a. Information for translation

deSHAME I and deSHAME II resources, description and word count

DESHAME 1 RESOURCES	DESCRIPTION	WORD COUNT
Guidance and training for schools and professionals		
Online sexual harassment – understand, prevent and respond [Guidance for schools on addressing online sexual harassment](#)	This guidance is for all adults responsible for child protection, children's wellbeing and implementing safeguarding policies in schools and other youth settings.	15,998
Supporting young people with harmful sexual behaviour online [A guide for educators to employ a contextual and multi-agency approach](#)	This guidance answers some of the questions you may have after learning a young person you work with has displayed harmful sexual behaviours towards their peers online. It includes information around why and how some young people display harmful sexual behaviour online, the different forms it can take and things to consider when supporting them to change their behaviour. A 'moving forward plan' is included to help those you work with achieve this in a practical way.	13,480
Peer-on-peer online sexual harassment: understanding, responding and supporting [Guidance for police working with children](#)	This guidance is to support all law enforcement professionals to respond to cases of peer-on-peer sexual harassment and exploitation online. It will be particularly useful for CSE leads to disseminate throughout the police workforce do that first responders have the necessary knowledge to identify and triage cases of online sexual harassment.	14,458
[Staff training webinars Parts 1-4](#): Part 1 Understanding online sexual harassment Part 2 Consent and victim-blaming Part 3 Preventing online sexual harassment Part 4 Responding to online sexual harassment	This four-part staff training webinar will support you to understand, prevent and respond to peer-to-peer online sexual harassment in your school.	3,437 2,825 2,421 4,596
Teaching toolkit		
Online sexual harassment – Teaching guide [Guidance and support for educators to accompany lesson plans and teaching resources](#)	This guide aims to equip educators working with 13-17 year olds with the resources and guidance to deliver lessons and messages to young people around the emerging issue of online sexual harassment. The toolkit offers a range of interactive, reflective and scenario-based activities.	8,587

Online sexual harassment: Lesson plans Lesson plans for young people aged 13-17	These lesson plans and activities have been designed to address the issue of online sexual harassment amongst young people aged 13-17.	16,667
Banter or harassment – where's the line Assembly presentation	This assembly is designed to be delivered in a school or educational setting by a member of staff with child protection or safeguarding responsibilities.	3,129
Online sexual harassment: Assembly guidance Assembly delivery notes for educators	This guide supports the accompanying Powerpoint assembly, and supports in the delivery.	3,821
Online sexual harassment Peer-led workshop	In this workshop young people will explore what online sexual harassment is, when, where and how it happens, and discuss key reporting strategies.	4,424
A3 Poster	These posters are to be displayed around your school or setting to help raise awareness about the issue of online sexual harassment.	28
A3 Poster Customisable	This poster also helps to highlight specific details of who, when and where young people can go to for further help.	53
Quiz	This quiz is for educators, young people and parents, and is designed to see how much you know about online sexual harassment and the law.	2,270
Make a pledge	Children and young people, schools and parents and carers, and organisations all across the UK are invited to make a pledge to take action and step up and speak up when they see sexual harassment happening online.	25
Films Film 1 – what is sexual harassment Film 2 – who would you tell online sexual harassment Film 3 – Put an end to online sexual harassment – what will you do?	These films set out to encourage the viewer to recognise what online sexual harassment is not OK and to take positive action if they see this happening.	204 250 1000
TOTAL		**97,673**
OTHER		
Young people's experience of online sexual harassment** – **a cross-country report from Project deSHAME	This report presents findings from quantitative and qualitative research conducted with 13-17 year olds in Denmark, Hungary and the UK designed to provide a unique insight into their experiences of online sexual harassment.	31,225
Exec summary		1,608
Tackling online sexual harassment amongst young people –	Impact report contains the results of the piloting of the educational resources from this Project deSHAME, with feedback from teachers and young people.	8,408

piling innovative educational resources aimed at increased reporting		
Exec Summary of impact report		1,829

DESHAME II RESOURCES	DESCRIPTION	WORD COUNT
Teaching resources		
Just a joke? Sexualised bullying amongst 9-12s Lesson plans and activities for young people aged 9-12	These lesson plans and activities have been designed to address the issue of online sexualised bullying with young people aged 9-12.	11,009
Just a joke? Sexualised bullying amongst 9-12s – Teaching guide to accompany lesson plans and activities for young people aged 9-12	This guide aims to equip educators working with 9-12 year olds with the resources and guidance to deliver lessons and messages to young people around the issue of online sexualised bullying.	6,692
Quiz	This quiz accompanies the 'Just a joke? Sexualised online bullying amongst 9-12s' toolkit. It is designed as a summary activity to the lessons and quick activities in the toolkit.	2,100
Resources for parents		
Online sexual bullying: Advice for parents and carers of 9-12 year olds	2 page online leaflet	586
Online sexual harassment: advice for parents and carers of 13-17 year olds	2 page online leaflet	641
Online sexual harassment: advice for foster carers of 9-17 year olds	2 page online leaflet	650
Hot topic for parents – Online sexual harassment	A webpage to help parents/carers better understand what online sexual harassment is and forms it can take. There are also key questions and answers to help them.	4,800
Film for parents and carers (Teaser 53)	The short film aims to make parent/carers aware of online sexual harassment and to highlight some of the challenges and boundaries that prevent a young person from speaking up.	98
TOTAL		26,576
OTHER		
Online sexual harassment: the role and importance of parents and carers	Advice for educators based on research findings from Project deSHAME	3,400

b. Consent forms for school research

Headteacher/Principal Consent Form

School name: _____

Headteacher/Principal name: _____

As the headteacher/principal, I consent to the school taking part in a research study undertaken by XXXX to explore young people's understanding of cyberbullying, healthy relationships and peer pressure in their online lives.

I give permission for:

- A member of school staff to complete a school audit survey.
- Pupils to take part in focus groups examining their online behaviour, attitudes to, and experiences of, cyberbullying, healthy relationships and peer pressure. These focus groups will be split by gender and by age.
- Data to be shared with researchers at XXXX, with findings published in reports and resources.

I confirm that the school will:

- Complete the focus groups within the timeline agreed.
- Provide all participants with the briefing and debriefing materials provided by the researchers.
- Provide support for any participants who have concerns or are distressed at the end of the focus group sessions. This will include taking further action to support them and following the school's safeguarding procedures as appropriate.

Signed: _____

Date: _____

Please return the form by email to XXXX (Email: XXXX).

Debrief for educators - Further Information

Thank you for taking the time to participate in this study.

The aim of this research is to examine educator perspectives on online bullying amongst children aged 9-12, how they talk to their friends or fall out with them online, and how they feel about telling someone when they need help. This will help us learn how we can help children who have upsetting experiences online. The results from this study will inform the development of educational and training materials for children, as well s educators focusing on preventing and responding to this behaviour.

Please be assured that the information you have provided is confidential. Any quotes used or case studies developed from the study and included in project deliverables or training resources will be anonymised and no-one will be able to be identified from them.

You can withdraw from individual interviews at any point during the session by informing the researcher that you do not wish to continue and up to a week later by email/phone. The audio recording and transcript of the interview will then be deleted. If you take part in a focus group, it will not be possible to remove any contributions made to the discussion up to the point you decided to leave the session from the transcription/analysis as a result of difficulties in identifying individuals.

Sources of support and information
If this interview/focus group has caused you distress or raised any issues, the following services can offer confidential support and advice:

XXXX

XXXX

XXXX

You can find out more about online safety at:

XXXX
XXXX

You can also contact your organisational welfare or support systems (e.g. occupational health) if you have any concerns.

If you would like any further information about XXXX [project title], please contact the researchers using the details below:

Add name and contact details of those running the research

If you have concerns about the research and you wish to raise them with somebody who is independent of the research team, please contact XXXX.

THANK YOU!

c. Focus group questions for educators

Focus group questions for educators – Guidance notes

Total time: around **1 hour**

Intro (3 minutes)

- Introduce names of staff running focus groups
- Introduce your organisation and the work it does
- Introduce project

We are doing research into new forms of bullying and harassment online, focusing on how children experience online bullying, how they talk to their friends or fall out with them online, and how they feel about telling someone when they need help. This will help us learn how we can help children who have upsetting experiences online.

For example:
- having nude/explicit photos of yourself forwarded on to others
- receiving unwanted sexual messages from others
- tagging someone in sexual pictures or posts
- using discriminatory language to comment on someone's gender or sexual orientation

We also want to find out educators' insights and opinions of how to support young people with these issues, the challenges educators face in doing this and what resources or support they need in order to help the young people they work with.

Our aim is to make sure that educator's voices are heard so that you have a say in how schools, police and others in your community deal with these issues. We will be developing advice and resources for schools, as well as getting advice from young people on how we can encourage reporting of these issues. Your suggestions and ideas in this discussion will really be helping us to shape the resources we create. "

Ground rules (3 minutes)

- You do not have to speak if you don't want to
- You don't have to join in if you feel uncomfortable
- You can talk about your own experiences in school, but please don't name any names. Eg. Use 'a pupil' or 'a teacher' for example.
- Allow everyone to speak and respect their opinions
- (*Explain that the focus group will be recorded*.) This is to help us remember what was said and write up notes later. **Any comments you share will always remain anonymous. In the final copy of the resources we may choose to include some quotes from the focus groups simply recording underneath 'teacher, XXXX focus group. '**
- **Everything you say is confidential. Please do not share what other people have said outside of this group, except if you are seeking advice from senior management.**

Feedback on language in general (1 minute)

- During the discussion, please let us know if you think there are any particular words or phrases that childrern use to describe or talk about these issues.
- The focus of this discussion is how online bullying and harassment can overlap with unhealthy sexual behaviours, so terms like sexual harassment, sex and sexual behaviour, and different parts of male and female genitalia might be used. We will use the technical terms, but please feel free to use the words, or slang terms you normally use or hear.

Warm up discussion (5 mins) –— These are suggestions to help educators feel comfortable in the group. You don't need to ask all of these.

- Ask group to introduce themselves and their role in school.
- If we turned the internet turned off tomorrow, what would you miss?

Agree/disagree activity (10 minutes)

Split group into pairs/three's.

Hand children would you rather cards, allow them 2-3 minutes to sort their sentences.

Would you rather:

- Gaming or watching videos?
- All you news from social medial or no news at all?
- Sharing things or liking things?
- Everyone see everything you do online, or no-one see anything?
- Spending 1 day a week online, or spend a little bit of time each day a week online?
- Teach online safety using set resources or make up everything by yourself?

Make it clear there is no right or wrong answer.

Read aloud each statement, and give staff opportunity to share and compare their views.

Scenario based discussion

Choose **2/3** out of the following scenarios. The questions are there to guide the conversation.

Topics covered: non-consensual taking and sharing of intimate images

Anisa is 10. She is at her local gymnastics club. She is getting changed in the changing rooms when someone else takes a photo of her getting dressed. They send it around to other people they know, some of whom also go to the same school as Anisa, so its gets shared through her school friends as well as her gym friends.

- Does this sound like something that could potentially happen amongst your pupils? Why or why not? Any details or changes you would make?
- What would Anisa do next? Would she report this or tell anyone (parents, teachers?) Why/why not?
- What do you think stops young people from telling a teacher about this kind of issue?
- Apart from Anisa telling a teacher, how else might a member of staff find out about this?
- If you heard about this issue around school, but the pupil hadn't come to you directly, what would you do next?
- If Anisa told a teacher about this, is there anything a teacher can do about this situation? What?
- What/how would a child tell you? (Directly/Skirt around issue/It's about a 'friend'?) How do children get the attention of a staff member?
- What type of victim and perpetrator characteristics are typically seen in these cases? (e.g., age, gender, backgrounds, level of education etc.)
- What would a school do about the image? How would Anisa be treated?
- Would anyone get disciplined for this? Is there a difference between the person who shared it first, and the other people who shared it on after (could be the whole school?)
- How can a school deal with an issue like this if it happens outside of school?
- What other challenges do school staff face when dealing with this sort of issue?
- What are schools doing already to tackle this kind of behaviour in schools?
- What would help you as an educator to talk to your pupils about this issue?
- If you delivered a lesson around this issue, would your pupils be responsive?
- What sort of resource/lesson/activities would you like to use to educate pupils about this issue?
- The aim of the resource we are making is to increase reporting of online sexual harassment. If a pupil came to you to report an issue like this, would you be confident in knowing how to deal with that situation? What other information would be helpful?

Scenario 2 (10 minutes)

Topics covered: Sexual content (e.g pornography) shared to others without consent

Ben is in Year (6/7 – choose same as group). A friend tells him about something they saw online which sounded very rude which showed pictures of older people without their clothes on. Later that evening, he gets a message from the same friend that has a link in it. He clicks the link and it takes him to a website that has more videos of people without clothes on.

- Does this sound like something that could potentially happen amongst your pupils? Why or why not? Any details or changes you would make?
- What would Ben do next? Would she report this or tell anyone (parents, teachers?) Why/why not?
- What do you think stops young people from telling a teacher about this kind of issue?
- Apart from Ben telling a teacher, how else might a member of staff find out about this?
- If you heard about this issue around school, but the pupil hadn't come to you directly, what would you do next?

- If Anisa told a teacher about this, is there anything a teacher can do about this situation? What?
- What/how would a child tell you? (Directly/Skirt around issue/It's about a 'friend'?) How do children get the attention of a staff member?
- What type of victim and perpetrator characteristics are typically seen in these cases? (e.g., age, gender, backgrounds, level of education etc.)
- What would a school do about this? How would Ben be treated?
- Would anyone get disciplined for this? Is there a difference between the person who shared it first, and the other people who shared it on after (could be the whole school?)
- How can a school deal with an issue like this if it happens outside of school?
- What other challenges do school staff face when dealing with this sort of issue?
- What are schools doing already to tackle this kind of behaviour in schools?
- What is the current feelings amongst parents around schools tackling the issue of online pornography with Year5/6?
- What would help you as an educator to talk to your pupils about this issue?
- If you delivered a lesson around this issue, would your pupils be responsive?
- What sort of resource/lesson/activities would you like to use to educate pupils about this issue?
- The aim of the resource we are making is to increase reporting of online sexual harassment. If a pupil came to you to report an issue like this, would you be confident in knowing how to deal with that situation? What other information would be helpful?

Scenario 3 (10 minutes)

Topics covered: homophobic comments and reactions to gender non- conforming behaviour

Molly has Instagram and loves using it to take selfies of her and her friends. Molly has short hair, and sometimes people mistake her for a boy when they first meet her. She gets a few comments online on her photos that make fun of her for looking like a boy, and not being very 'girly'.

- Does this sound like something that could potentially happen amongst your pupils? Why or why not? Any details or changes you would make?
- What would Molly do next? Would she report this or tell anyone (parents, teachers?) Why/why not?
- What do you think stops young people from telling a teacher about this kind of issue?
- Apart from Molly telling a teacher, how else might a member of staff find out about this?
- If you heard about this issue around school, but the pupil hadn't come to you directly, what would you do next?
- If Anisa told a teacher about this, is there anything a teacher can do about this situation? What?
- What/how would a child tell you? (Directly/Skirt around issue/It's about a 'friend'?) How do children get the attention of a staff member?
- What type of victim and perpetrator characteristics are typically seen in these cases? (e.g., age, gender, backgrounds, level of education etc.)
- What would a school do about this? How would Ben be treated?

- Would anyone get disciplined for this? Is there a difference between the person who shared it first, and the other people who shared it on after (could be the whole school?)
- How can a school deal with an issue like this if it happens outside of school?
- What other challenges do school staff face when dealing with this sort of issue?
- What are schools doing already to tackle this kind of behaviour in schools?
- What is the current feelings amongst parents around schools tackling the issue of gender stereotypes and identity based harassment?
- What would help you as an educator to talk to your pupils about this issue?
- If you delivered a lesson around this issue, would your pupils be responsive?
- What sort of resource/lesson/activities would you like to use to educate pupils about this issue?
- The aim of the resource we are making is to increase reporting of online sexual harassment. If a pupil came to you to report an issue like this, would you be confident in knowing how to deal with that situation? What other information would be helpful?

Scenario 4

Topics covered: jokes of a sexual nature/pressuring someone for a sexual image of themselves.

Jonas is in a group chat with his whole year group. He gets added to a smaller group chat by some other people in his year. He kind of knows them, but they are not really good friends. At first, he likes the attention. After a while, one person in the chat sends him a private message asking Jonas to send a picture of himself without his underwear on. It starts as a joke where they keep telling him they find him attractive, but he has a feeling they are not being serious. They keep asking Jonas for a photo and putting pressure on him to do it.

- Does this sound like something that could potentially happen amongst your pupils? Why or why not? Any details or changes you would make?
- What would Jonas do next? Would she report this or tell anyone (parents, teachers?) Why/why not?
- What do you think stops young people from telling a teacher about this kind of issue?
- Apart from Jonas telling a teacher, how else might a member of staff find out about this?
- If you heard about this issue around school, but the pupil hadn't come to you directly, what would you do next?
- If Anisa told a teacher about this, is there anything a teacher can do about this situation? What?
- What/how would a child tell you? (Directly/Skirt around issue/It's about a 'friend'?) How do children get the attention of a staff member?
- What type of victim and perpetrator characteristics are typically seen in these cases? (e.g., age, gender, backgrounds, level of education etc.)
- What would a school do about this? How would Ben be treated?
- Would anyone get disciplined for this? Is there a difference between the person who shared it first, and the other people who shared it on after (could be the whole school?)
- How can a school deal with an issue like this if it happens outside of school?
- What other challenges do school staff face when dealing with this sort of issue?
- What are schools doing already to tackle this kind of behaviour in schools?

- What is the current feelings amongst parents about schools tackling the issue of nude images/pressure to send photos with this age group?
- What would help you as an educator to talk to your pupils about this issue?
- If you delivered a lesson around this issue, would your pupils be responsive?
- What sort of resource/lesson/activities would you like to use to educate pupils about this issue?
- The aim of the resource we are making is to increase reporting of online sexual harassment. If a pupil came to you to report an issue like this, would you be confident in knowing how to deal with that situation? What other information would be helpful?

Debrief (5 minutes)

- *Thank staff for their time and sharing their thoughts.*
- *Remind teachers to not share details with other people outside of the group. Remember the ground rules we agreed at the start.*
- Are there any issues we have not covered today that you think are important?
- *Share what we've learned and what we'll take away*
- *Remind teachers of the recording taken.* This is to help us remember what was said and write up notes later. ***Comments shared will always remain anonymous. In the final copy of the resources we may choose to include some quotes from the focus groups simply recording underneath 'teacher,*** XXXXX ***focus group. '*** (edit as necessary)
- *Next steps*. Your feedback will be used to help us understand these issues in more depth and to help us create a resource that will help young people get through difficult experiences online, and to encourage people to report them.
- The resource will be ready to be trialled next year.
- If you'd like more information or guidance on anything we've discussed today, please do ask us or go to your senior management.
- Thank educators for their time. Any other questions?
- **HAND OUT DEBRIEFING SHEET (example included in supporting document *b. Consent forms for school research*)**

d. Consent forms – focus group 9-12 year olds

Pupil Information Sheet - Focus Groups

Group Discussion Information

These pages tell you about the group discussion so you can decide whether you want to take part. Please read them carefully. You will also have all this information explained to you by the person running the session. Please ask them if you have any questions or doubts.

What is this project about?
Your school is taking part in XXXX which is run by XXXX [insert name of research organisation], who want to [tell them about the research organisation and what you/they do] .

We want to talk to children your age about online bullying, how they talk to their friends or fall out with them online, and how they feel about telling someone when they need help. This will help us learn how we can help children who have upsetting experiences online.

We will be coming into your school to talk to people of your age and we really want to hear from you!

What is a focus group and what I be asked to do?

A focus group asks questions about a particular topic or issue. It will help us know what children really think about these topics!

You will be asked to take part in a group discussion with 8-10 pupils and 2 researchers from XXXX [insert name of research organisation]. They will ask about online bullying, online friendships and what people do online that can upset others. We would like to know as much as we can in order to help make the internet a great and safe social place for children. The session will take about an hour.

It is up to you to decide whether you want to take part. Even though your parent/carer has given their permission for you to be involved, you still do not have to agree.

If you do, you don't have to answer any questions that you don't feel happy about.

Who can I talk to if taking part makes me feel upset or makes me think that there might be a problem with something that happened to me online?
We might talk about things that have made people upset and worried. Other people in the group might talk about things that have upset them too.

If this would make you upset or worried about something that happened to you, you do not have to take part or talk about it. You can always talk to a teacher afterwards.

If you are worried or upset because of the things discussed after the group, or if you are having problems online, you should speak to a parent, friend, teacher or someone else you trust about it.

You will also be given details of other places to get help at the end of the session. This will include what to do if you feel upset or are having problems online, and who you can talk to about it (e.g., XXXX, XXXX, XXXX).

To make sure that everyone feels safe when having the discussion, please do not mention other people's names or anything about yourself that you wouldn't want the other people in your group talking about after the discussion.

Remember that *what you talk about could be discussed after the session by other people in the group. Please respect other people and keep what they say in the group private.*

If the researchers leading the discussion think that someone in the group has said something that is really upsetting for them or might be in danger, then they may tell your teacher or someone in your school. This is so that everyone is the group is kept safe and happy, and gets the help they need.

Who will listen to the focus groups and what is said?
The session will be led by two people from XXXX [insert name of research organisation] . It will be recorded so we can remember what is said. We won't include any names when we write it up so other people won't know who said anything. This information and your consent form will be kept confidential (private) and will be stored securely. Only our other partners will have access to this and they are:

- XXXX
- XXXX

The overall discussions from the focus groups with young people will be included in a report and will help us develop our internet safety materials and education. This will help us make sure that children's voices are heard when teaching them about online safety!

What should I do if I change my mind about taking part?
It's always your choice to take part! You can leave the focus group at any time by telling the researcher. You don't have to explain why. If you have said anything that has been recorded, it can't be removed from the recording and it would still be part of the project.

If you leave, you will go back to your normal day at school.

If you have any questions about the research, you should speak to Educator Name.

Focus Group Consent Form

Please tick each of the following if you are happy with them:

I have read the information sheet and had everything about the session explained to me. I have also had the chance to ask questions.	
I understand that it is up to me whether I want to take part, and that I can leave at any time before or during the group discussion and I don't have to say why. I understand anything I say that has already been recorded can't be deleted.	
I agree to the group discussion being voice recorded.	
I understand that once the group discussion is over, the recording will be typed up by the researchers who will remove any information that could identify me. This means that I will not be able to change my mind and ask for what I say to be left out.	
I agree that what I say can be used as part of a report or resources, along with opinions from other peers my age.	
I agree that this can be published and understand that no-one will be told my name or anything that would mean people would know who said it.	
I am happy to take part in this study.	

Your Name	Date	Signature

Debrief

Further Information

Thank you for taking part in the group discussion! Your answers are very important in helping us to find out what children your age think about cyberbullying, peer pressure and other online problems. This will allow XXXX [insert name of research organisation], schools and other organisations to better help children and young people to deal with issues.

Remember that as the group discussion involved other children, there is a possibility that what you talked about could be discussed outside the session. Please respect the privacy of what other people said in the group.

Any quotes used from the group discussions will be anonymous. This means no one will know who you are.

Who can I talk to if taking part makes me feel upset or makes me think that there might be a problem with something that happened to me online?
If you are worried or upset because of anything discussed in the group, or if you are having problems online, you should speak to a friend, teacher, parent or someone else you trust about it. They will be able to give you advice about the best thing to do.

You can also speak to the researcher now if you are worried or upset and would like some support. *[Educator name to be added]* will also be available in their office today at *[times to be added by school]* to speak to anyone who wants to talk about anything raised by the focus group.

You can also contact XXXX and other people listed below to talk about problems and get advice.

You can find out more about online safety at:

XXXX
XXXX
XXXX

Other places where you can get FREE help and advice:

XXXX
Explain what they offer

XXXX
Explain what they offer

Places where you can report problems:

XXXX
XXXX

If someone you only know online asks you for personal information, photos or videos of yourself, or to meet up, report this to: XXXX

Find out how to report on social media and other places online at: <mark>XXXX</mark>

If you have any questions about the research project, you can contact <mark>XXXX</mark> at <mark>XXXX</mark> by emailing <mark>XXXX</mark> or calling <mark>XXXX</mark>

THANK YOU AGAIN FOR TAKING PART!

e. Focus group questions for 9-12 year olds

Focus Group questions for 9-12-year olds – Guidance notes

Total time: around **1 hour**

Intro (3 minutes)

- Introduce names of staff running the focus group
- Introduce your organisation and the work it does
- Introduce your project

We want to talk to you about how children your experience online bullying, how they talk to their friends or fall out with them online, and how they feel about telling someone when they need help. This will help us learn how we can help children who have upsetting experiences online.

For example:
- Someone having an image taken of them not fully dressed and it gets shared around
- Someone gets sent a link to website that has upsetting or rude images of adults without clothes on
- Someone gets called names because they look or act differently to others
- Someone gets pressured to take a photo without clothes on

We also want to find out how these issues make children feel and what you think should be done about it.

Our aim is to make sure that children's voices are heard so that you have a say in how schools and parents help with these issues. We will be writing advice and resources for schools and parents, as well as getting advice from children on how we can encourage reporting of these issues. Your suggestions and ideas in this discussion will really be helping us to shape the resources we create.

Ground rules for young people (3 minutes)

- You do not have to speak if you don't want to
- You don't have to join in if you feel uncomfortable
- We are not here to ask about your personal relationships or information, we are here to talk about the bullying and upsetting issues you might have seen or experienced, and your opinions on how these happen.
- You can talk about things you might have heard or seen but please don't name any names. Eg. Use 'a friend' or 'a person I know'
- Allow everyone to speak and respect their opinions.
- (*Explain that the focus group will be recorded*.) This is to help us remember what was said and write up notes later. **Any comments you share will always remain anonymous. In the final copy of the resources we may choose to include some quotes from the focus groups simply recording underneath 'child aged X, Childnet focus group. '**
- **Everything you say is confidential. Please do not share what other people have said outside of this group, except if you are seeking advice from a trusted adult.**

- ***The only time we might have to talk about this discussion with your teachers, is if we are worried a child's safety is at risk.***

Feedback on language in general (1 minute)

- During the discussion, please let us know if you think there are any particular words or phrases that children use to describe or talk about these issues.
- You don't have to change the words you use to describe these things or way you speak– we want to hear how children really talk about these issues.

Warm up discussion (5 mins) -– These are suggestions to help children feel comfortable in the group. You don't need to ask all of these.*

- Ask group to introduce themselves
- If we turned the internet off tomorrow, what would you miss?
- What apps and games do you like using?

Would you rather activity (10 minutes)

Split group into pairs/three's.

Hand children would you rather cards, allow them 2-3 minutes to sort their sentences.

Would you rather:

- Gaming or watching videos?
- Sharing things or liking things?
- Everyone see everything you do online, or no-one see anything?
- Spending 1 day a week online, or spend a little bit of time each day a week online?
- Adults know lots about what you do online or adults know nothing about what you do online?

Make it clear to children everyone will probably have different answers and that is completely fine. There is no right or wrong answer.

Read aloud each statement, and give children opportunity to share and compare their views.

Scenario based discussion

*Choose **2/3** out of the following scenarios. The questions are there to guide the conversation.*

Scenario 1 (10 minutes)

Topics covered: non-consensual taking and sharing of intimate images

Anisa is 10. She is at her local gymnastics club. She is getting changed in the changing rooms when someone else takes a photo of her getting dressed. They send it around to other people they know,

some of whom also go to the same school as Anisa, so its gets shared through her school friends as well as her gym friends.

KEY QUESTIONS

● How would Anisa feel?
● Why do you think they would feel this way?
● How long do you think they would be feeling these things?
● If you saw these things happening to someone else, would it worry you?
● Have you seen these kinds of things happen online? What other similar things to Anisa's story have you heard about or seen?
● Why might people do these things to each other? Do you think its mean or funny? Do you think it happens more online or offline or both?
● How do other people react online when they see this sort of behaviour?
● Do these sorts of things happen more often to girls? If so, why?
● Do you hear about this happening to older children? Like older friends, siblings or cousins?
● If someone told their parents about these things, how would they react?
● What should Anisa do next?
● If this happened to a friend, what would you tell them to do?
● What might stop them from doing anything?
● If you were going to tell someone, what would make you trust them?
● Should they make a report to the app or place where it has been shared? Why? Do you know what is allowed? What would make it easier?
● What messages do you get told about online safety?
● What do you think you don't get education on, but would like more information?
● Do you think young people need more information/education about the issues we talked about? Would you like to find out more?
● What types of things should be covered?
● Who should do this work and teach children about it??
● What types of messages would work? What would be the best way?
● What kind of resources/materials would you like to use to learn about these issues?

Scenario 2 (10 minutes)

Topics covered: Sexual content (e.g pornography) shared to others without consent

Ben is in Year (6/7 – choose same as group). A friend tells him about something they saw online which sounded very rude which showed pictures of older people without their clothes on. Later that evening, he gets a message from the same friend that has a link in it. He clicks the link and it takes him to a website that has more videos of people without clothes on.

KEY QUESTIONS

• How would Ben feel?
● Why do you think they would feel this way?

- How long do you think they would be feeling these things?
- If you heard about these things happening to someone else, would it worry you?
- Have you seen these kinds of things happen online? What other things similar things have you heard about or seen?
- Why might people do these things to each other? Do you think its mean or funny? Do you think it happens more online or offline or both?
- How do other people react online when they see this sort of behaviour?
- Do these sorts of things happen more often to girls or boy? Why?
- Do you hear about this happening to older children? Like older friends, siblings or cousins?
- If someone told their parents about these things, how would they react?
- What should Ben do next? Do you think he will do that?
- If this happened to a friend, what would you tell them to do?
- What might stop them from doing anything?
- If you were going to tell someone, what would make you trust them?
- Should Ben make a report to the app or place where Ben saw this? Why? Do you know what is allowed? What would make it easier?
- What messages do you get told about online safety?
- What do you think you don't get education on, but would like more information?
- Do you think young people need more information/education about the issues we talked about? Would you like to find out more?
- What types of things should be covered?
- Who should do this work and teach children about it??
- What types of messages would work? What would be the best way?
- What kind of resources/materials would you like to use to learn about these issues?

Scenario 3 (10 minutes)

Topics covered: homophobic comments and reactions to gender non- conforming behaviour

Molly has Instagram and loves using it to take selfies of her and her friends. Molly has short hair, and sometimes people mistake her for a boy when they first meet her. She gets a few comments online on her photos that make fun of her for looking like a boy, and not being very 'girly'.

KEY QUESTIONS

- How would Molly feel?
- Why do you think they would feel this way?
- How long do you think they would be feeling these things?
- If you heard about these things happening to someone else, does it worry you?
- Have you seen these kinds of things happen online? What other things similar things have you heard about or seen?
- Why might people do these things to each other? Do you think its mean or funny? Do you think it happens more online or offline or both?
- How do other people react online when they see this sort of behaviour?
- Do these sorts of things happen more often to girls or boy? Why?
- Do you hear about this happening to older children? Like older friends, siblings or cousins?
- If someone told their parents about these things, how would they react?

- What should Molly do next? Do you think she will do that?
- If this happened to a friend, what would you tell them to do?
- What might stop them from doing anything?
- If you were going to tell someone, what would make you trust them?
- Should Molly make a report to the app or place where she gets the comments? Why? Do you know what is allowed? What would make it easier?
- What messages do you get told about online safety?
- What do you think you don't get education on, but would like more information?
- Do you think young people need more information/education about the issues we talked about? Would you like to find out more?
- What types of things should be covered?
- Who should do this work and teach children about it??
- What types of messages would work? What would be the best way?
- What kind of resources/materials would you like to use to learn about these issues?

Scenario 4

Topics covered: jokes of a sexual nature/pressuring someone for a sexual image of themselves.

Jonas is in a group chat with his whole year group. He gets added to a smaller group chat by some other people in his year. He kind of knows them, but they are not really good friends. At first, he likes the attention. After a while, one person in the chat sends him a private message asking Jonas to send a picture of himself without his underwear on. It starts as a joke where they keep telling him they find him attractive, but he has a feeling they are not being serious. They keep asking Jonas for a photo and putting pressure on him to do it.

KEY QUESTIONS

- How would Jonas feel?
- Why do you think they would feel this way?
- How long do you think they would be feeling these things?
- If you heard about these things happening to someone else, does it worry you?
- Have you seen these kinds of things happen online? What other things similar things have you heard about or seen?
- Why might people do these things to each other? Do you think its mean or funny? Do you think it happens more online or offline or both?
- How do other people react online when they see this sort of behaviour?
- Do these sorts of things happen more often to girls or boy? Why?
- Do you hear about this happening to older children? Like older friends, siblings or cousins?
- If someone told their parents about these things, how would they react?
- What should Jonas do next? Do you think she will do that?
- If this happened to a friend, what would you tell them to do?
- What might stop them from doing anything?
- If you were going to tell someone, what would make you trust them?
- Should Jonas make a report to the app or place where this is happening? Why? Do you know what is allowed? What would make it easier?

- What messages do you get told about online safety?
- What do you think you don't get education on, but would like more information?
- Do you think young people need more information/education about the issues we talked about? Would you like to find out more?
- What types of things should be covered?
- Who should do this work and teach children about it??
- What types of messages would work? What would be the best way?
- What kind of resources/materials would you like to use to learn about these issues?

Last question:

- Are there any issues we have not covered today that you think are important?

Debrief (5 minutes)

- *Thank the young people for their maturity when talking about these issues.*
- *Remind the young people to not share details with other young people outside of the group. Remember the ground rules we agreed at the start.*
- *Share what we've learned and what we'll take away*
- *Remind young people of the recording taken.* This is to help us remember what was said and write up notes later. **Comments shared by you will always remain anonymous. In the final copy of the resources we may choose to include some quotes from the focus groups simply recording underneath 'child, age,** Childnet **focus group. '** (edit as necessary)
- *Next steps*. Your feedback will be used to help us understand these issues in more depth and to help us create a resource that will help children get through difficult experiences online, and to encourage people to report them.
- The resource will be ready to be trialled next year.
- If something we have spoken about today has worried you, or upset you, and you'd like more information, you should talk to a teacher, parent, or someone you trust for advice. See the 'Further Information' sheet for more places to get advice.
- Thank group for their time. Any other questions?
- **HAND OUT DEBRIEFING SHEET (example included in supporting document *d. Consent forms – focus groups with 9-12 year olds*)**

f. Consent forms – parents and carers focus groups

Researcher details/address

School Address: *TBA*

Date:

Dear Parent/Carer/Guardian

Project overview

The ultimate aim of the project is to develop more effective education and resources to encourage young people to use the internet safely and responsibly, encourage reporting and reduce levels of peer-based online sexual harassment. We have already created resources for teenagers and for schools and now we are looking to create advice for parents/carers.

Your child's school has agreed to allow us to approach parents/carers to take part in a group discussion about their concerns about this issue. We are therefore writing to ask whether you would be willing to take part in a focus group addressing cyberbullying, peer pressure, online relationships and harassment in young people. It will also examine parental/carer concerns about these issues and the support they feel they need to help their children stay safe online.

If you are interested in taking part, or have any questions or queries about the project, please contact XXXX at XXXX or XXXX at your child's school.

You will then be sent a more detailed information sheet about the study which will enable you to decide whether you would like to take part.

Thank you,

Add name and contact details of those running the research

If you would like further information on how you can keep your children safe online, please visit the following:

- **XXXX**

- **XXXX**

Participant information sheet

Dear parent/carer

Thank you for expressing an interest in participating in this study.

As we detailed in the initial recruitment email, we are looking for parents/carers to take part in a focus group discussion examining your concerns about young people's online behaviour and experiences related to cyberbullying, peer pressure, online relationships and harassment. This will take place in a specific session at your child's school in the next few weeks with 6-8 other parents. It will last approximately one hour.

What is this project about?
- It aims to tackle bullying, harassment and non-consensual sharing of images amongst children by developing a range of resource materials for schools and parents.
- We want to empower children to be able to recognise online harassment, and to have the knowledge and confidence on how and who to report it to.

Who is collecting the data?
- XXXX
- XXXX
-

The project will be conducted in accordance with the ethical standards of the XXXX, and has been approved by XXXX. The data from the focus group will be confidential and anonymous, and only the project researchers will have access to the recordings and transcripts.

What sort of questions will be asked in the group discussion?
The discussion will include questions about:
- Key issues that children face online, such as bullying, misunderstandings, and peer pressure,
- Ways in which children may 'cross the line', for example, taking or sharing photos without permission,
- How we can ensure they receive the help and support they need.

If you feel that talking about this issue would cause you any distress, please do not participate. If any distress or concerns arise as a result of taking part, details of sources of support and information will be provided in the debrief at the end of the session.

Who can see my data and what will it be used for?

- The focus group discussions will be recorded and transcribed, and only accessed by project researchers.
- Participation in this study is completely voluntary, and all data is completely confidential and anonymous.
- Any quotes from the transcripts of the group discussions used in any publications will be anonymous.
- It will not be possible to identify individuals from transcripts or individual quotes.

- The data will be held on a secure password protected database for five years, and only the project researchers will have access to it.
- All data will be stored and processed according to current Data Protection Legislation (e.g., XXXX).

Whilst the researchers will maintain the anonymity and confidentially of all data and transcripts, it is not possible to guarantee that the other group members will not discuss the content of focus groups with others. ***Please do not talk about anything that you would not be happy with the other members of the group discussing outside of the session. Please also respect the privacy and confidentiality of others within the group.***

The results of the research will be combined and be published in reports, as well as informing the development of education and training resources for the parents/carers and young people. The overall results will also be used to write research papers, inform policy-makers and be disseminated using XXXX's communication channels (e.g., social media, website).

Can I change my mind about taking part?
- Yes. It is completely up to you whether you wish to take part in the group.
- You will also be free to leave the session by telling the researcher and without having to provide a reason.
- However, it will not be possible to remove any contributions made to the discussion up to the point you decided to leave the session from the transcription/analysis as a result of difficulties in identifying individuals.

Who can I speak to if I have any concerns about this research study?
If you wish to raise any concerns with somebody who is independent of the research team, please contact XXXX.

Prior to the interview/focus group, a researcher will contact you via telephone or email to arrange a suitable date, time and location to meet.

If you are interested in taking part, or have any questions about the research, please contact XXXX using the details below.

Many thanks

Add name and contact details of those running the research

If you have concerns about the research and you wish to raise them with somebody who is independent of the research team, please contact XXXX.

Focus group consent form (provided to all participants with paper copy of information sheet prior to start of session).

Please tick each of the following statements if you agree with them:

I have read the information sheet and had the chance to ask questions.	
I understand that taking part is voluntary, and that I can leave at any time during the focus group without giving a reason. I also understand that my contribution to that point cannot be removed.	
I agree to the session being voice recorded to enable transcription.	
I understand that the process of transcription will remove any information that could identify me or my contribution.	
I agree to respect the confidentiality of the comments of the other participants in the focus group.	
I agree to take part in this study.	

	Print Name	Date	Signature
Participant			

Debrief sheet <mark>(given immediately after the focus group)</mark>

Thank you for taking the time to participate in this study.

<mark>The aim of this research is to examine parent/carer perspectives on the issues that children face online (e.g., bullying, misunderstandings, and peer pressure), as well as their concerns about online safety, and ways we can ensure that parent/carers, teachers and young people get the help and support they need.</mark>

<mark>The results of the research will be combined and be published in reports, as well as informing the development of education and training resources for the project. The overall results will also be used to write research papers, inform policy-makers and be disseminated using XXXX's communication channels (e.g., social media, website).</mark>

Please be assured that the information you have provided is confidential. Any quotes used in reports or training resources will be anonymised and no-one will be able to be identified from them.

Who can I talk to if taking part has made me feel upset or concerned that there might be a problem with something that is happening to my children online?

If you are worried or upset because of anything discussed in the group, or if you are concerned about the online experiences of your children, please use the sources of help and support below. These organisations also provide further information on how you can keep your children safe online.

- <mark>**XXXX**</mark>
- <mark>**XXXX**</mark>

You can also speak to the researcher now if you are worried or upset and would like some support, or contact your child's teacher.

<mark>**If you are concerned about your child being approached online or being asked for personal information, photos or videos of themselves, or to meet up, this can be reported to XXXX.**</mark>

<mark>**Find out how to report problems on social media and other places online at: XXXX**</mark>

<mark>If you would like any further information about the study or the project, please contact the researchers using the details below.</mark>

<mark>Add name and contact details of those running the research</mark>

If you have concerns about the research and you wish to raise them with somebody who is independent of the research team, please contact <mark>XXXX</mark>.

g. Focus group questions for parents/carers of 9-12 year olds

Intro (3 minutes)
- <mark>Introduce names of staff running focus groups</mark>
- <mark>Introduce research organisation and the work it does</mark>
- <mark>Introduce the project</mark>

<mark>We want to talk to you about what your children are seeing or experiencing online, how they talk to their friends or fall out with them online, and how they feel about telling someone when they need help. This will help us learn how we can help children who have upsetting experiences online.</mark>

<mark>For example:</mark>
- <mark>Someone having an image taken of them not fully dressed and it gets shared around</mark>
- <mark>Someone gets sent a link to website that has upsetting or rude images of adults without clothes on</mark>
- <mark>Someone gets called names because they look or act differently to others</mark>
- <mark>Someone gets pressured to take a photo without clothes on</mark>

We also want to find out how these issues make children feel and what you think should be done about it.

Our aim is to make sure that children's voices are heard so that you have a say in how schools and parents help with these issues. We will be writing advice and resources for schools and parents, as well as getting advice from children on how we can encourage reporting of these issues. Your suggestions and ideas in this discussion will really be helping us to shape the resources we create.

Ground rules (3 minutes)

- You do not have to speak if you don't want to
- You don't have to join in if you feel uncomfortable
- We are not here to ask about your personal family life, or the direct experiences of you and your child. We are here to gather your thoughts and insights on how young people deal and parents deal with these issues, and the support you would like to receive from schools.
- You can talk about things you might have heard or seen but please don't name any names e.g. use 'a friend' or 'a person I know'.
- Allow everyone to speak and respect their opinions
- (*Explain that the focus group will be recorded*.) This is to help us remember what was said and write up notes later.
- ***Everything you say is confidential. Please do not share what other people have said outside of this group, except if you are seeking advice from a trusted adult.***

Warm up discussion (5 mins) <mark>-— *These are suggestions to help them feel comfortable, you don't have to ask them all of these.*</mark>

- Ask group to introduce themselves, including how many children they have and how old they are
- If we turned the internet off tomorrow, what would you miss?

- What apps and games do you like using?
- What apps and games do your children like using?

Parenting questions (15 minutes)

1. How much do you think you know about what your child does online?
2. How do you decide when and what to give your child in terms of internet access?
3. What worries you, if anything, about your child's life online? What do you think is the biggest issue they face? Is this different for boys and girls?
4. At what age do you think you should start talking to children about online issues? And what kinds of things would you talk to them about?
5. Do you talk about how their body is changing, or puberty?
6. Do you talk to them about asking permission before touching someone else, or taking a photo of someone else?

Scenario 1 (10-15 minutes) - Topics covered: non-consensual taking and sharing of intimate images

Anisa is 10. She is at her local gymnastics club. She is getting changed in the changing rooms when someone else takes a photo of her getting dressed. They send it around to other people they know, some of whom also go to the same school as Anisa, so it gets shared through her school friends as well as her gym friends.

- What do you think about this scenario? Does it happen do you think?
- Why do you think it happens?
- Do you think Anisa would tell her parents?
- Who is more likely to be involved in this, or hear about it – you, your partner, a grandparent, older sibling, cousin.
- What would you do in this situation? What if Anisa was a boy?
- Where would you go for help?
- What would you do if your child is the one who took the photo?
- If there are parents with children of different ages, has your parenting style changed with your different children?

Topics covered: Parents as a barrier to reporting (10-15 minutes)

Sam, Year 11, sent a nude photo to someone they liked. It ended up getting seen by the whole school. Sam's younger sibling found out, and said Sam should tell their parents but they don't want to. Sam's sibling said they would tell them, but Sam has made them promise not to say anything.

- Can you fill in more details of this scenario?
  - Why do you think Sam sent the nude photo?
  - What sort of relationship Sam has with the person they sent it to?
  - How did the whole school end up seeing the photo?
  - How would Sam be feeling? Why?
  - How long do you think they would feel this way?
  - Do you think Sam is a girl or a boy? What difference would that make?

- o How do think Sam's sibling found out about the photo?
- o Do you think Sam's sibling is a brother or sister?
- o How do you think Sam's sibling felt about this?
- o Why do you think Sam's sibling wants to tell their parents about the photo?
- o Why do you think Sam doesn't want to go to her parents?
- o How could Sam's sibling help and support Sam?

- Do you think a lot of young people would react like Sam? Why?
- Do you think Sam would tell someone else about the photo? (teachers, police) Who is Sam more likely to talk to, if anyone? What would stop Sam from doing so?
- Sam wants to deal with this alone? What do you think they will do? Why? (e.g. through the reporting function on social media, confront the person who shared it…?)
- How would the situation be different if it was Sam's older sibling who found out about the photo? What if it was a younger brother?
- If Sam did go to their parent, what do you think they would do? How would they handle this situation?
- Do you think young people need more information/education about these issues?

Debrief (5 minutes)

- *Thank the group for their time and being so open when talking about these issues.*
- *Remind the group to not share details with other people outside of the group. Remember the ground rules we agreed at the start.*
- Are there any issues we have not covered today that you think are important?
- *Share what we've learned and what we'll take away*
- *Remind group of the recording taken.* This is to help us remember what was said and write up notes later. **No quotes will be used in any resource, they will be used as a learning tool to give XXXX (research organisation) context around how parents view and deal with these issues.**
- *Next steps*. Your feedback will be used to help us understand these issues in more depth and to help us create a resource that will help young people get through difficult experiences online, and to encourage people to report them.
- The resource will be ready to be trialled XXXX.
- If something we have spoken about today has worried you, or upset you, and you'd like more information, there are lots of organisations you can go to for help. See the 'Further Information' sheet for more places to get advice.
- Thank group for their time. Any other questions?
- **HAND OUT DEBRIEFING SHEET (example included in supporting document *f. Consent forms – parents and carers focus groups*)**

h. Research questionnaire for parents & carers of 9-17 year olds

Parents/carers Questionnaire

Briefing Page

This page contains information about taking part in the study. Please read it carefully so that you can decide whether you want to complete the questionnaire.

What is this project about?
- It aims to tackle sexual bullying and harassment amongst children by developing a range of resource materials for schools and parents/carers.
- We want to empower children to be able to recognise online harassment, and to have the knowledge and confidence on how and who to report it to.

Who is collecting the data?
- XXXX

The project will be conducted in accordance with the ethical standards of the XXXX and has been approved by the XXXX, [COUNTRY NAME] .

Who should take part?
We are looking for parents/carers who have at least one child aged under 16 who lives with them full time, and whose child is a regular user of the internet, social media or gaming.

What sort of questions will be asked?
If you agree to participate, you will be asked questions about:

- Your knowledge and concerns about sexual bullying, online behaviour and safety.
- The actions you currently take to keep your child safe online.
- Types of help and support you need to help keep your child safe online.

If you feel that answering questions about this issue would cause you any distress, please do not participate. If any distress or concerns arise as a result of taking part, details of sources of support and information will be provided in the debrief at the end.

Completing the questionnaire should take approximately 20 minutes.

Who can see my data and what will it be used for?

- The results of the research will be combined and be published in reports, as well as informing the development of education and training resources for the parents/carers and young people. The overall results will also be used to write research papers, inform policy-makers and be disseminated using XXXX's communication channels (e.g., social media, website).
- Participation in this study is completely voluntary, and all data is completely confidential and anonymous.

- The data will be held on a secure password protected database for ==XXX== years, and only the project researchers will have access to it.
- All data will be stored and processed according to current Data Protection Legislation ==(e.g., XXXX).==

Can I change my mind about taking part?

- You can withdraw from this study until the point of submitting the completed questionnaire by closing the browser window or not clicking 'submit'. However, once you have submitted your responses, you will not be able to withdraw as all data is anonymous and individual responses cannot be identified.

By completing the questionnaire and submitting your data, you are giving consent to take part in the study.

Many thanks

==Add name and contact details of those running the research==

Who can I speak to if I have any concerns about this research study?
If you wish to raise any concerns with somebody who is independent of the research team, please contact ==XXXX== .

About you/Demographic screening questions

**What is
your age?**

What is your gender?

- Female
- Male
- Transgender female
- Transgender male
- Prefer to self-describe (Please enter a comment)

What is your ethnicity?

Your family

Which of the following best describes your parental/family status? (select all that apply)

- I have sole responsibility for my child
- I have shared responsibility for my child
- I am a biological parent
- I am a step-parent
- I am a foster/carer
- I am someone else who has responsibility for a child

Do you have children under 18? If so, what ages are they?
Have a box child 1, child 2, child 2, child 4

Thinking of child 1, age X, what is their gender?

- All male
- All female
- I have non-binary children
- I have both children of different gender identities

The questions asked in the rest of the questionnaire will ask about your concerns and actions in relation to one of your children.

There are no right or wrong answers. People have different levels of concern and worries. You are encouraged to respond according to your own situation and instincts.

While we realise the subject is sensitive, your answers are very important in providing a good foundation for creating appropriate teaching and educational resources and materials on this important topic.

Your online usage

1. How often have you used the following online sites or services in the last year?

	Never heard of	Heard of, but never used	Less than once a month	Every month	Every week	Every day
a) YouTube	☐	☐	☐	☐	☐	☐
b) Instagram	☐	☐	☐	☐	☐	☐
c) Facebook or Facebook messenger	☐	☐	☐	☐	☐	☐
d) WhatsApp	☐	☐	☐	☐	☐	☐
e) Snapchat	☐	☐	☐	☐	☐	☐
f) Twitter	☐	☐	☐	☐	☐	☐
g) Tumblr	☐	☐	☐	☐	☐	☐
h) Tik Tok i) Playstation/Xbox	☐	☐	☐	☐	☐	☐

2. How often do you/partner generally do the following?

	Never	Not very often	Sometimes	A lot	All the time
a) Talking to child about staying safe online	☐	☐	☐	☐	☐
b) Have rules about internet use	☐	☐	☐	☐	☐
c) Parental supervision of mobile/tablet at bedtime					
d) Parental supervision of internet use	☐	☐	☐	☐	☐
e) Awareness of minimum age for social media	☐	☐	☐	☐	☐

3. How much do you agree with the following?

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a) I talk to my child about online issues only if I see a problem.	☐	☐	☐	☐	☐
b) I feel confident in talking to my child about online issues if they tell me there is a problem	☐	☐	☐	☐	☐
c) I feel confident in talking to my child about online issues if someone else (family/friend/school) tell me there is a problem	☐	☐	☐	☐	☐
d) I talk to my child about online behaviour whether or not there is an issue	☐	☐	☐	☐	☐

4. How often do you/partner generally talk to your child about the following?

	Never	Not very often	Sometimes	A lot	All the time
a) Romantic relationships	☐	☐	☐	☐	☐
b) Sexual development/changes	☐	☐	☐	☐	☐
c) Body images	☐	☐	☐	☐	☐
d) Emotional well-being	☐	☐	☐	☐	☐
e) Friendships	☐	☐	☐	☐	☐
f) Sexual orientation	☐	☐	☐	☐	☐
g) What constitutes appropriate sexual/relationship behaviour	☐	☐	☐	☐	☐
h) Consent	☐	☐	☐	☐	☐
i) How to be a good friend	☐	☐	☐	☐	☐
j) How to deal with conflict	☐	☐	☐	☐	☐
k) How to ask for help	☐	☐	☐	☐	☐

5. How much do you agree that the following are reasons why you/partner find it difficult to speak to your child about online safety?

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a) Lack of time	☐	☐	☐	☐	☐
b) Understanding the apps/sites/technology they use	☐	☐	☐	☐	☐
c) Feeling embarrassed	☐	☐	☐	☐	☐
d) Lack of understanding of online risks	☐	☐	☐	☐	☐
e) Lack of understanding of online safety actions					
f) Lack of confidence	☐	☐	☐	☐	☐
g) Fear of encouraging behaviour	☐	☐	☐	☐	☐
h) They receive education about this at school	☐	☐	☐	☐	☐
i) Don't feel it is appropriate to talk to them about this issue	☐	☐	☐	☐	☐
j) Concern about causing conflict	☐	☐	☐	☐	☐
k) Concern about embarrassing them	☐	☐	☐	☐	☐
l) Concern that they know more than me	☐	☐	☐	☐	☐

6. How concerned are you about your child engaging in the following online behaviours or having these experiences?

	Not at all concerned	Somewhat concerned	Concerned	Very concerned
a) Keeping something that happens to them online but worries them to themselves	☐	☐	☐	☐
b) Damaging their reputation either now or in the future	☐	☐	☐	☐
c) Cyberbullying their peers/friends	☐	☐	☐	☐
d) Engaging in behaviours that could get then into trouble	☐	☐	☐	☐
e) Being cyberbullied by peers/friends	☐	☐	☐	☐
f) Seeing content which encourages them to hurt or harm themselves	☐	☐	☐	☐
g) Taking a joke too far online	☐	☐	☐	☐
h) Being blackmailed because of sexual images/videos (sextortion)	☐	☐	☐	☐
i) Being influenced by extreme views whether political, social or religious	☐	☐	☐	☐
j) Online sexual bullying by peers/friends	☐	☐	☐	☐
k) Grooming/sexual exploitation by adults	☐	☐	☐	☐
l) Exposure to pornography and other inappropriate content	☐	☐	☐	☐
m) Making friends with	☐	☐	☐	☐

	inappropriate people				

Online sexual bullying

This survey is looking at **sexual bullying and cyberbullying which takes place online**.

This includes **sharing content** (e.g., images, videos, posts, messages) with **a sexual focus** (e.g., commenting on appearance, body parts, sexual orientation or sexual activity) in order to **bully, upset, threaten, humiliate, sexualise or discriminate** against someone or a group of people.

This can also take place **offline (e.g.,** calling people 'slut' or 'sket', catcalling, sexual assault) but we are focused on **online behaviours.**

7. **How often do you think your child has witnessed the following behaviours <u>online</u> amongst their own peer group?**

	Never	Rarely	Occasion ally	Often	All of the time
a) Other children saying nasty things online to girls about their bodies					
b) Other children using terms like 'sket' or 'slut' to describe females online in a mean way	☐	☐	☐	☐	☐
c) Other children posting sexual comments on an image of someone your child know	☐	☐	☐	☐	☐
d) Other children setting up a page/group on social media for people in your child's school to share sexual gossip or images ('bait out page')	☐	☐	☐	☐	☐
e) Other children sharing on nude/nearly nude images/videos of someone your child knows	☐	☐	☐	☐	☐
f) Other children setting up fake profiles of someone sharing sexual images, comments or messages	☐	☐	☐	☐	☐
g) Other children using homophobic or transphobic language online (negative comments about being gay, lesbian or trans)	☐	☐	☐	☐	☐
h) Other children sending nude or nearly nude images or videos of themselves to another child they know	☐	☐	☐	☐	☐

i)	Other children sending other children sexual content without asking (I.e. pornography)					
j)	Other children making sexual threats (e.g., rape threats)	☐	☐	☐	☐	☐

Attitudes

8. How much do you agree with the following?

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a) Girls are judged more harshly for sexual rumours shared about them online than boys	☐	☐	☐	☐	☐
b) It's okay for young people to send nude/nearly nude images of themselves if they want to	☐	☐	☐	☐	☐
c) If a young person's nude/nearly nude image is shared online, they are partly to blame	☐	☐	☐	☐	☐
d) Girls face more pressure than boys to send nude/nearly nude images	☐	☐	☐	☐	☐
e) I think a girl is at fault if her nude/nearly nude image is posted online	☐	☐	☐	☐	☐
f) Young people spend too much time online/gaming/on social media	☐	☐	☐	☐	☐
g) Young people engaging in sexual behaviour online is very risky	☐	☐	☐	☐	☐
h) If young people have problems online, they should stop using social media/gaming sites etc.	☐	☐	☐	☐	☐

What would you do?

9. How likely would you be to do the following if your child experienced sexual bullying online in the future?

	Very Unlikely	Unlikely	Not sure	Likely	Very Likely
a) Take no action	☐	☐	☐	☐	☐
b) Speak to Teacher/Schools	☐	☐	☐	☐	☐
c) Speak to Friends	☐	☐	☐	☐	☐
d) Speak to the Parents/carers of the children involved	☐	☐	☐	☐	☐
e) Speak directly to the children involved	☐	☐	☐	☐	☐
f) Report to a Social media/Gaming platform (e.g., Facebook, Snapchat, Roblox)	☐	☐	☐	☐	☐
g) Advise your child to block the people involved	☐	☐	☐	☐	☐
h) Speak to a Helpline (e.g., Childline)	☐	☐	☐	☐	☐
i) Report to CEOP/Police j) Look online for help or information	☐	☐	☐	☐	☐

Further Information

Thank you for taking the time to participate in this study. The aim of this research is to develop further understanding of parental concerns about online sexual harassment and online safety, as well as the types of help and support they need.

Please remember that now you have submitted your answers, you will be unable to withdraw your data from the study.

Sources of support and information

If you would like further information on how you can keep your children safe online, please visit the following:

- **XXXX**

- **XXXX**

If your child is currently experiencing online sexual harassment or other forms of victimisation, you should contact the relevant service provider or the police.

If you have any questions or require further information, please contact the project team using the details below.

Many thanks

Add name and contact details of those running the research

If you have concerns about the research and you wish to raise them with somebody who is independent of the research team, please contact XXXX.

i. Pilot schools – consent form

Headteacher/Principal Consent Form

School name: _____

Headteacher/Principal name: _____

As the headteacher/principal, I consent to the school taking part in the piloting of educational resources and evaluation study undertaken by XXXX to examine their impact on young people's understanding and reporting of online sexual bullying.

I confirm that the school will:

- Deliver 1 x 30 min quiz
- Deliver 3 x 45 min lessons to pupils
- Read through the Teaching Toolkit Guidance

I give permission for:

- Participating students to provide feedback via an evaluation questionnaire (online or on paper).
- Teachers/educators involved in delivering the pilot resources to complete an evaluation questionnaire when all components have been delivered.
- XXXX to conduct an evaluation focus group with relevant students
- Data to be shared with researchers at XXXX with findings published in a report.
- Parents to be given information about the pilot and evaluation, and be given the opportunity to withdraw their child if they wish.

I further confirm that the school will:

- Complete the required activities within the timeline agreed.
- Provide all participants with the briefing and debriefing materials provided by the researchers.
- Ensure that parents are fully informed about the pilot and have the opportunity to withdraw their child should they so wish. This opt-out consent approach is on the basis that the teaching and research activities undertaken as part of the pilot are consistent with educational activities normally undertaken in school.
- Provide support for any participants who have concerns or are distressed at the end of any session. This will include taking further action to support them and following the school's safeguarding procedures as appropriate.

Signed: _____   Date:_____

Please return the form by email to XXXX Email: XXXX).

j. Pilot school - educator evaluation EXAMPLE

Project Information

This page contains information about completing the ==Educator/Teacher== Evaluation Questionnaire. Please read it carefully so you can ensure that you are happy to provide the requested information.

Project Aims

==The questionnaire is part of XXXX, which seeks to improve understanding and approaches to young people's experiences of online sexual bullying. The project aims to empower teachers and the wider community to effectively prevent and respond to online sexual bullying amongst young people. Your school has agreed to be involved in the piloting and evaluation of educational resources for young people addressing this issue. Through this survey we aim to find out your opinion of the content and impact of the resources used in the pilot, as well as your experience of delivering them. This will help us to further develop these materials and help to increase reporting of online sexual bullying among young people.==

Project Team

The data is being collected by ==XXXX== as part of ==XXXX==.

Questionnaire Content

The questionnaire asks about your evaluation of the content and impact of the teaching resources used during the pilot phase of the project. You do not need to answer every question. It should take approximately 15-20 minutes to complete.

Data Access and Use

==The researchers will ask you to identify the school for which you are completing the questionnaire in order to ensure that all the data from the evaluation can be analysed at the school level. However, all responses are confidential and will be anonymised before any subsequent analysis and publication of reports arising from the evaluation. Only the project researchers will have access to the data, which will be stored securely on a password protected computer network.==

==The results from this questionnaire and other data collected will be analysed and included in a published briefing paper, as well as informing further development of educational materials and resources piloted for young people, parents/carers etc. The results will also be used to inform policy-makers and be disseminated using XXXX's communication channels (e.g., social media, website).==

Withdrawal

Completing this questionnaire is voluntary. If you decide that you do not wish to complete this aspect of the research, please do not submit your responses. Once you have done this, you will be unable to withdraw your responses as all data is anonymous after submission and individual responses cannot be identified.

If you are happy to complete the questionnaire, please click the 'next button'. If you have any questions, please contact XXXX.

1. **Lesson 1: Ground rules**

   a. Did the ground rules activities help students to discuss the topic freely and respectfully?

   b. How did the pupils respond to the topic and activities?

   c. Did it reveal any concerns students have about talking about this topic with teachers?

   d. Did it help you to know how to approach the delivery of the other lessons?

2. **Lesson Two: "They would have just done it on purpose, try and embarrass or hurt them."**

   a. Were the students able to recognise what constitutes online sexual bullying and how it differs to cyberbullying?

   b. Were the students able to recognise how online sexual bullying makes others feel and how to help them in this situation?

   c. Did the scenarios used in the session generate high level discussion of complicated topics? (e.g., gender stereotypes, body shaming)?

   d. Did you experience any challenges in trying to engage students in talking about these issues?

e. Did you feel that the Teaching Guide gave you enough background information to discuss online sexual bullying, gender stereotypes, body shaming and online behaviour?

f. Did students feel confident enough to voice their own opinions?

g. Were the scenarios used in the session realistic?

h. Do you think that the students will change their behaviour as a result of the session?

3. Lesson 3: It was just a joke!

a. Were the students able to identify the types of content and behaviour online that can be upsetting or worrying?

(blank answer box)

b. Were the students able to understand that content and behaviour online that some people find funny can be upsetting or worrying to others?

(blank answer box)

c. Were the scenarios used in the 'snakes and ladders' appropriate and realistic?

(blank answer box)

d. Did the students have different opinions in response to the issues covered?

(blank answer box)

e. Did you feel supported enough to discuss the issues covered in the session?

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f. Do you think that the students will change their behaviour as a result of the session?

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General feedback questions

These questions ask about your overall evaluation of the materials used in the pilot. Based on your experience of delivering the different components of the pilot:

a. Were you able to adapt the activities when you needed to?

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b. Are the extension activities appropriate?

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c. Are the timings suitable?

d. Are the instructions for delivering the sessions easy to follow?

e. Is the language accessible and helpful?

f. Are the activities engaging and realistic?

g. What age group do think these resources would work best with?

Thank you for taking the time to complete this questionnaire. Your answers are very important in helping us to further develop the resources used during the pilot study.

k. Pilot school - pupil evaluation EXAMPLE

Tell us what you think!

About this survey

Please read this so you can decide if you want to take part in our survey. Your teacher will also explain to you and ask them if you have any questions or worries.

What is this project about?

Your school is taking part in XXXX which is run by XXXX [insert name of research organisation], who want to [tell them about the research organisation and what you/they do] .

We want to hear from children your age about online bullying, how they talk to their friends or fall out with them online, and how they feel about telling someone when they need help.

Your school is helping us to test how well our lessons help young people. This will help us learn how we can help children to get help if online bullying happens to them. We really want to know what you think!

What will I be asked to do?

- Complete a survey which asks some questions about what you thought of the lessons you have taken part in.

Do I have to take part?

- It is up to you to decide whether you want to take part. It should take about 15 minutes.
- If you do, you don't have to answer any questions that you don't feel happy about.

Who is collecting the information you provide?

- XXXX
- XXXX

What sort of questions will be asked?

We will ask questions about:

- What you think of the lessons you took part in
- How we could make the activities better
- What you have learned about online bullying
- What you have learned about where to get help

Who can I talk to if taking part makes me feel upset or makes me think that there might be a problem with something that happened to me online?

If taking part in the survey makes you upset or worried in any way, you should speak to a parent, friend, teacher or someone else you trust about it afterwards.

You will also be given details of other places to get help at the end. This will include what to do if you feel upset or are having problems online, and who you can talk to about it (e.g. XXXX, XXXX).

Who can see my answers and what will they be used for?

- Your answers are anonymous, confidential and stored securely. This means that nobody will know which answers are yours, and only the project researchers will see what you have written.
- Your answers won't be judged, so please tell us how you really feel.
- The overall results from the survey will be included in a report, and will help us make changes to the lessons.

What should I do if I change my mind about taking part?

It's always your choice to take part! It is OK if you decide that you don't want to finish the survey.

- Just close the browser window and your answers won't be used. You don't have to give a reason why, and it is fine to change your mind.
- You can also leave the survey by clicking the 'I want to leave the survey' link at the bottom of each page. This will take you to a page containing details of places where you can get help and support about any worries you might have about cyberbullying and online safety.

Once you have clicked the 'submit your answers' button, you can't change your mind about taking part. This is because there are no names on the survey answers and we can't tell which ones are yours.

Clicking the 'submit your answers' button means that you agree for your answers to be used.

If you have any questions about the research, you should speak to XXXX (Name of teacher/educator).

You can also [Add contact details – this could be a time, or email address or another way you keep in touch with your pupils] with any questions if you prefer, and they will reply to you directly.

Tell us what you think

We want to know what you think about the lessons and quiz included in the pilot. You will be asked questions about each of the different things your school has done.

Quiz about online bullying

We want to know what you think about the quiz you just played.

1. Did you play the whole quiz?

   ☐ Yes
   ☐ No
   ☐ Not sure

2. How interesting did you find the quiz?

   ☐ Very interesting
   ☐ A little bit interesting
   ☐ Not sure
   ☐ Not interesting
   ☐ Not at all interesting

3. How easy or hard was this quiz for you?

   ☐ Very easy
   ☐ Easy
   ☐ Neither easy or hard
   ☐ Hard
   ☐ Very hard

4. Did you learn something new?

   ☐ No
   ☐ I learned something
   ☐ Not sure
   ☐ I learnt a little bit
   ☐ I learnt a lot

5. Did it make you think about your own behaviour?

   ☐ Yes
   ☐ No

   Please tell us what it made you think about.

   ┌──┐
   │   │
   │   │
   │   │
   └──┘

6. **What was the best thing about the quiz?**

   ┌──┐
   │   │
   │   │
   │   │
   └──┘

7. **What would you change about the quiz to make it better?**

   ┌──┐
   │   │
   │   │
   │   │
   └──┘

1. How old are you?

9 ☐

10 ☐

11 ☐

12 ☐

Other ☐

2. Which of the following best describes you?

I am a girl ☐

I am a boy ☐

I am not sure ☐

I am something different (you can say what this is below if you want to) ☐

Lesson 1: Online bullying about appearance and body

We want to know what you think about the lesson you just had.

1. Did you do the whole lesson?

   ☐ Yes
   ☐ No
   ☐ Not sure

2. How interesting did you find the lesson?

   ☐ Very interesting
   ☐ A little bit interesting
   ☐ Not sure
   ☐ Not interesting
   ☐ Not at all interesting

3. How easy or hard was the lesson for you?

   ☐ Very easy
   ☐ Easy
   ☐ Neither easy or hard
   ☐ Hard
   ☐ Very hard

4. Did you learn something new?

   ☐ No
   ☐ I learned something
   ☐ Not sure
   ☐ I learnt a little bit
   ☐ I learnt a lot

5. Did it make you think about your own behaviour?

   ☐ Yes
   ☐ No

   Please tell us what it made you think about.

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6. **How much do you agree that the lesson helped you in these different ways?**

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
I now know embarrassing someone online about their body or how they look is cyberbullying. (recognition)	o	o	o	o	o
I have learned that boys and girls should not be judged differently for what they do online. (gender)					
I now know what to do if someone was bullying me online about how I look or my body. (knowledge/reporting)					
I know how and where I can tell someone about cyberbullying. (reporting)					
I know that making mean comments or embarrassing someone online about their body or how they look can upset or hurt them. (impact)					
I understand that using online apps or services to make fun of someone just because they are a boy or a girl can be unfair and upset them. (Gender)					

7. **What was the best thing about the lesson?**

8. **What would you change about the lesson to make it better?**

About you

1. **How old are you?**

9   ☐

10   ☐

11   ☐

12   ☐

Other   ☐

2. **Which of the following best describes you?**

I am a girl   ☐

I am a boy   ☐

I am not sure   ☐

I am something different (you can say what this is below if you want to) ☐

Lesson 2: Sharing online content and jokes online

We want to know what you think about the lesson you just had.

1. Did you do the whole lesson?

    - ☐ Yes
    - ☐ No
    - ☐ Not sure

2. Did you find the lesson interesting?

    - ☐ Very interesting
    - ☐ A little bit interesting
    - ☐ Not sure
    - ☐ Not interesting
    - ☐ Not at all interesting

3. How easy or hard was the lesson for you?

    - ☐ Very easy
    - ☐ Easy
    - ☐ Neither easy or hard
    - ☐ Hard
    - ☐ Very hard

4. Did you learn something new?

    - ☐ No
    - ☐ I learned something
    - ☐ Not sure
    - ☐ I learnt a little bit
    - ☐ I learnt a lot

5. Did it make you think about your own behaviour…?

    ☐   Yes
    ☐   No

Please tell us what it made you think about.

6. **How much do you agree that the lesson helped you in these different ways?**

	Strongly disagree	**Disagree**	**Neither**	**Agree**	**Strongly agree**
I learned about the types of things online that can upset, hurt or shock others. (understanding/impact)					
I learned that sharing pictures, videos or other things online that can upset and shock others is not kind. (understanding/impact)	☐	☐	☐	☐	☐
I have learned how to get help about anything I see online that makes me confused or worried. (reporting)					
The lesson helped me understand that sharing content or making jokes online can still upset others, even if they aren't meant to. (impact)					

7. **What was the best thing about the lesson?**

8. **What would you change about the lesson to make it better?**

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9. <u>**Do you think it's important to learn about bullying online that is about people's bodies or how they look? Why?**</u>

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10. **Now you have learned more about online bullying about how people look, their body or because they are a girl or boy, how likely <u>would</u> you be to do these different things if it happened to you?**

	Really Unlikely	Unlikely	Likely	Really Likely
Ignore it	☐	☐	☐	☐
Speak to parents/carers	☐	☐	☐	☐
Speak to Teachers	☐	☐	☐	☐
Speak to Friends	☐	☐	☐	☐
Speak to Brothers/Sisters	☐	☐	☐	☐
Speak to other family (e.g., cousins, grandparents)				
Report to a gaming site or Social Network (e.g., Facebook, Snapchat)	☐	☐	☐	☐
Block them	☐	☐	☐	☐
Speak to a Helpline (e.g., Childline)	☐	☐	☐	☐
Report to CEOP/Police	☐	☐	☐	☐
Tell the people involved to stop or take the images/comments down	☐	☐	☐	☐

About you

1. **How old are you?**

9 ☐

10 ☐

11 ☐

12 ☐

Other ☐

2. **Which of the following best describes you?**

I am a girl ☐

I am a boy ☐

I am not sure ☐

I am something different (you can say what this is below if you want to) ☐

| |
| |

Please read this page – even if you decided not to send your answers to the survey.

Thank you for finishing the survey! Please remember that now you have sent your answers, you can't change your mind about taking part.

Also remember that nobody will know which answers are yours, and only the project researchers will see what you have written.

Your answers are very important in helping us to find out how useful the activities are for children so thank you very much!

Who can I talk to if taking part makes me feel upset or makes me think that there might be a problem with something that happened to me online?

If you are worried or upset because of anything asked in the survey, or if you are having problems online, you should speak to a friend, teacher, parent or someone else you trust about it. They will be able to give you advice about the best thing to do.

You can also speak to your teacher now if you are worried or upset and would like some help. [Teacher/educaror name to be added] will also be in their office today at [times to be added by school] to speak to anyone who wants to talk about any worries they have after they have finished the survey.

You can also contact XXXX and other places below to talk about problems and get advice.

Other places where you can get FREE help and advice:

XXXX

Explain what they offer

XXXX

Explain what they offer

You can find out more about online safety at:

XXXX

Places where you can report problems:

If you have any questions about the research or not happy about it, you should speak to XXXX (Name of teacher/educator) and ask them to contact XXXX at XXXX by emailing XXXX.

THANK YOU AGAIN FOR TAKING PART!

I. Parents & carers resources evaluation EXAMPLE

Project Information

This page contains information about completing the Parents/Carers Evaluation Questionnaire. Please read it carefully so you can decide whether you are happy to take part.

What is this project about & who is collecting the data?

- It aims to tackle sexual bullying and harassment amongst children by developing a range of resource materials for schools and parents.
- We want to empower children to be able to recognise online harassment, and to have the knowledge and confidence on how and who to report it to.
- The project is conducted in accordance with the ethical standards of XXXX, and has been approved by XXXX.

Who should take part & what will I be asked to do?

We are looking for parents/carers who have at least one child aged under 17 who lives with them full time, and whose child is a regular user of the internet, social media or gaming. You must have reviewed our parental educational resources (film, leaflet) addressing online sexual harassment among young people to participate.

You will now be asked to complete a questionnaire asking about your evaluation of the content of the film and leaflet. You do not need to answer every question. It should take approximately 10-15 minutes to complete.

Your evaluation will help us to further develop these materials and help to support parents/carers to talk to their children about online sexual harassment among young people.

If you feel that answering questions about this issue would cause you any distress, please do not participate. If any distress or concerns arise as a result of taking part, details of sources of support and information will be provided in the debrief at the end.

Who can see my data and what will it be used for?

- The results of the study will be published in research reports and used to develop educational resources for parents/carers and young people. These will be disseminated using XXXX's online communication channels.
- Participation in this study is completely voluntary, and all data is completely confidential and anonymous.
- The data will be held on a secure password protected database for five years, and only the project researchers will have access to it.
- All data will be stored and processed according to current Data Protection Legislation (e.g., XXXX).

Can I change my mind about taking part?

- You can withdraw from this study until you have submitted your answers by closing the browser window or not clicking 'submit'. After this, you will not be able to withdraw as all data is anonymous and individual responses cannot be identified.

Many thanks

If you have any questions, please contact XXXX.

Who can I speak to if I have any concerns about this research study?
If you wish to raise any concerns with somebody who is independent of the research team, please contact XXXX.

Please indicate that you consent to completing the questionnaire and for your data to be used as described on this page by clicking the box

4. Film

a. What are your initial thoughts on the film? For example, did you find the scenarios realistic and engaging?

b. Will the film help parents/carers understand how online sexual harassment makes young people feel? If so, how?

c. Will the content of the film help parents/carers to support their children if they experience online sexual harassment? If so, how?

5. Leaflet

Which version of the leaflet did you look at? (tick all that apply)

Leaflet for parents of children aged 9-12 ☐

Leaflet for parents of children aged 13-17 ☐

Leaflet for foster carers ☐

a. What are your initial thoughts on the leaflet(s)? For example, was the right amount of information included, was it useful?

b. Will the leaflet help parents/carers to recognise what constitutes online sexual harassment?

c. Will the leaflet help parents/carers to understand how online sexual harassment makes young people feel? If so, how?

d. Will the content of the leaflet help parents/carers to support their children if they experience online sexual harassment? If so, how?

e. After watching the film and looking at the leaflets, is there any more help and information you would like?

[ ]

About you

1. **Age**

2. **Gender**

3. **Number of children aged 9-12**

4. **Number of children aged 13-17**

Please remember that once you have clicked 'submit' on this page and sent your answers, you will no longer be able to withdraw your data from the study.

Further Information

Thank you for taking the time to participate in this study. Your evaluation will help us to further develop these materials and help to support parents/carers to talk to their children about online sexual harassment among young people.

Please remember that now you have submitted your answers, you will be unable to withdraw your data from the study.

Sources of support and information

If you would like further information on how you can keep your children safe online, please visit the following:

- **XXXX**
- **XXXX**

If your child is currently experiencing online sexual harassment, bullying or other online problems, you should contact the relevant service provider or the police.

Many thanks

If you have any questions, please contact XXXX.

If you have concerns about the research and you wish to raise them with somebody who is independent of the research team, please contact XXXX.