

Making Changes

Based on the equality issues you identified in 2.2 and 2.3, what changes did you make or do you intend to make in relation to the policy or decision in order to promote equality of opportunity?

| <i>In developing the policy or decision what did you do or change to address the equality issues you identified?</i> | <i>What do you intend to do in future to address the equality issues you identified?</i> |
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| <p>Gender – The online behaviour of different genders differs not only in the content they access but in how they assimilate that information and how it then translates into their off line behaviour. The policy acknowledges these differences and accomodates them accordingly.</p> <p>Additionally, the evidence in respect of sexual orientation in relation tothe impact of technology on the sexual abuse and exploitation of children and young people, in identifying that lesbian, gay, bi-sexual, transgender and questioning young people appear to be particularly vulnerable to online harm applies to this category in respect of transgender.</p> | <p>One of the core values of this strategy is that the focus of e-Safety messaging is on empowerment and education. SBNI is aware that gender differences exist in relation to how boys and girls differ in access and approach in relation to sexting and pornography. This strategy addresses this issue through the core value statement of the need to use ‘innovative new tools and methods provided by the online world in order to disseminate information’ and also that any training and support for children and young people to keep them safe online takes an ‘evidence based approach, on both evidence of need and ‘what works’”.</p> <p>In delivering e-safety messages to children and young people, training organisation will be required to develop gender-appropriate messaging based on the evidence of risks.</p> |
| <p>Age – It is acknowledged in the Strategy that the age of both; parents, carers, children and young people impacts not only on online behaviours but also on the format and medium of information provide to these groups , to keep them safe online. Consistent safety messages must be provided in age appropriate ways.</p> <p>Children are now accessing the online world from a very early age, bringing a new set of challenges for the early years sector. Educationg parents on the role of security settings and tools is central to protecting young children.</p> | <p>Action plan recommendation 2 – Education recognises this difference and in particular, requires that a core set of age-appropriate e-Safety messages for children, young people, parents and carers are developed and made accessible via the central e-Safety hub to support consistent messaging in all relevant services in Northern Ireland.</p> <p>In doing so SBNI will address the recommendations of the strategy in relation to:</p> <ul style="list-style-type: none"> • ensuring the meaningful participation of stakeholders and in particular children and young people and their parents • ensuring that e-Safety training and support is delivered in partnership with parents • recognising that a flexible approach to |

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| <p>Children and young people, particularly under the age of 15 are effected by sexting, there is clearly an issue for children under 15 and even for children under 10.</p> | <p>e-Safety is required to incorporate the rapid pace of emerging technologies and associated risks</p> <p>The Strategy needs to ensure that the dangers of self-generated sexual content are clearly communicated to these groups of children, and in an age appropriate format. Additionally, the age-appropriate core messages is to be incorporated within relationship and sex education, learning for life and work and wider school curriculum via engagement with the Council for Curriculum, Examinations and Assessment, the Education Authority, Colleges Northern Ireland and teacher training institutions.</p> <p>Action plan recommendation 2 (b) – recommends enhancements to Department of Education guidance for schools and colleges to ensure regional consistency and allowing them the flexibility to embed e-Safety within wider school/college life while ensuring all children and young people receive the same support and messaging.</p> <p>Action plan recommendation 3 (c) – recommends that specialist funding support is sourced to purchase training from the approved list of charter marked delivery organisations to support online interaction in relation to this category. In particular, the training and dissemination methods need to be flexible and innovative, particularly for those who are more vulnerable or harder to reach.</p> |
| <p>Disability – It is accepted that disability impacts on both the opportunity and risk associated with online access for children and young people, parents and carers and professionals. As such the Strategy looks at the mechanisms with which each of these groups should be supported in their online</p> | <p>Recognising the particular needs of children and young people with a disability is highlighted on pgs. 9 – 10 of the strategy. It is also important to ensure that all children and young people have equal right of access to the online world and the opportunities it brings. Therefore dissemination methods by training organisations will be required to be</p> |

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| <p>interaction.</p> | <p>innovative and flexible in order to reach all groups. This is noted on pg. 10 of the strategy. This will be kept under advisement and review during the response to the consultation phase and the implementation of the strategy</p> |
| <p>Ethnicity – This strategy recognises that for whose first language is not English, additional mechanisms will need to be introduced and/or developed to ensure that the strategy, its recommendations and outworkings from the action plan are clear and understood online when undertaking such access.</p> | <p>Where requested the provision of information and material in other languages will be made available. This will be at NI departmental requirement and/or discretion.</p> |
| <p>Sexual Orientation – The Strategy acknowledges the risks associated with online activity for individuals who are gay, lesbian or bisexual. As such it provides recommendations to support keeping children and young people safe</p> | <p>Action plan recommendation 2 – Policy requires the strengthening of links particularly with the UK Council for Internet Safety to ensure the two-way flow of information and opportunities for learning and sharing best practice.</p> <p>Action plan recommendation 3 – Education stresses the importance of the development of a core set of e-Safety messages to ensure consistency across services with the focus on education and empowerment of children and young people enabling them to make the best use of the online world in a safe and secure way while at the same time safeguarding the most vulnerable</p> |