

# Equality and Human Rights Screening Template

The Safeguarding Board for Northern Ireland (SBNI) is required to address the 4 questions below in relation to all its policies. This template sets out a proforma to document consideration of each question.

What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories? (minor/major/none)

Are there opportunities to better promote equality of opportunity for people within the Section 75 equality categories?

To what extent is the policy likely to impact on good relations between people of a different religious belief, political opinion or racial group? (minor/major/none)

Are there opportunities to better promote good relations between people of a different religious belief, political opinion or racial group?

## SCREENING TEMPLATE

See [Guidance Notes](#) for further information on the 'why' 'what' 'when', and 'who' in relation to screening, for background information on the relevant legislation and for help in answering the questions on this template.

### (1) INFORMATION ABOUT THE POLICY OR DECISION

#### 1.1 Title of policy or decision

Keeping children and young people safe online: an e-Safety Strategy and Three Year Action Plan for Northern Ireland 2019 – 2022

Consultation Document March 2019

#### 1.2 Description of policy or decision

- **what is it trying to achieve? (aims and objectives)**
- **how will this be achieved? (key elements)**
- **what are the key constraints? (for example financial, legislative or other)**

The purpose of this strategy is to ensure that all children and young people can make the best use of the educational, social and economic benefits of the online world, while having the skills to protect themselves from potential risks.

The strategy aims to deliver the following outcomes:

- All children and young people are empowered to keep themselves safe and secure online while benefitting from the opportunities that the online world provides.
- Parents are equipped with the skills, knowledge and support they need to help their children and young people keep themselves safe online.
- Practitioners are equipped with the skills and knowledge they need to support children, young people and their wider family to keep children and young people safe online.
- The general public are informed and equipped with the knowledge they need to help keep children and young people safe online.

The overall strategic objectives of the strategy are to develop a comprehensive cross-government plan that will improve e-Safety by:

- reflecting existing evidence of good practice of e-Safety approaches
- engaging with existing e-Safety mechanisms in the UK, seeking to add value and not duplicate
- educating and supporting children and young people, and those responsible for their care, to develop skills and knowledge to stay safe online.
- facilitating the responsible use of digital and internet technology
- facilitating access to age-appropriate support systems including recovery services and information on how to handle online abuse if it occurs.

The Northern Ireland Executive approved funding for the SBNI to commission the development of an e-Safety Strategy for children and young people in Northern Ireland as well as an accompanying action plan. The SBNI commissioned the National Children's Bureau to carry out this piece of work.

The SBNI identified e-Safety as a strategic priority in 2012 and in June 2013 it engaged the National Children's Bureau in Northern Ireland (NCB) to undertake a scoping study into e-Safety. The NCB published its findings in January 2014 and the joint NCB/SBNI report [1] highlighted the need for strategic policy direction, leadership and co-ordination for e-Safety. Following on from this work and in light of other requirements it was decided to engage the NCB to produce the e-Safety Strategy, on behalf of the SBNI.

The NCB has extensive experience of conducting research from an evidence-based and child-centred perspective and they are committed to ensuring high quality and rigorous standards. The quality of their research is maintained through: a) quality assurance procedures; b) formal project reviews; and c) staff training and development which are regularly reviewed and updated. An experienced researcher acts as the project director on every project and takes responsibility for ensuring that the design, conduct and outputs of the project meet our quality and ethical standards.

In particular reference to its work on the phase 2 research and drafting of an e-Safety Strategy and Action Plan has been used to additionally address the section 2.3 Qualitative Data of this screening template.

### **1.3 Main stakeholders affected (internal and external)**

**For example staff, actual or potential service users, other public sector organisations, voluntary and community groups, trade unions or professional organisations or private sector organisations or others**

The responsibility for keeping children and young people safe online doesn't lie with any one section of the population. Consequently, the main stakeholders are inclusive of those who are affected by e-Safety issues and have a major interest in this area. They include:

- all children and young people 0 – 18 years of age and up to 25 years of age for vulnerable groups
- parents, carers and wider family
- schools, colleges and youth organisations
- practitioners
- service commissioners and policy makers
- the wider public.

Also and in particular, this strategy affects all safeguarding partner agencies which include SBNI member agencies, SBNI Board Members, those agencies who sit on Safeguarding Panels and those whose services are commissioned by SBNI.

## 1.4 Other policies or decisions with a bearing on this policy or decision

- what are they?
- who owns them?

The SBNI e-Safety Strategy and Consultation document is informed by the SBNI's Strategic Priorities which considered a comprehensive list of documentation. Please refer to the EIA screening document on the SBNI Strategic Plan for further information which can be accessed at [www.safeguardingni.org](http://www.safeguardingni.org)

The SBNI e-Safety Forum is made up of both statutory and independent sector representatives.

This strategy and action plan has been informed in general by the following:

- The SBNI Strategic Priorities
- Data Protection Act 1998
  - Schedule 2 – especially paragraphs 3, 4, 5(a), 5(b), 6 (1)
  - Schedule 3 - especially paragraphs 2(1), 3, 6, 7(1)
- Access Health Records Order 1993
- The Freedom of Information Act 2000
- Common Law Duty of Confidentiality
- Human Rights Act 1998, (Articles 2, 3 & 8 of the ECHR)
- United Nations Convention on the Rights of the Child 1989
- Police (NI) Act 2000
- Children (Northern Ireland) Order 1995
- Housing (Amendment) Act (Northern Ireland) 2011
- Criminal Law (Northern Ireland) Act 1967 (see Appendix 2)
- The Probation Board (Northern Ireland) Order 1982
- Information Commissioners Office [ico.org.uk](http://ico.org.uk) BMA Ethics Access to health records Guidance for health professionals in the United Kingdom August 2014 [www.bma.org.uk/ap.nsf/Content/accesshealthrecords](http://www.bma.org.uk/ap.nsf/Content/accesshealthrecords)
- Protecting children and young people: the responsibilities of all doctors General Medical Council [www.gmc-uk.org/](http://www.gmc-uk.org/)
- Her Majesty's Government '*working well together to Safeguard Children*'
- Information Sharing: *Advice for practitioners providing safeguarding services to children, young people, parents and carers*
- The Safeguarding Board (Northern Ireland) Act 2011.

This strategy and action plan has been informed in particular by the following:

European Context:

- European Union Agenda for the Rights of the Child 2011
- Strategy for a Better Internet for Children. Adopted by the European Commission May 2012

United Kingdom Context:

- The Byron review, Safer Children in a Digital World 2008
- UK Council on Child Internet Safety, Safer Children in a Digital World September 2008

- UK Council on Child Internet Safety, Click Clever Click Safe: The first UK Child Internet Safety Strategy 2009
- Digital Dangers: The impact of technology on the sexual abuse and exploitation of children and young people, Barnardo's 2015
- [https://www.ofcom.org.uk/data/assets/pdf\\_file/0024/134907/Children-and-Parents-Media-Use-and-Attitudes-2018.pdf](https://www.ofcom.org.uk/data/assets/pdf_file/0024/134907/Children-and-Parents-Media-Use-and-Attitudes-2018.pdf)
- [https://annualreport.iwf.org.uk/#new\\_technology](https://annualreport.iwf.org.uk/#new_technology)

Northern Ireland Context:

- DHSSPS May 2015 - Co-operating to Safeguard Children and Young People in Northern Ireland Policy Document
- OFMDFM 2006 – Our children and young people, our pledge: a 10 year strategy for children and young people
- OFMDFM 2009 – Safeguarding children: a cross-departmental statement on the protection of children and young people
- OFMDFM 2013 – Synopsis of actions within the public sector to enhance child internet safety
- SBNI Strategic Plan 2018 - 2022
- SBNI Guidance to the Safeguarding Board for Northern Ireland 2014
- SBNI – An exploration of e-Safety messages to young people, parents and practitioners in Northern Ireland
- SBNI Child Safeguarding Learning and Development Strategy and Framework 2015 - 2018

## (2) CONSIDERATION OF EQUALITY AND GOOD RELATIONS ISSUES AND EVIDENCE USED

### 2.1 Data gathering

**What information did you use to inform this equality screening? For example previous consultations, statistics, research, Equality Impact Assessments (EQIAs), complaints. Provide details of how you involved stakeholders, views of colleagues, service users, staff side or other stakeholders.**

- Census 2011
- NI School Census 2018-19. Available at <https://www.education-ni.gov.uk/sites/default/files/publications/education/Enrolment.pdf>
- NISRA mid-year population estimates
- Ni Health Survey
- Carers NI
- The Princess Royal Trust for Carers 2011
- The Gender Identity Research and Education Society (GIRES)
- The Internet Watch Foundation
- Electoral Office Northern Ireland
- NSPCC (Ringrose 2012)
- Supporting Black and Minority Ethnic Children and Young People Experiencing Child Sexual Exploitation: Guidance for professionals. Available at [https://www.csepoliceandprevention.org.uk/sites/default/files/cse\\_guidance\\_bame.pdf](https://www.csepoliceandprevention.org.uk/sites/default/files/cse_guidance_bame.pdf)
- Gohir, S (2013) Unheard Voices: The Sexual Exploitation of Asian Young women and girls. Muslim Women's Network UK.
- O'Neill Gutierrez, C and Chawla, S. (2017) The child sexual exploitation of young South Asian women in Birmingham and Coventry; Exploring professional insight into young women's hidden journeys, silence, and support. The Children's Society. London.

## 2.2 Quantitative Data

**Who is affected by the policy or decision? Please provide a statistical profile. Note if policy affects both staff and service users, please provide profile for both.**

<b>Category</b>	<b>What is the makeup of the affected group? ( %) Are there any issues or problems? For example, a lower uptake that needs to be addressed or greater involvement of a particular group?</b>
Gender	<p><b>General Population Data</b>  <b>NI Population Statistics</b></p> <p>Population of Northern Ireland in 2017 was 1,871,880            Male = 49.2%            Female = 50.8%            Children (Aged 0-18): 436,403 (23.3%)</p> <p><b>Transgender</b></p> <p>The Gender Identity Research and Education Society (GIREs) estimate the number of gender nonconforming employees and service users, based on the information that GIREs assembled for the Home Office (2011) and subsequently updated (2014):</p> <ul style="list-style-type: none"> <li>• gender variant to some degree 1%</li> <li>• have sought some medical care 0.025%</li> <li>• having already undergone transition 0.015%</li> </ul> <p>The number who have sought treatment seems likely to continue growing at 20% per annum or even faster. Few younger people present for treatment despite the fact that most gender variant adults report experiencing the condition from a very early age. Yet, presentation for treatment among youngsters is growing even more rapidly (50% p.a.). Organisations should assume that there may be nearly equal numbers of people transitioning from male to female (trans women) and from female to male (trans men).</p> <p>Applying GIREs figures to NI population (using NISRA mid-year population estimates for June 2016) N=1,862,100:</p> <ul style="list-style-type: none"> <li>• 18,621 people who do not identify with gender assigned to them at birth</li> <li>• 466 likely to have sought medical care</li> <li>• 279 likely to have undergone transition.</li> </ul> <p>The majority of the Internet Watch Foundation's work concerns the assessment and removal of child sexual abuse images and videos.</p> <p>In 2015:</p> <ul style="list-style-type: none"> <li>• 85% of the victims were girls.</li> </ul>

	<ul style="list-style-type: none"> <li>• 9% were boys.</li> <li>• 5% contain both genders.</li> </ul> <p>A small number of the victims were unidentifiable as male or female.</p>
Age	<p><b>General Population Data</b> NI Population Statistics</p> <p>Children 0-4 years 124,400 - 6.87% of the total population  5 to 9 years – 111,300 - 6.15%  10 to 14 years - 119,000 – 6.57%  Young people 15 to 19 years- 126,200 – 6.97%  Total under 19 years 480,900 – 26.56%</p> <p><b>Internet Safety</b></p> <p>83% of 12-15 year olds have their own smart phone  Almost 100% of children in the UK live in household with internet access  20% of 8-11s and 70% of 12-15s who go online have a social network profile.  22% of 12-15 year olds have been contacted online by someone they didn't know.  11% of 12-15 years olds report having been bullied on social media, and 9% through messaging apps or text- this has increased since previous years.  16% of 8-11 year olds and 31% of 12-15 year olds had seen something online that they found worrying or nasty.  9% of 12-15 year olds have seen something of a sexual nature online that made them feel uncomfortable.  19% of UK 11-16 year olds internet users have seen one or more type of potentially harmful user generated content rising to 32% of 14-16 year old girls</p> <p>Almost half of 9-13 year olds have a Facebook account</p> <p>During 2017 the Internet Watch Foundation Hotline processed a total of 132,636 reports and 80,319 of these were assessed as containing criminal content. 43,767 posts containing child sexual abuse imagery were removed from public access.</p> <p>Of all reports, 130,784 concerned content on webpages and 1,852 concerned newsgroups.</p> <p>40,247 reports made to the Hotline were believed to contain child sexual abuse material and 26% were confirmed as such by the Internet Watch Foundation analysts.</p> <p>The majority of the Internet Watch Foundation's work concerns the assessment and removal of child sexual abuse images and videos. In 2017: 55% of the child victims appeared to be 10 years old and under. 33% of all the child sexual abuse URLs depicted sexual activity between</p>



	<p>adults and children including the rape and sexual torture.</p> <p>A total of 78,589 URLs contained child sexual abuse hosted on 3791 domains worldwide. This is a 57% increase in domain names since 2016. (source for all of above <a href="https://annualreport.iwf.org.uk/#new_technology">https://annualreport.iwf.org.uk/#new_technology</a>).</p>
Religion	<p><b>NI Population Stats</b></p> <p>Bringing together the information on Religion and Religion Brought up in, 45% of the population were either Catholic or brought up as Catholic, while 48% belonged to or were brought up in Protestant, Other Christian or Christian-related denominations. A further 0.9% belonged to or had been brought up in Other Religions and Philosophies, while 5.6% neither belonged to, nor had been brought up in, a religion.</p> <p>The current analysis is based on Census 2011 figures. Currently 90% of children on the Child Protection Register are White, (97.5% Census, 2011).</p> <p>Catholic - 45.14%  Protestants - 48.36%  Other - 0.91%  Unknown - 5.59%</p>
Political Opinion	<p><b>Electoral Office Northern Ireland</b></p> <p>There are 1,210,009 people in NI registered to vote on the electoral register. 55.71% of those eligible to vote did so in the NI Assembly election in 2011. Of these 43.21% voted Unionist as their first preference vote, 41.18% voted Nationalist / Republican as first preference and approx. 15% Other.</p> <p>Within SBNI Offices there are 9 staff members which reflect differences of political opinion. Professionals involved in the process will include all Member Agencies of the SBNI and other Agencies within Northern Ireland. Each Agency will reflect differences in respect of the political opinion of their staff.</p>
Marital Status	<p><b>NI Population Statistics</b></p> <p>Almost half (48%) of people aged 16 years and over on Census Day 2011 were married, and over a third (38%) were single. Just over 1,200 people (0.1%) were in registered same-sex civil partnerships in March 2011. A further 9.4% of usual residents were either separated, divorced or formerly in a same-sex civil partnership, while the remaining 6.8% were either widowed or a surviving partner. In 2008, 121 people aged 16-19 years old were married in Northern Ireland (Northern Ireland Statistics Agency)</p> <p>Within SBNI Offices there are 9 staff members which reflect differences in marital status.  Professionals involved in the process will include all Member Agencies of the</p>

	SBNI and other Agencies within Northern Ireland. Each Agency will reflect differences in respect the marital status of their staff.
Dependent Status	<p><b>NI Population Statistics</b></p> <p>Out of a total of 703,275 households the following break-down was found on Census Day 2011:</p> <p>Married or in a registered same-sex civil partnership:</p> <p>With no children = 10.28%</p> <p>With dependent children = 19.72%</p> <p>Children non-dependent = 8.31%</p> <p>Co-habiting couple:</p> <p>With no children = 2.92%</p> <p>With dependent children = 2.3%</p> <p>All children non-dependent = 0.26%</p> <p>Lone Parent:</p> <p>With dependent children = 9.13%</p> <p>All children non-dependent = 5.12%</p> <p>Other household types:</p> <p>With dependent children = 2.7%</p> <p>In summary, in 2011, one-third (34%) of households contained dependent children, down from 36% in 2001.</p> <p>A dependent child is a person in a household aged 0-15 (whether or not in a family) or a person aged 16-18 who is a full-time student and in a family with parent(s).</p> <p>There are 13.8 million dependent children living in families in the UK in 2015 (National Statistics, 2015)</p> <p>Based on the most recent information from Carers Northern Ireland, the following facts relate to carers.</p> <ol style="list-style-type: none"> <li>1. 1 in every 8 adults is a carer</li> <li>2. There are approximately 207,000 carers in Northern Ireland</li> <li>3. Any one of us has a 6.6% chance of becoming a carer in any year</li> <li>4. Carers save the Northern Ireland economy over £4.4 billion a year - more than the annual NHS spending in Northern Ireland.</li> <li>5. The main carers' benefit is worth just £55.55 for a minimum of 35 hours - £7.94 per day</li> <li>6. One quarter of all carers provide over 50 hours of care per week</li> <li>7. People providing high levels of care are twice as likely to be permanently sick or disabled than the average person</li> <li>8. Approximately 30,000 people in Northern Ireland care for more than one person</li> <li>9. 64% of carers are women; 36% are men</li> <li>10. By 2037 the number of carers could have increased to 400,000</li> </ol> <p>This information can be accessed at <a href="mailto:info@carersni.org">info@carersni.org</a> – June 2011.</p> <p>The recent Carers Rights Day Report, Missing Out: The identification challenge highlighted that 58% of carers here took over a year to identify themselves as carers, 29% took over 5 years and 13% took over 10 years.</p>

	<p>This means that carers here are losing out on the practical, emotional and financial supports available to them, including services provided by health and social care trusts.</p> <p>A recent Carers NI State of Caring survey highlighted that:</p> <ul style="list-style-type: none"> <li>• 51% carers have let a health problem go untreated</li> <li>• 50% carers say their mental health has worsened</li> <li>• 31% only get help when it's an emergency</li> </ul>
Disability	<p><b>NI Population Statistics</b></p> <p>Just over one in five of the usually resident population (21%) had a long-term health problem or disability which limited their day-to-day activities. In response to a similar question in 2001, 20% had a long term illness, health problem or disability which limited their daily activities or the work they can do.</p> <p>20.69% (374, 668) regard themselves as having a disability or long – term health problem, which has an impact on their day to day activities. This includes:</p> <p>Deafness or partial hearing loss – 5.14% (93, 078)  Blindness or partial sight loss – 1.7% (30, 785)  Communication Difficulty – 1.65% (29, 879)  Mobility or Dexterity Difficulty – 11.44% (207, 163)  A learning, intellectual, social or behavioural difficulty - 2.22% (40, 201)  An emotional, psychological or mental health condition - 5.83% (105, 573)  Long – term pain or discomfort – 10.10% (182, 897)  Shortness of breath or difficulty breathing – 8.72% (157, 907)  Frequent confusion or memory loss – 1.97% (35, 674)  A chronic illness (such as cancer, HIV, diabetes, heart disease or epilepsy. – 6.55% (118, 612)  Other condition – 5.22% (94, 527)  No Condition – 68.57% (1, 241, 709) (Census 2011data)</p> <p>Children with Disabilities in general are at greater risk of all forms of abuse and are particularly vulnerable to CSE. It is reported that a high proportion of young people referred to Barnardo's NI Safe Choices Project have some level of learning disability. Data from the Department of Education showed that in 2018/19 78,918 pupils have special education needs (22.8%).</p> <p>During 2018/19 there were 34,447 referrals to children's social services, relating to 36,022 children. There were 4,301 children in need with referred with a disability.</p>

<p>Ethnicity</p>	<p><b>NI Population Statistics</b></p> <p>According to the OFMDFM Racial Equality Strategy 2015 – 2025, figures from the 2011 Census showed the diverse nature of the minority ethnic population in Northern Ireland with over 32,000 giving their ethnicity as something other than ‘white’, equating to approximately 1.7% of the Northern Irish population.</p> <p>1.8% 32,596 of the usual resident population belonged to minority ethnic groups,</p> <p>White – 98.21% (1, 778, 449)  Chinese – 0.35% (6, 338)  Irish Traveller – 0.07% (1, 268)  Indian – 0.34% (6, 157)  Pakistani – 0.06% (1, 087)  Bangladeshi – 0.03% (543)  Other Asian – 0.28% (5, 070)  Black Caribbean – 0.02% (362)  Black African – 0.13% (2354)  Black Other – 0.05% (905)  Mixed – 0.33% (5976)  Other – 0.13% (2354)</p> <p>Language (Spoken by those aged 3 and over);  English – 96.86% (1, 681, 210)  Polish – 1.02%(17, 704)  Lithuanian – 0.36% (6, 249)  Irish (Gaelic) – 0.24% (4, 166)  Portuguese – 0.13% (2, 256)  Slovak – 0.13% (2, 256)  Chinese – 0.13% (2, 256)  Tagalog/Filipino – 0.11% (1, 909)  Latvian – 0.07% (1, 215)  Russian – 0.07% (1, 215)  Hungarian – 0.06% (1, 041)  Other – 0.75% (13, 018)</p> <p>The most recent data collected by the Department of Education show that the number of newcomer pupils (i.e. pupils with English as an additional language) has risen steadily over the last number of years. In 2018/19, there were 16, 238 newcomer pupils (4.7%). The three most popularly spoken languages by newcomer pupils were Polish, Lithuanian and Portuguese.</p>
<p>Sexual Orientation</p>	<p>It is estimated that one in ten people in NI are Lesbian, Gay or Bisexual.</p> <p>McClenahan, Simon (2012): Multiple identity; Multiple Exclusions and Human Rights: The Experiences of people with disabilities who identify as Lesbian, Gay, Bisexual and Transgender people living in Northern Ireland. Belfast: Disability Action.</p>

“The general view in Northern Ireland among LGB&T organisations, service providers and policy makers is that an estimated 6% to 10% of the population identifies as lesbian, gay, bisexual and transgender.”

NSPCC stated that those who identify or are suspected of being gay, lesbian or bisexual can experience higher levels of bullying and cyber bullying. Sexual bullying happens when gender or sexuality is used as a weapon by boys or girls towards others. ([Ringrose et al, 2012](#)).

55% of young people who identify as lesbian, gay or bisexual experienced homophobic bullying at school (Guasp, 2012)

## 2.3 Qualitative Data

**What are the different needs, experiences and priorities of each of the categories in relation to this policy or decision and what equality issues emerge from this? Note if policy affects both staff and service users, please discuss issues for both.**

See below

<b>Category</b>	<b>Needs and Experiences</b>
Gender	<p>In November 2011 Barnardo's NI published 'Not a world away', a two year piece of research into Child Sexual Exploitation in Northern Ireland. The research found that:</p> <ul style="list-style-type: none"> <li>• Out of the 1102 young people in the sample Sexual Exploitation was identified as an issue of concern for almost two thirds of young females in residential care.</li> </ul> <p>The Young Life and Times Survey 2010 distributed a series of questions to all young people in Northern Ireland who turned 16 in February or March 2010. Out of the 21% of young people who responded:</p> <ul style="list-style-type: none"> <li>• 1 in 15 young people had been given drugs / alcohol and had been taken advantage of sexually while under the influence; with almost twice as many females as males reporting experience of this.</li> </ul> <p>In 2012 NSPCC qualitative research into 'Sexting' girls were most adversely affected. Sexting is not a gender-neutral practice; it is shaped by the gender dynamics of the peer group in which, primarily, boys harass girls, and it is exacerbated by the gendered norms of popular culture, family and school that fail to recognise the problem or to support girls. The research found considerable evidence of an age-old double standard, by which sexually active boys are to be admired and 'rated', while sexually active girls are denigrated and despised as 'sluts'. This creates gender specific risks where girls are unable to openly speak about sexual activities and practices, while boys are at risk of peer exclusion if they do not brag about sexual experiences. It is important that safety initiatives provide gender sensitive support for girls without treating sexting as a girl-only or girl-initiated problem; the role, responsibility and experiences of boys in relation to sexting also deserve more research and practical attention.</p> <p>The NSPCC report into the Impact of Online Pornography on children and young people, <a href="#">'.....I wasn't sure it was normal to watch it.....' A Quantitative and Qualitative Examination of the Impact of Online Pornography on the Values, Attitudes, Beliefs and Behaviours of Children and Young People</a> has identified:</p> <ul style="list-style-type: none"> <li>• Just over half of boys (53%) believed that the pornography they had seen was realistic compared to 39% of girls. A</li> </ul>

	<p>number of girls said they were worried about how pornography would make boys see girls and the possible impact on attitudes to sex and relationships.</p> <p>The Internet Watch Foundation research report (<a href="https://www.iwf.org.uk/assets/media/resources/Emerging%20Patterns%20and%20Trends%20Report%201%20-%20Online-Produced%20Sexual%20Content%20website%20March%202015.pdf">https://www.iwf.org.uk/assets/media/resources/Emerging%20Patterns%20and%20Trends%20Report%201%20-%20Online-Produced%20Sexual%20Content%20website%20March%202015.pdf</a> ) on self-generated sexual content featuring young people online found that 93.1% of the content depicting children aged 15 or younger featured girls.</p> <p>It is clear that there is a greater impact on girls than on boys; consideration will need to be given to creating gender specific versions of e-safety messages relating to self-generated sexual content online. Whilst the impact on boys is small it is important that both boys and girls receive such messages.</p> <p>Transgender issues: Research has shown that children who identify as transgender are more likely to experience bullying and harassment than their non-trans peers. Moreover, repeated exposure to harassment and bullying is associated with poorer mental health outcomes.</p> <p>Digital Dangers: The impact of technology on the sexual abuse and exploitation of children and young people, Barnardo's 2015 has identified that transgender young people appear to be particularly vulnerable to online harm.</p>
Age	<p>The Young Life and Times Survey 2010 distributed a series of questions to all young people in Northern Ireland who turned 16 in February or March 2010. Out of the 21% of young people who responded 1 in 9 had experienced grooming by an adult;</p> <p>The NSPCC report into the Impact of Online Pornography on children and young people, <a href="#">'.....I wasn't sure it was normal to watch it.....' A Quantitative and Qualitative Examination of the Impact of Online Pornography on the Values, Attitudes, Beliefs and Behaviours of Children and Young People</a> has identified:</p> <ul style="list-style-type: none"> <li>• Of the sample, over half had been exposed to online pornography, with 94% of this group having seen it by age 14</li> <li>• 42% of 15-16 year olds said that pornography has given them ideas about sexual practices that they would like to try</li> </ul> <p>The Internet Watch Foundation research report (<a href="https://www.iwf.org.uk/assets/media/resources/Emerging%20Patterns">https://www.iwf.org.uk/assets/media/resources/Emerging%20Patterns</a></p>

[%20and%20Trends%20Report%201%20-%20Online-Produced%20Sexual%20Content%20website%20March%202015.pdf](#) ) on self-generated sexual content featuring young people (0-20 years old) online found that 17.5% of content depicted children aged 15 years or younger. (7.5%) depicted children assessed as being 10 years old or younger

Research published by NSPCC 2011 which explored what children were being taught in primary school about keeping safe found that the percentage of schools teaching children how to keep safe on the internet varied across the key stages; at foundation stage 34%, Key Stage 1 69% and Key Stage 2, 97% of schools. There were differences in practice across the five EANI areas in relation to teaching children how to keep safe on the internet: for example, this was taught in over 80 per cent of schools in the Belfast area compared with fewer than 60 per cent of schools in the Western Area. However, almost all schools in the Western area reported teaching messages about internet safety at Key Stage 2.

In 2012 NSPCC qualitative research into 'Sexting' found that even younger children are affected. It is striking that although the year 10 teenagers interviewed were more sexually aware and experienced, with many stories to tell regarding their own/their peers' sexual and sexting activities, they also appeared more mature in their resilience and ability to cope. The year 8 children were more worried, confused and, in some cases, upset by the sexual and sexting pressures they face, and their very youth meant that parents, teachers and others did not support them sufficiently. It is unknown whether sexting affects still younger children but the authors recommend that research and policy initiatives are developed to look at primary children and transitions into secondary school.

This is clearly an issue for children under 15 and even for children under 10. 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. Very young children have different communication levels than older children; therefore there will be a need to take into account age appropriate communication.

The NCB identified in its Stage 2 research and drafting of an e-Safety strategy and action plan that e-Safety information needs to be disseminated at a much earlier age, from early years on, and in an age appropriate format.

Professionals who are older may be less computer literate and therefore have a preference for paper based rather than electronic papers.

Parents who are older may be less confident in recent technological



	<p>advances and feel less well equipped to discuss the main issues associated with e-safety with their children. These parents may require more support in equipping them with the skills and confidence to teach their children about e-safety.</p>
Religion	<p>This has been screened and considered and there are no known issues for this group.</p>
Political Opinion	<p>This has been screened and considered and there are no known issues for this group.</p>
Marital Status	<p>This has been screened and considered and there are no known issues for this group.</p>
Dependent Status	<p>Young carers often experience barriers to learning. The impact of these barriers includes low attainment, social isolation, school absence and behavioural issues. This can consequently affect future wellbeing, life chances and fulfilling potential (The Princess Royal Trust for Carers 2011). The internet can therefore be an important source of contact for this group, and it is vital that it is safe for them to be online.</p>
Disability	<p>Disabled children are particularly vulnerable to all forms of abuse. Contributory factors include physical vulnerability, communication difficulties, denial and lack of respect for their human rights.</p> <p>Given that disability is a key priority for the Health and Social Care Board, SBNI will seek to influence the existence of effective safeguarding outcomes for those children with a disability, with particular reference to e-Safety.</p> <p>In relation to professionals, parents/carers and children/young people with a disability it is recognised that SBNI may need to make reasonable adjustments for example they may need accessible formats in relation to communication materials, engagement supports and/or accessible venues.</p> <p>Digital Dangers: The impact of technology on the sexual abuse and exploitation of children and young people, Barnardo's 2015 has identified that young people with learning difficulties and those with mental health problems appear to be particularly vulnerable to online harm.</p> <p>Children and young people with disabilities have particular needs therefore in relation to the content of the e-safety messages but also in the way those messages are delivered (appropriate formats for those with visual/hearing difficulties, learning disabilities), and how (to whom) the messages are disseminated.</p>

Ethnicity	<p>The United Nations Convention on the Rights of the Child has identified BME and Looked After Children as being particularly vulnerable. Children and young people need to feel secure in an environment that is culturally familiar to them. Article 30 of the UNCRC states: <i>“In those states in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language”</i>. When considering foster care placements, there should be more consideration given to BME children and young people being placed with families that are familiar to them, and roll-out of any e-safety messages, language needs should be taken into consideration.</p> <p>In 2012 NSPCC qualitative research into ‘Sexting’ found sexting practices are culturally specific. New technologies enable public displays of identity, which bring with them pleasures but also pressures to perform particular idealised forms of femininities and masculinities which are culturally, class and ‘race’ specific. Young people are also, however, managing globalised consumer oriented cultures of consumption, which present challenges and pressures to have the ‘right’ types of embodiment, commodities, and status symbols. Sexting for girls can involve being subject to oppressive, racialised beauty norms and hierarchies around feminine appearance and body ideals. Boys must negotiate competitive masculinity, where status can be generated in new ways via technology (such as soliciting, collecting and distributing peer-produced sexualised images of girls’ bodies, which operate as a form of commodity or currency). It follows resources need to link sexting practices to an analysis of wider sexist gender relations and commercial culture, but also address the locally specific peer based forms that sexting takes. Young people from certain ethnic groups may also be less likely to report instances of sexualised bullying, due to additional vulnerabilities and particular barriers.</p> <p>Young people from ethnic minority groups may, due to the fact that they belong to smaller communities, need to go online to meet other people. This may make them more vulnerable to online abuse and exploitation.</p>
Sexual Orientation	<p>Digital Dangers: The impact of technology on the sexual abuse and exploitation of children and young people, Barnardo’s 2015 has identified that lesbian, gay, bi-sexual and questioning young people appear to be particularly vulnerable to online harm.</p> <p>Out on Your Own – The Rainbow Project (2006) - 65.3% of young gay and bisexual men (NI) reported that they were subjected to homophobic</p>

	<p>bullying while they were at school. Of those who were bullied 84.5% considered suicide, 35.3% attempted suicide and 41.2% self-harmed. Young people who identify as Lesbian, Gay or Bisexual are –</p> <ul style="list-style-type: none"> <li>• At least 2.5 times more likely to self-harm</li> <li>• 5 time more likely to be medicated for depression</li> <li>• At least 3 times more likely to attempt suicide</li> </ul> <p>Young LGB people, particularly those from rural areas, may be more likely to go to online networking sites in order to meet people. This may make them more vulnerable to online abuse and exploitation.</p> <p>This may be exacerbated for some LGB people from ethnic minority communities. Young gay, lesbian or bisexual people from some ethnic groups may find it more difficult to disclose if they have experienced online abuse than others, due to the stigma associated with alternative non-heterosexual relationships in some BME communities.</p>
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## 2.4 Multiple Identities

**Are there any potential impacts of the policy or decision on people with multiple identities? For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people.**

The SBNI recognises that people are complex and the ways in which we define ourselves are complex. Our physical characteristics, histories, influences, behaviours, cultures and subcultures are all exceptionally intricate narratives that we use to identify ourselves. We are all constantly defining and redefining different aspects of ourselves.

It is possible that some of the work taken forward under the outcomes set out in the Strategic Plan may impact on people with multiple identities. The SBNI recognises that the needs and experiences of people with multiple identities will vary across our work.

The SBNI Strategic Plan acknowledges the cross cutting needs of the equality groupings.

## 2.5 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?**

<b><i>In developing the policy or decision what did you do or change to address the equality issues you identified?</i></b>	<b><i>What do you intend to do in future to address the equality issues you identified?</i></b>
<p><b>Gender</b> – 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><b>Age</b> – 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"> <li>• ensuring the meaningful participation of stakeholders and in particular children and young people and their parents</li> <li>• ensuring that e-Safety training and support is delivered in partnership with parents</li> <li>• recognising that a flexible approach to e-Safety is required to incorporate the rapid pace of emerging technologies and associated risks</li> </ul>

<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>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 interaction.</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 innovative and flexible in order to reach all groups.</p> <p>This is noted on pg. 10 of the strategy. This will be kept under advisement and review</p>

	during the response to the consultation phase and the implementation of the strategy
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.	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.
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>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>

## 2.6 Good Relations

**What changes to the policy or decision – if any – or what additional measures would you suggest to ensure that it promotes good relations? (refer to guidance notes for guidance on impact)**

<b>Group</b>	<b>Impact</b>	<b>Suggestions</b>
Religion	Tackling any inequalities in the safeguarding and promoting the welfare of children and young people in respect of e-Safety will help promote equality of opportunity and good relations.	Continued focus on partnership working and public participation where appropriate.
Political Opinion	Tackling any inequalities in the safeguarding and promoting the welfare of children and young people in respect of e-Safety will help promote equality of opportunity and good relations.	Continued focus on partnership working and public participation where appropriate.
Ethnicity	Tackling any inequalities in the safeguarding and promoting the welfare of children and young people in respect of e-Safety will help promote equality of opportunity and good relations.	Continued focus on partnership working and public participation where appropriate.

**(3) SHOULD THE POLICY OR DECISION BE SUBJECT TO A FULL EQUALITY IMPACT ASSESSMENT?**

A full equality impact assessment (EQIA) is usually confined to those policies or decisions considered to have major implications for equality of opportunity.

How would you categorise the impacts of this decision or policy? (refer to guidance notes for guidance on impact)

Please tick:

Major impact	
Minor impact	✓
No further impact	

Do you consider that this policy or decision needs to be subjected to a full equality impact assessment?

Please tick:

Yes	
No	✓

**Please give reasons for your decisions.**

The SBNI e-Safety Strategy has been informed by the SBNI Strategic Plan and SBNI Annual Business Plan which has been subjected to an equality screening.

The SBNI role is to co-ordinate and ensure the effectiveness of what is done by each person or body represented on the SBNI for the purpose of safeguarding and promoting the welfare of children and young people. Under section 3(1) of the Safeguarding Board (NI) Act 2012 the SBNI must put in place arrangements for the on-going development and review of policies and procedures relating to the training of those working with children and young people, or their families. The primary aim of the SBNI complements the Section 75 Agenda and will identify through the course of its work, those children and young people who are adversely affected under the Section 75 categories.

The SBNI and consequently the SBNI e-Safety Forum recognise that the needs, experiences and priorities of groups within each Section 75 category may vary substantially and will be identified through the course of the work. Equality issues will be monitored and reviewed and addressed as appropriate through the SBNI and its Committee. This will form part of the SBNI Equality Audit and plan.



**(4) CONSIDERATION OF DISABILITY DUTIES**

**4.1 In what ways does the policy or decision encourage disabled people to participate in public life and what else could you do to do so?**

<b><i>How does the policy or decision currently encourage disabled people to participate in public life?</i></b>	<b><i>What else could you do to encourage disabled people to participate in public life?</i></b>
As part of the co-design process for the development of the strategy, children and young people from a variety of backgrounds, including representations for S75 groupings were included as part of focus group activities	

**4.2 In what ways does the policy or decision promote positive attitudes towards disabled people and what else could you do to do so?**

<b><i>How does the policy or decision currently promote positive attitudes towards disabled people?</i></b>	<b><i>What else could you do to promote positive attitudes towards disabled people?</i></b>
Not applicable	Not applicable

## (5) CONSIDERATION OF HUMAN RIGHTS

### 5.1 Does the policy or decision affect anyone's Human Rights? Complete for each of the articles

ARTICLE	Yes/No
Article 2 – Right to life	No
Article 3 – Right to freedom from torture, inhuman or degrading treatment or punishment	No
Article 4 – Right to freedom from slavery, servitude & forced or compulsory labour	No
Article 5 – Right to liberty & security of person	No
Article 6 – Right to a fair & public trial within a reasonable time	No
Article 7 – Right to freedom from retrospective criminal law & no punishment without law	No
Article 8 – Right to respect for private & family life, home and correspondence.	No
Article 9 – Right to freedom of thought, conscience & religion	No
Article 10 – Right to freedom of expression	No
Article 11 – Right to freedom of assembly & association	No
Article 12 – Right to marry & found a family	No
Article 14 – Prohibition of discrimination in the enjoyment of the convention rights	No
1 <sup>st</sup> protocol Article 1 – Right to a peaceful enjoyment of possessions & protection of property	No
1 <sup>st</sup> protocol Article 2 – Right of access to education	No

*If you have answered no to all of the above please move on to **Question 6** on monitoring*

**5.2 If you have answered yes to any of the Articles in 5.1, does the policy or decision interfere with any of these rights? If so, what is the interference and who does it impact upon?**

List the Article Number	Interfered with? Yes/No	What is the interference and who does it impact upon?	Does this raise legal issues?*
			Yes/No

*\* It is important to speak to your line manager on this and if necessary seek legal opinion to clarify this*

**5.3 Outline any actions which could be taken to promote or raise awareness of human rights or to ensure compliance with the legislation in relation to the policy or decision.**

**(6) MONITORING**

**6.1 What data will you collect in the future in order to monitor the effect of the policy or decision on any of the categories (for equality of opportunity and good relations, disability duties and human rights)?**

<b>Equality &amp; Good Relations</b>	<b>Disability Duties</b>	<b>Human Rights</b>
<p>On-going monitoring and screening through the Section 12 Audit and the SBNI e-Safety Forum. In particular, a standing agenda item will be introduced to capture and record the Forum’s on-going monitoring of the strategy in respect equality legislation compliance</p> <p>A proposed e-Safety Coordination role via the SBNI with responsibility for overseeing the e-safety landscape and disseminating up to date and timely information will have a central role in monitoring the effect of this strategy.</p>	<p>On-going monitoring and screening through the Section 12 Audit and the SBNI e-Safety Forum. In particular, a standing agenda item will be introduced to capture and record the Forum’s on-going monitoring of the strategy in respect equality legislation compliance</p> <p>A proposed e-Safety Coordination role via the SBNI with responsibility for overseeing the e-safety landscape and disseminating up to date and timely information will have a central role in monitoring the effect of this strategy.</p>	<p>On-going monitoring and screening through the Section 12 Audit and the SBNI e-Safety Forum. In particular, a standing agenda item will be introduced to capture and record the Forum’s on-going monitoring of the strategy in respect equality legislation compliance</p> <p>A proposed e-Safety Coordination role via the SBNI with responsibility for overseeing the e-safety landscape and disseminating up to date and timely information will have a central role in monitoring the effect of this strategy.</p>

Approved Lead Officer: Teresa McAllister

Position: SBNI Professional officer

Date: 27.02.19

Policy/Decision Screened by: Paul McNeill

**Please note that having completed the screening you are required by statute to publish the completed screening template, as per your organisation's equality scheme. If a consultee, including the Equality Commission, raises a concern about a screening decision based on supporting evidence, you will need to review the screening decision.**

**Please forward completed template to:  
Equality.Unit@hscni.net**

**Template produced June 2011**

If you require this document in an alternative format (such as large print, Braille, disk, audio file, audio cassette, Easy Read or in minority languages to meet the needs of those not fluent in English) please contact the Business Services Organisation's Equality Unit:

2 Franklin Street; Belfast; BT2 8DQ; email: Equality.Unit@hscni.net; phone: 028 90535531 (for Text Relay prefix with 18001); fax: 028 9023 2304