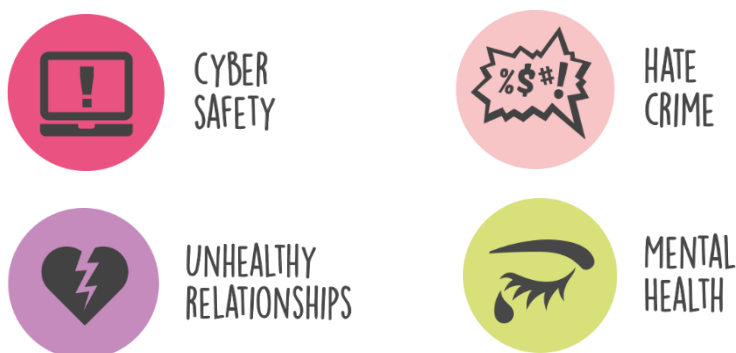
7. The format considered for this pilot in primary and secondary schools is to skill-up a small number of pupils (supported by a member of school staff). These informed pupils will then be able to pass on their learning and offer support and advice to their peers.
8. Peer influence can have a significant impact, from academic achievement, to adopting healthy behaviours or unhealthy behaviours, to feelings of motivation and confidence. When peers are given accurate information to disseminate to others, it can have an extremely powerful impact for both the peer educators and those receiving peer education. Peer-led education is a way of harnessing influence to enact positive change while also empowering education providers to tackle the ever challenging field that is cyber safety.

Aims

9. The aims of the Cyber Ambassadors scheme are to:
 - Provide peer to peer support for young people in both primary and secondary education around cyber safety. Providing practical resources and a single point of contact for pupils in schools should advice and support be needed.
 - Provide a peer-learning package/resources to primary and secondary education providers to enable wider and continued roll-out of the Cyber Ambassadors scheme for years to come.

Local picture

10. Our Youth Commission work hard to gain the views of young people around their four priorities, as chosen by young people themselves:



11. We find that young people adapt to technology, utilise new apps and social media at rapid pace. In many cases, by the time adults and professionals are aware of the latest cyber trend, young people are already changing their focus to something new. It is important that we engage with young people not only to gain their views, but to capture their knowledge, expertise and experiences.



Big Conversation 2017

12. Our Youth Commission work in partnership with Hampshire Constabulary, in particular with the forces Schools Engagement Officer. They play an active role in developing the relationships between the police seen as authority figures, and young people today.
13. The Youth Commission shared their work on the Cyber Ambassadors project in January 2018 at the Young Persons Cyber Protect Conference. This joint OPCC and Hampshire Constabulary event brought together professionals and practitioners working with young people, ranging from education providers, and police to third sector partners.
14. The PCCO with the Youth Commission are now members of the UK Council for Child Internet Safety (UKCCIS)⁴. Being a member provides the Youth Commission the opportunity to directly input into issues that matter to them, enabling the change that will impact them and their peers.
15. Through the Big Conversation data, utilising local surveys⁵ and with access to police data⁶ we take the opportunity to explore emerging trends and current issues, many of which link in with technology and cyber safety. Young people we engage with express the close connection to their mobile devices, that it is an extension of their social interactions, organisation and source of entertainment (games, films etc.).

⁴ <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

⁵ <https://www.iwight.com/azservices/documents/2552-Children-and-young-peoples-survey-2015-final.pdf>

⁶ Business Objects

In support of the #GoFISH campaign Julia Fossi, NSPCC's Associate Head of Child Online Safety, said:

"We know online safety is a major concern for children and young people, not just parents, because that is what they tell us. In a world where an increasing amount of our time is spent online, it is only right that people of all ages learn more about keeping safe on the web."

16. In 2017 the #GoFISH campaign was recognised by the NSPCC. This supports the evidential need for cyber safety to be at the forefront of child safety, the national impact and focus upon young people today is paramount. Our Youth Commission continue to develop partnership working and take steps to increase their knowledge around cyber safety.

National picture

17. The UK government has taken great steps to ensure that children are safe online, however there is the recognition that more can and needs to be done. This is being met with new online safety laws to be created to make sure the UK is the safest place in the world to be online⁷.
18. As children are becoming more familiar with technology and devices at a much younger age than their parents/carers, there is a need to not only educate children and young people but adults inclusively.
19. Research is underway to better understand the cyber world, the impact of cyber upon children and young people, and the long term effects. We are increasingly living our lives via online platforms, children and young people are no exception to this. Modelling behaviours of peers and adults around them, young people today are experiencing first-hand what it is like to mature in a digital age. Research into this area is developing with particular focus on children and young people, and keeping safe online (see Appendix 4).

Methodology

20. In order to drive forward the Youth Commissions initiative of peer mentors educating on cyber safety issues, organisations, services and providers, including education, the Children's Commissioner for England, NSPCC and Hampshire County Council to name a few, were all contacted to formulate a virtual focus group. Good practice was shared in delivering peer mentoring projects both locally and nationally, this provided a foundation for developing our scheme.
21. Through utilising the safe4me⁸ resource, the Cyber Ambassadors scheme was promoted via their monthly newsletter in May 2017. To further boost interest across primary and secondary schools, local authority webpages were researched, five primary and secondary schools were randomly selected from each district across our region.

⁷ <https://www.gov.uk/government/news/new-laws-to-make-social-media-safer>

⁸ <https://www.safe4me.co.uk/>

22. Schools that showed an interest in taking part in the scheme were invited to an initial briefing session to explore how the scheme can be tailored to work for them, without adding any additional pressure on staffing resource and pupil learning time, key topics to cover and what the schools would require to implement the scheme.
23. It was here that primary schools were introduced to the 'Beware of lurking trolls⁹' developed by Portsmouth City Council. However, the primary schools were keen to link to the GoFish theme and further develop this for a primary school audience, to ensure consistency in transition of messaging and theme from primary to secondary education.
24. Primary schools taking part asked their pupils to design sea monsters. A selection of the drawings were worked up into cartoon characters to help outline what dangers lurk online and how to stay safe from them, these are now known as our Cyber Sea Monsters.
25. Application forms and advertising posters were developed and distributed across the interested secondary schools. This was aimed towards students who wanted to participate and become a peer cyber safety mentor known as a Cyber Ambassador. Schools selected students to attend an all-day training event. Training was developed, written and delivered by Youth Commission members.
26. Teachers from each of the primary schools selected pupils who they felt were best able to deliver the Cyber Ambassadors role in their setting. A total of 12 Secondary and 12 Primary schools initially stated they would take part in this pilot (see appendix 1).

Secondary delivery

27. The first training event took place on 26th September 2017 in the North of the County¹⁰. The second training event took place on 29th September 2017 in the South of the County¹¹. All those in attendance received certification evidencing their training to be a cyber peer mentor and a Cyber Ambassador badge to wear on their uniform.

Primary delivery

28. The first training event took place on 3rd October 2017 in Central Hampshire¹². The second training event took place on 4th October 2017 the Isle of Wight at

⁹ <https://www.portsmouth.gov.uk/ext/documents-external/sch-bewarelurktrolls.pdf>

¹⁰ At Sherfield School in Hook. Schools in attendance were Sherfield School and John Hanson School. A total of 21 students were trained.

¹¹ At Portsmouth High School in Portsmouth. Schools in attendance were Wildern School, Purbrook Park School, Millchase School and Portsmouth High. A total of 40 students were trained.

¹² At Weeke Community Centre in Winchester. Schools in attendance were Portsmouth High, Bosmere Primary, Vigo Primary, Medstead Primary, Pilgrims Cross Primary and Halterworth Primary. A total of 22 students were trained on this day.

Newchurch Primary School, at Sandown¹³. All received certification evidencing their training to be a cyber peer mentor and a Cyber Ambassador badge to wear on their uniform.

29. A dedicated web page was developed for both primary¹⁴ and secondary¹⁵ schools taking part. These pages contained all training resources and materials, links to relevant cyber safety information and initiatives along with all evaluation and feedback forms. This was a hidden web page, only accessible via a shared link.
30. To support the delivery of the key themes around cyber safety, the development of the sea monsters allowed for cyber attributes to be affiliated with particular sea monsters. This led to the development of 'Top Trump cards', each of the sea monsters attributes equate to a varying power. This encourages those reading them to compare cards while learning about cyber safety (see appendix 2).
31. Stickers were produced to hand out in sessions. Cardboard cut outs of the sea monsters were taken along to each of the training days to bring to life the sea monsters as designed by the children themselves.

Observations

32. Where possible, observations were undertaken both in primary and secondary settings. This included Cyber Ambassadors educating their peers on cyber safety as well as inviting parents into school to talk about the scheme, cyber safety and the role of parents in keeping children safe online.
33. All schools were contacted throughout the pilot and were encouraged to make contact with any questions or queries, to share areas of good practice, scheme adaptations and any areas of support that they might need.

Competition at Secondary level

34. To progress the pilot, students at the schools taking part in the scheme were asked to pick one of the sea monsters, and develop a comic strip or story idea that demonstrates the variety of cyber issues the sea monsters represent, what they do that have the potential to put people at risk online, and how a superhero could defeat them.

Competition at Primary level

35. To further develop the scheme at a primary level, pupils were asked to design a super hero that can defeat the sea monsters, and to explain what their super hero 'special powers' are. The winning entry would then be used in conjunction with the secondary school entry to illustrate to children how to keep safe online.

¹³ Schools in attendance were Cowes Primary, Nettlestone Primary and Newchurch Primary. A total of 12 students were trained on this day.

¹⁴ <https://www.hampshire-pcc.gov.uk/primaryambassador>

¹⁵ <https://www.hampshire-pcc.gov.uk/secondaryambassadors>

36. The PCC reviewed all competition entries, and upon much deliberation chose the winners to be included in the materials for the Cyber Ambassadors scheme. The winners were announced on the evaluation and celebration event.

Evaluation and celebration event: Safer Internet Day

37. February 6th 2018 Safer Internet Day, brought together the schools who were continuing in the pilot, to celebrate their efforts, to gain feedback from the cyber ambassadors and to announce the winners of both the primary and secondary school competition entries. Schools were given a certificate acknowledging their commitment to the scheme and to cyber safety. The day was split into two, with the secondary schools taking the morning session and primary in the afternoon.

38. Each school attending gave a short presentation on what they did in their school to deliver the Cyber Ambassadors scheme. This provided schools attending to see variance in delivery and to share what worked well for them and what didn't.



Students from Portsmouth High Juniors

39. During the celebration event focus groups were undertaken with the students and staff members separately, facilitated by OPCC staff and Youth Commission members. The aim was to explore with the students their views on session delivery, feedback received from their peers, how they adapted the sessions and any emerging issues for young people today. The staff focus groups explored the implementation of the scheme went, what were the challenges and barriers, and what additional support would be required to enable the scheme to be delivered across the whole of our region.

Evidence

Training days

40. One day sessions were delivered by Youth Commission members with support from PCC staff. Training sessions were tailored for each of the primary and secondary schools. The day covered all the topics and themes relevant to cyber safety. To gain an overview of the soon to be Cyber Ambassador's knowledge base around cyber safety, pre and post training evaluations were developed for both primary and secondary level.

Primary

41. A total of 34 pre-training evaluations were completed. Two stated they had seen the #GoFISH icon before, however, neither could state where they saw it or what it stood for.

The image shows three screenshots of a pre-training evaluation form. Each form has the following questions and checkboxes:

- Did you find our trainers friendly and helpful? Yes No
- Did you find the venue was suitable for your training? Yes No
- Would you recommend the training to your friends? Yes No

Any other thoughts:

- Form 1: "An excellent way to help kids with bullying problems."
- Form 2: "I am more confident than I was before"
- Form 3: "there are good things that I never knew"

42. Children identified personal information they should not be sharing online and ways in which they could be 'tricked' when they are online such as someone pretending to be someone they're not, lying about their name or age. Responses heavily reflect messaging that adults could be acting as children online, what is now seen as online 'stranger danger'.

43. There was a 100% response rate to 'not accepting people you do not know' as friends online, and recognition that peers can be negatively impacted by posts online. Practical advice of knowing what to do when someone is being bullied received a 100% response of 'talk to an adult'. Lacking in the responses were practical tips and knowledge in using devices and social media as safely as possible.

44. A total of 34 post-training evaluations were completed. Following the training day there was a 100% recognition of #GoFISH and what it stands for. Children were thinking beyond the immediate personal information they should not be sharing online, recognising the importance of keeping personal details private, such as when you're away on holiday, banking details and email addresses.

45. It is encouraging to read feedback from those newly trained in the scheme, the training not only reinforces embedded cyber safety messages, but educate more broadly around cyber safety beyond the traditional messaging.



Primary Cyber Ambassadors

Secondary

46. A total of 63 pre-training evaluations were completed by young people, and eight staff. All but seven pupils and one staff member from across five secondary schools knew what #GoFISH stands for. 26 pupils stated they did not know what 'trolling' is, of those that did answer the responses varied widely. These included correctly recognising trolling is "when you're horrible to someone online", to "online pranks" and "annoying people online" to the more creative "hiding beneath a bridge!".
47. Only 24 of the 63 students could identify signs of grooming. All but two students recognised that a strong password should include letters, numbers and symbols. This reflects traditional messaging of online safety. The more challenging behaviours relating to cyber safety, the practical tools and resilience that is now needed for young people in today's digital age continues to be lacking.



48. When asking students how they would respond to a report of an indecent image being shared online, just under half, 27 of the 63 students, said they would report to a trusted adult.

49. Unfortunately one of the schools participating had to leave before the post-

training evaluations were completed, though taken away to complete later, these were not received. A total of 55 students and 7 staff submitted their post training evaluations.

50. Post training, 47 of the 55 students correctly identified what trolling is. 100% could identify what #GoFISH stands for and all but one student could identify signs of grooming. 52 of the student feedback forms reflected the right action in a report of an indecent image being shared.

Observations

51. All schools taking part in the pilot projected were contacted and asked to provide an opportunity for an observation of their Cyber Ambassadors in their school setting, this could be to their peers, parents or another role their Cyber Ambassadors adopted.

Primary schools

52. The observations provided insight into how adaptable, user led and user friendly the scheme is. During one primary school observation four sessions were delivered, four of the Cyber Ambassadors paired up to deliver two 15minute sessions each. The students were delivering their session to a full class, utilising games provided via the training. Cyber Ambassadors presented as confident in the subject areas and had the attention of the class.

53. The Cyber Ambassadors had met with the school lead to develop their confidence in presenting to their peers and prepare their script ahead of delivery. This format was very similar in another primary school, though the session was for longer at 25minutes.
54. Handing out the top-trump cards and stickers at the end of the session appeared to have a positive and reinforcing approach, many were already comparing the stats to previous cards they had. For further observation evidence see Appendix 5.

Secondary schools

55. One secondary schools utilised their older students to educate around cyber safety, with the agreement of staff, no teachers were in the room during the sessions to enable students to speak freely about issues impacting them online. This school also adopted the approach of older Cyber Ambassadors supporting the younger Cyber Ambassadors to deliver sessions to their peers. The interactive nature of the sessions appeared to have the desired effect of gaining the attention of the students and getting them to actively participate in the session.
56. Following this observation Cyber Ambassadors provided a unique insight into their views of the scheme and what young people see as a concern online compared to the adults around them. They unanimously agreed that adults focus on privacy settings, passwords and impractical responses such as block and delete.
57. Young people want parents to know how to monitor social media and check devices, as many pre-warn when parents do checks. The students also spoke of not feeling confident that their own parents would know what to do if they did ask for their help, advice such as 'just ignore them' or 'turn your phone off' is not practical or helpful. Adults as well as young people live via their phones: organising, searches, games, media such as Netflix or YouTube etc. Students spoke of adults going to them for tech advice, leaving students feeling that adults do not take the time to get to know the devices, apps and social media young people today are using.

Focus Groups

58. On the evaluation and celebration event (February 6th 2018), a number of focus groups were held. School teachers and staff were on one table, Cyber Ambassadors were split across two tables. Each table was facilitated by a Youth Commission member and an OPCC staff member.

Secondary focus groups

59. Students were happy to share their experiences of delivering cyber safety sessions, most delivered presentations to their school informing about the scheme, and all delivered sessions to their peers. There was agreement from all Cyber Ambassadors that the young students (Year 7's) preferred shorter sessions, while older students were happy for longer more in-depth sessions, where discussions could take place.

60. The materials and resources provided were utilised, activities such as Kahoot and 'Bully or Bants' being well received. Some of the secondary students adapted the content to meet new and emerging issues such as the Sarahah App (allows for anonymous comments on posts). Sarahah became prevalent across many Secondary Schools across our region, leading to cyber bullying.
61. Students prefer to deliver cyber safety in smaller groups as this generated more engagement and feedback from their peers. In one school Cyber Ambassadors at Sixth Form level took to educating peers without teachers present, to enable those attending to be open and gain the trust of their Cyber Ambassadors. See Appendix 5 for more details.



Secondary Cyber Ambassadors

Primary focus groups

62. Students spoke of the different ways in which the scheme was delivered; school assembly, presentation to parents and individual classes.
63. Materials from the training day were utilised, especially the games and activities. To prepare some had Cyber Ambassador meetings over the lunch break to prepare, develop their presentations and scripts. The adult lead for the scheme in each school supported the students, but the delivery of the sessions were completed by the students.
64. Some of the students spoke of feeling nervous standing up to deliver presentations to their school and their peers, confidence grew each time a new session was delivered. The sessions delivered ranged from 15 to 30 minutes across the schools taking part. For more details see Appendix 5.



Vigo Primary School



Feedback and evaluations

- 65. Each school was invited to share any ideas and initiatives they undertook to promote and raise awareness of their Cyber Ambassadors scheme in their school.
- 66. In order to promote the scheme some schools took to having a display board in the school, enabling pupils, teachers and visitors to learn about the scheme and cyber safety in their school.



Display in Medstead Primary School



Display in Bosmere Primary School

- 67. Many schools took to writing newsletters, utilising parent mail, having posters up, delivering presentations to parents and their peers. At a secondary level, some students took it upon themselves to develop their own materials, to make them more relevant and build upon the themes identified for a cyber awareness at a Secondary level.



Power Point Presentation by Portsmouth High Cyber Ambassadors



Recognition Certificate

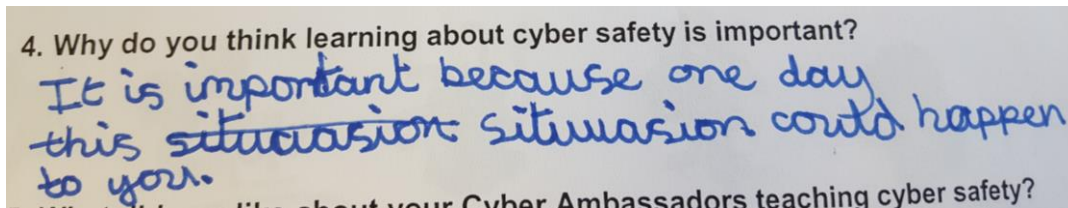
68. Once each school had completed their delivery of the Cyber Ambassadors cyber safety awareness and education, feedback forms on the sessions delivered and topics learnt covered were requested. One of the primary schools set up a post box where students could post issues, with their name or anonymously relating to cyber safety, any issues could then be discussed more openly.

69. Feedback at a primary level showed the top four cyber safety areas covered were:

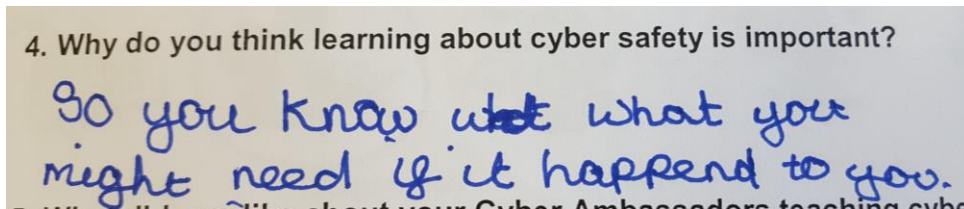
- Cyber bullying
- Safer searching
- Safer selfies
- Talking online

70. Many students recognise the importance of cyber safety:

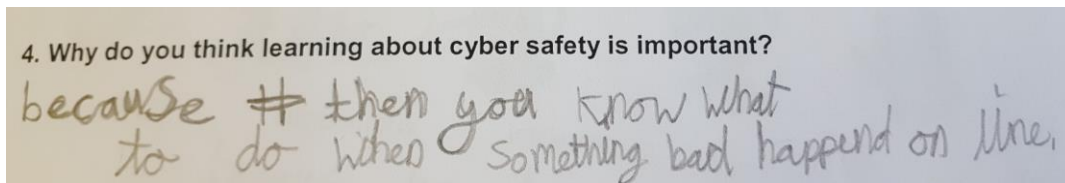
“It is important because one day this situation could happen to you.”



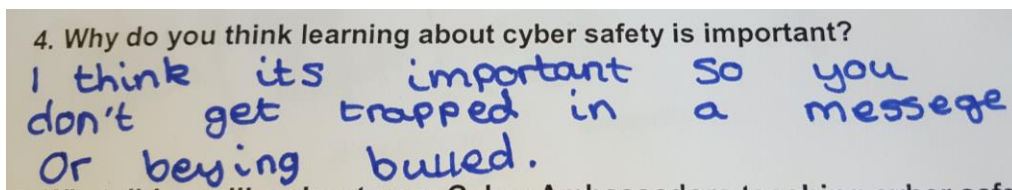
“So you know what you might need to do if it happened to you.”



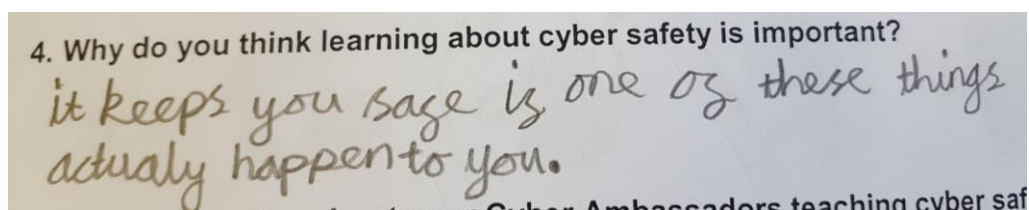
“because then you know what to do when something bad happened online”



“I think it’s important so you don’t get trapped in a message or being bullied.”



“it keeps you safe if one of these things actually happens to you.”



71. Key themes emerging from the primary school feedback showed the monster association to a cyber safety theme has worked well, the relationship to a theme supported the cyber safety messaging, and the take away top trump cards act as a reminder and reinforcing tool. This generated conversations with peers and a take home piece to show parents/ carers and siblings.
72. Primary school children identified the learning environment as an inhibitor, with common responses to “what didn’t you like about your cyber safety lessons” being around sitting down for too long, not moving around and the room being too warm. When asked what would make the cyber safety lessons better, responses included wanting to use computers in the lessons, working through practical examples, what to do in scenarios relating to cyber safety and to have more hands on activities.

What we found

73. We have received overwhelmingly positive feedback in regards to the Cyber Ambassadors scheme overall. The scheme takes direct input from young people, with guidance from education providers on capacity, resource management and delivery expectations. The Youth Commission have been instrumental in the design, content and delivery of the scheme.

Key findings

- ❖ The scheme is flexible allowing for ease of implementation, meeting the cyber needs of students and the schools, while ensuring priority areas are covered.
- ❖ Peers educating peers has been a powerful approach, more so for the secondary level, primary students highly value a joint peer and adult input.
- ❖ Difference in opinions around cyber security and risk between children and parents. Cyber Ambassadors unanimously felt adults focus on privacy settings, passwords and impractical responses such as block and delete. Young people want parents to know how to check devices and monitor online activity.
- ❖ Students report not feeling confident in parental advice if they did seek their help, ‘just ignore them’ or ‘turn your phone off’ is not seen as practical or helpful.
- ❖ One approach adopted utilised older students, with no teachers in the room during the cyber sessions, enabling students to speak freely about issues

impacting them online. Another approach had older Cyber Ambassadors supporting younger Cyber Ambassadors to deliver sessions to their peers.

Challenges

- Limited overall feedback, evaluations and observations. While this does not impact upon the evaluation outcomes, more materials to evaluate is always advantageous. There needs to be recognition of the dedication from all the schools and students taking part.
- Ensuring Cyber Ambassadors do not feel they are taking on safeguarding issues. 'If in doubt give an adult a shout' and reporting issues appear to be embedded. Secondary school Cyber Ambassadors appeared confident to report issues regarding a peer, though not for themselves, they would rely upon others to recognise and report. This highlights development within the scheme, a 'spot the signs and speak up for your friends approach'.
- Ensuring that up to date themes are covered such as the impact of body shaming/ social media expectations etc., and new apps such as the spread of Sarahah.
- Keeping the materials and resources refreshed to enable sessions to be redelivered to reinforce cyber safety messaging requires regular updates, this takes time and is a demand upon existing resources.

Next steps

74. To ensure sustainability a decision notice for a coordinator role will be explored. If this role is not fulfilled there will be a requirement from the OPCC, participating schools and their Cyber Ambassadors to generate and refresh resources. Coordinating this will present challenges. For a new scheme to flourish there needs to be investment.
75. Cyber Safety is a priority for our Youth Commission. They have led the way in developing cyber awareness for young people across our region since 2016. The messaging of #GoFish and 'if in doubt give an adult a shout' are gaining traction and recognition. The next steps will include increasing the push of and embedding this messaging with cyber safety advice.
76. A cyber survey with young people and adults, to enable a cyber profile of our region to be undertaken. Through utilising local¹⁶ and regional surveys, questions will be developed and put to the public. The cyber profile would support the OPCC and the Constabulary on cyber-crimes and themes impacting the public. Third party organisations would then utilise the profile to inform their grant applications when seeking funding on a cyber based bid.

¹⁶ <https://www.iwight.com/azservices/documents/2552-Children-and-young-peoples-survey-2015-final.pdf>

Appendix 1

Secondary and Primary schools

The following schools showed an interest to drive the scheme forward:

Secondary schools:

1. Wildern School, Eastleigh
2. Sherfield School, Hook
3. Portsmouth High School, Portsmouth
4. Mill Chase School, East Hants
5. Westgate, Winchester
6. Purbrook Park, Havant
7. John Hanson School, Andover

Primary schools:

1. Pilgrims' Cross Church of England Primary School (Aided) Andover
2. Bosmere School, Havant
3. Vigo Primary School, Andover
4. Halterworth Community School, Romsey
5. Medstead Primary, Alton
6. Portsmouth High School, Portsmouth
7. Cowes Primary School, Isle of Wight
8. Newchurch Primary School, Isle of Wight
9. Nettlestone Primary School, Isle of Wight

Appendix 2

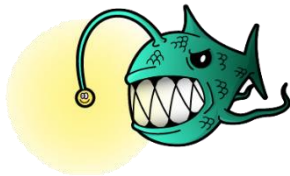
Sea Monsters



Bi-Diphorous is a monster of two sides. When you first meet him he will show you his nice friendly side. He will tell you lies and offer you presents to make you like and trust him. It is only when you become his friend that he will reveal true dangerous self.



Info-Eator is always on the lookout for his next meal. His long arms grab personal information from the internet which he munches and digests using his swirling teeth. He is quite generous though and often shares the information with fellow monsters so they can cause more trouble!



Angler uses his happy light to lead you to web links he has booby trapped with information that could scare or worry you. He also loves a game of hide and seek – if you click on a link he is hiding behind he will then be able to swim into your computer. Once in your computer he will break it or steal information from it.



Selphire loves to take pictures – not of herself but of you! She particularly likes pictures that are embarrassing or can be easily changed. She then uses her lightning speed to spread your selfies across the internet so other people can laugh at you or find out your personal information.



Meanataur uses his many snappy mouths to say and spread mean things about people online. The more people join in the nastiness the stronger he becomes.

Appendix 3

Session materials and resources:

For the Secondary schools content, key messages and learning outcomes covered the following areas:

- Go Find Internet Safety Help
- Peer to peer support
- Sexting, Digital footprint, Cyberbullying: to recognise the differences in language when messaging, peer pressure, 'banter' and the impact upon others. The traces you leave when posting online.
- Harassment, Cyberstalking, Trolling, Malicious Communications, Grooming: to recognise negative cyber behaviours and actions, how to tackle them with practical examples, real life scenarios as told to us by young people.
- Privacy and Reporting: looking at account settings, passwords, how to report an incident online, when and how to report to the police.
- Safeguarding: recognising when an issue/incident is serious that an adult needs to be informed to protect a young person.

Primary content

For the Primary schools content, key messages and learning outcomes covered the following areas:

- Go Find Internet Safety Help
- If in doubt give an adult a shout
- Safer searching/watch what you click – this will focus on how you can safely navigate the internet when looking for things like funny videos or useful information to help with homework. It will also include an element of how to avoid viruses.
- Talking and sharing online – this covers both the issue of keeping personal information private and the dangers of making friends online
- Safer selfies – this topic seeks to address how photos can give away personal information, how easily pictures can be doctored, how quickly they can spread – it will also feature issue of sending nude pictures but this element can be excluded if schools prefer.
- Cyber bullying – this focuses on the need to think about how things can be different when you are joking in person to in writing, how difficult it can be to take mean words back when they have been shared online and what to do if you think you or someone you know may be being bullied online

Appendix 4

National research:

The UKCCIS states it is not possible to determine whether the internet has increased the overall amount of risk children face as they grow up, or whether the internet instead provides a new location for risk experiences, but the nature of the internet itself surely alters and amplifies the consequences¹⁷.

The report #StatusOfMind has found that 91% of 16-24 year olds use the internet for social networking and states social media has been described as more addictive than cigarettes and alcohol. Cyber bullying is a growing problem with 7 in 10 young people saying they have experienced it and that the rates of anxiety and depression in young people have risen 70% in the past 25 years¹⁸.

As technology has advanced we are now able to capture what is happening around us in an instant. This has unfortunately led to the darker side of technological advancement. Children and young people are being subject to exploitation, coercion and threats, the non-consensual sharing of intimate images, sexualised bullying and unwanted sexualisation. Project deSHAME conducted research with 3,257 13 to 17yr olds, of which 25% reported having witnessed young people secretly taking sexual images of someone and sharing them online, 1 in 10 said their partner had pressured them to share nude images in the last year, with girls being more likely to report this. Almost half (48%) witnessed other young people sharing personal details of someone who is seen as 'easy', and 24% said they have received unwanted sexual images in the last year¹⁹.

Adults are seen as role models for children and young people, however, research into parenting in the digital age, speaking to 1000 young people between the ages of 12 and 16 stated that 88.8% of parents don't follow their own screen-time rules, over a third said parents have shared an embarrassing image of them online, with a similar number said their parents had let them use social media when they were too young. Over half (60.03%) of the children asked said that their parents do not talk to them about cyber related issues such as porn or sexualised images, cyberbullying sexism, violence or religious and extreme views²⁰.

The media is reporting frequently on cyber safety and when children are experiencing the negative impacts of technology. The BBC²¹ in November 2017 reported that forces in England and Wales recorded 6,238 underage "sexting" offences in 2016-17, a rate of 17 a day. The number of cases where under-18s were sharing indecent or prohibited images was up by a third on the 4,681 offences recorded the previous year, and represented a 131% rise

¹⁷ Children's online activities, risks and safety

A literature review by the UKCCIS Evidence Group (2017)

¹⁸ #StatusOfMind

Social media and young people's mental health and wellbeing (2018)

¹⁹ Young people's experiences of online sexual harassment, Project deSHAME (2017)

²⁰ Parenting in the Digital Age: how are we doing? (2017)

²¹ <https://www.bbc.co.uk/news/uk-41880500>

on 2014-15, with 2,700 incidents. As reported by Sky news²², there is now a hospital equipped to deal with internet-based addictions, while gaming is primarily the focus of this treatment centre, firm assumptions can be made that other internet activities will soon be included within this field of treatment.

²² <https://news.sky.com/story/first-nhs-funded-internet-addiction-centre-11413889>

Appendix 5

Primary school observations:

Observations were also made at three different primary schools. Each of these entailed Cyber Ambassadors informing parents/carers of the Cyber Ambassadors project. The assembly style approach led by the Cyber Ambassadors with support from their teacher appeared to work well. One session was in an evening, two sessions were just before school pick-up. The sessions ranged from 15 to 45 minutes. The schools felt for parents to come along and hear from students about what they are proactively doing around cyber safety would encourage more to attend and raise awareness of the schools approach to cyber safety education.

In all observations the sea monsters were explained and how they related to cyber safety. Those attending appeared to engage well, took part in activities, though in one school it was questioned the need for cyber education at primary level. Due to the nature of technology and digital advancement, it is not going to subside, we know children are accessing technology at a much younger age than their parents/carers did when they were younger, thus driving the need for early education and prevention.

Secondary school focus groups:

Students identified that the term Cyber Ambassadors to those who didn't know about the project had an initial connotation of it being 'techy'. Whereas the students felt strongly the role at a Secondary level is more around the emotional impact and the practical what to do. Students also shared that their parents/carers will never know enough about their child's digital world, but alongside this is a 'level of ignorance' and that the attitude of 'not my child' is evident.

In ensuring resilience in the scheme, students spoke of wanting to train their own Cyber Ambassadors, younger students whom they could mentor. They also spoke of still wanting to hear from the OPCC, when something new is emerging cyber related, to hear how other schools are getting on and who is new to the scheme.

Primary school focus groups:

The primary Cyber Ambassadors stated they felt that Infoeater (shares personal information about you) and Bi-diphorous (pretends to be your friend then spreads lies about you) were the two most popular sea monsters. The message of GoFish and 'give an adult a shout' appeared to be clear and embedded in the delivery of the cyber safety sessions. Students fed back that their peers looked forward to receiving the top trump cards and stickers at the end of the sessions.

Feedback from the staff at a Primary level indicated the children enjoyed taking part and relished the increased level of responsibility that came with being a Cyber Ambassador. There is an appropriate way to implement the scheme while also ensuring adults are around for any safeguarding issues that might emerge. Discussions around the level of input from the children and

staff are what ultimately drive the scheme. Resources can be an issue, especially for larger schools with bigger classrooms, and the time needed to set up and deliver from both staff and pupils. From a resource development perspective, a blank template presentation would be helpful moving forward, along with successive training and resource refreshing.