THE ROYAL FOUNDATION
of The Duke and Duchess of Cambridge
and Prince Harry

Cyberbullying

Research into the industry guidelines and attitudes of 12-15 year olds

The Findings

17 January 2017

FK&Y
Family Kids & Youth

Contents

Background

- The Taskforce was established in May 2016 to bring together industry and experts to tackle cyberbullying.

- The taskforce will look at developing a single up-to-date resource providing practical support, advice and information for those affected by cyberbullying. It will also work to help parents and adults to better understand the issue, and give them the confidence to find appropriate help and resources to support children affected by cyberbullying.

- As part of this initiative it was agreed that young people should be consulted about cyberbullying. Research agency Family Kids & Youth was asked to scope a programme of work with children aged 12-14, to be fed back to the Taskforce in mid-September.

Research Objectives

The overall objective is to provide a realistic picture of what support, advice and information young people aged 12-14 would like from the industry. In particular:

- What are young people's experiences and understanding of cyberbullying and how would they define cyberbullying.

- The degree to which young people have experienced cyberbullying, either themselves or those they know, and what action they felt able to take.

- To establish what action they would have liked to have taken, and what perceived barriers to taking action there were.

- To find out the nature of help sought, if any, and how adequate this was perceived to be.

- To explore the guidelines used by key companies, including social media and gaming, and to find out whether these are rated as adequate by young people, and to learn from young people what guidelines they would put in place if they were directing the Taskforce.

- To establish what form these guidelines should take, and how they should be published.

Previous Research – Phase 1

- 4 workshops were carried out with young people aged 12-14. (current years 8 and 9).

- These took place in schools in the last week of term (w/b 18 July)

- 2 workshops in each of 2 schools, each with 20-30 young people, **making a total of 102 young people taking part in the consultation**. Results presented to Taskforce 12 September.

Phase 2 Research

Guidelines Workshops - The Findings

The Method – November-December 2016

- Guidelines Workshops: To review the current industry guidelines, 2 workshops, each lasting 90 minutes, were carried out at Honywood School, Essex, on 29 November with young people aged 12-15 (now in years 9 and 10) who had taken part in previous workshops in July. 44 young people took part.

- We worked with Honywood Deputy Head Teacher to reduce the guidelines to 2 pages, in a language that would be understood by young people this age (see appendix).

- As a separate exercise quantitative research was carried out with a nationally representative sample of 1,000 young people aged 11-16 across the UK between 28 November and 6 December 2016 to assess the incidence and nature of cyberbullying. This is reported separately.

Cyberbullying - Context

Not all young people are the same ….
Typologies identified from Phase 1

Confident Populars	Social and Emotional	Low Profile Girls
Banter Boys	Risk Takers	Picked-on Vulnerables

Young people are not all the same...

'Confident Populars'
Boys and girls. Sociable and confident. Fashion conscious. Often academically engaged.

'Social & Emotional'
Mostly girls but can include boys. Social media is integral part of their social life and often the source of conflict with friends.

'Low Profile Girls'
Social girls with core friends but not the wider social network of the more popular children. Quiet in class. Less likely to be bullied..

'Banter Boys'
Confident and cheeky. Stretch the rules. Being emotional a sign of weakness. Often sporty.

'Risk Takers'
Boys or Girls (mostly). Leaders in their peer groups. Often physically mature. Appear 'bolshie' but often quite vulnerable. Can find it hard to trust adults.

'Picked-on Vulnerables'
Boys & Girls. Quiet and socially awkward. Few friends and often lower academic ability. A target for bullies.

Young people's views and experience of cyberbullying – the workshops

Experience and nature of cyberbullying

- It is important to point out that much research which has looked at the nature of bullying points out that it is difficult for victims to feel they are worthy of help; they can be made to feel that they somehow deserve to be bullied.

- Young people in the current Honywood workshops explored the nature of cyberbullying in particular, and the findings give an important steer to how tackling the problem should be approached.

- It is clear that the personal nature of cyberbullying is particularly hurtful.

- It is especially bad if the perpetrator is not known to the victim.

- Many young people believe that there is a general reluctance to admit incidents of cyberbullying to their family or teachers – for fear of escalation.

- Embarrassment about the nature of the bullying (e.g. sexting, inappropriate pictures, language used etc.) compound the problem, and add to the sense that they are somehow to blame.

Experience and nature of cyberbullying

- Young people find it difficult to define cyberbullying – phrases or words such as 'picked on' or 'banter' are frequently used in place of 'cyberbullying'.

- Often what might be described as cyberbullying therefore is not called that by young people.

- This raises the question 'does the word 'cyberbullying' need to be changed?

- Should it also be described as 'cyber-picked on' / 'cyber-banter'?

- There is a strong feeling that young people bully online because they think they can 'get away with it'.

- There is consensus however that the issue is out of control and needs tackling, although young people recognise it is a difficult issue to tackle.

- There is particular concern about the current issue of 'Bait-Out' accounts – i.e. local gossip which is anonymous and can frequently become personally abusive to named individuals, but viewed by many. All young people in the workshops appear to follow them, but are often shocked by their abusive nature. Teachers know of them but feel helpless to prevent their use.

Experience and Current Issues

'bullying is like proper mean, and happens everyday' , *Girl age 13-14*

'You shouldn't really take it personally, because it's just online... they don't have the guts to say it to your face' *Boy, age 13-14*

['How can you stop it in the first place?] It will be quite hard because it occurs naturally through people, it's just what people choose to do rather than the social media's fault' *Boy, age 14-15*

'[Bait out accounts] will literally they'll be on there for like an hour 'cos they delete it... It's strange because sometimes you think it must be someone from our school 'cos they like focus on everyone in the school' *Girl, age 13-14*

'I used to use [social media] to talk to people but now I just use it to watch funny memes and stuff like that.' *Boy, age 14-15*

'I block more people now, like people who ask for like inappropriate things, I just block them straight away...' *Girl, age 14-15*

'I'm friends with X and so I could message him and say something mean to him out the blue but you can't stop that because I'm friends with him on every social media thing' *Girl, age 14-15*

Reporting - barriers

- Reporting cyberbullying is raised as a key issue.

- While most are aware of report buttons, some appear to not know where it is located.

- However, there is an overall belief that reporting is ineffective.

- Those in the workshops who had reported to social media companies had not heard back, or had only received an automated response.

- This has led to a lack of confidence that social media companies are responding effectively.

- In turn this can create a belief that bullying is condoned, or anyway regarded as unimportant by social media companies.

- The inevitable anonymity of the perpetrator can create further confusion about what action should be taken.

Reporting - Consequences

- Young people are very clear that they want perpetrators to be punished, however they are unclear about what appropriate action should be taken.

- There is an overall belief that bullies get away with it and this is why cyberbullying is such an issue – bullies do not believe there will be any consequences.

- Young people question whether reporting will make their situation better or worse – but still feel strongly that action needs to be taken against the bullies.

- There is recognition that there are different levels of severity.

- But young people report that there is a lack of consistency across the platforms.

- While some young people advocate a 'three strikes and you're out' policy (something that is often cited in this context), others have a 'zero tolerance' view.

- There is general agreement however that it is too easy to set up a new account, meaning any action taken against the bully can be instantly negated.

Reporting - Consequences

'Delete their account…straight off the block.' *Boy, age 14-15*

'They should actually do it like that, so if you do three bad things, you're banned forever' *Boy, age 13-14*

'They should get a notice up on the website of the social media account…saying a warning, the consequences if you bully someone so it might scare them off doing it.' *Boy, age 14-15*

'They should call their Mum…if I was being like really out of order to someone online I wouldn't want my Mum finding out. And if my Mum found I out then I know she would do something about it.' *Girl, age 14-15*

'If there was a bigger consequence people wouldn't risk it and do it as much.' *Girl, age 14-15*

'So if there's people who don't follow the rules, then they get a suspension off Instagram… but [social media companies] are not going to do it are they?' *Girl, age 13-14*

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Reporting - Consequences

'So if you report something, something actually happens because if I reported something now, nothing happens.' *Boy, age 13-14*

'I think cyberbully people bully people on the internet because they know they aren't going to get a bigger consequence rather than doing it in person. But if they know they're going to get a big consequence now then they're gonna do less of it.' *Girl, age 14-15*

'People are going to change their names, they're just going to make another account, they should be aware of who it is each time' *Girl, age 13-14*

[what would you hope the social media companies would do?] 'Actually do something about it. Because you could say, 'we'll sort this thing out' but you never know if they actually do. If you could get evident proof that they've done something …'. *Boy, age 14-15*

Perception of Guidelines

Code of conduct for the prevention of Cyberbullying

These are a set of standards and rules that all social media companies will need to follow to help prevent and tackle Cyberbullying.

Standards or guidelines

1. Social media companies should decide what is and is not acceptable behaviour. These standards should be easy for users to understand. The rules should be clear and stated on the homepage, in a safety or contact centre or where comments are posted.
2. Rules should ban all forms of abuse and misuse, including threats, causing harm, bullying and sharing others' personal information without their permission.
3. Rules should be followed at all times with reasons for decisions made clear to users.
4. Companies should be monitoring what users are putting on their sites to make sure it meets these guidelines.

Privacy

5. Users should be able to limit what they share and make certain things private, or so that it can only be seen by users that they choose to see it.
6. Users should be able to manage how they communicate with other users.
   a. They should be able to block users from chatting with them and decline friend requests.
   b. They should be able to remove friends, and approve or reject things that are posted on their page.
7. Privacy settings chosen by users should be the same across all of the social media sites, apps and services. If not, users should be able to find these privacy settings easily.
8. Privacy settings for the profiles of young people under 18 should be set by the social media company. Profiles for under-18s should not be searchable.

Reporting something that has upset, frightened or worried users

9. The way to report issues should be easy to find and use, with a clear process for taking down content.
10. Trained staff should be available to deal with reports of harmful and illegal behaviour.

Education and Awareness

11. Safety features should be clearly explained, and users should be sent reminders regularly to remember to check and change these if needed.
12. Users should be reminded of the site's rules and what information they should not be sharing e.g. pictures of others without their permission.
13. Links to external services should be provided, including helplines and law enforcement (e.g. Police). These should be in the safety centre as well as being signposted when a user reports an issue.
14. Social media companies should work with experts to help to develop messages and information that users will understand.

Young people in the workshops were asked to read the guidelines before coming to the workshops (see appendix)

Guidelines – Key Themes

1. Standards or Guidelines

2. Privacy

3. Reporting something that has upset, worried or frightened users

4. Education and Awareness

1. Standards or Guidelines

1. Standards or Guidelines

- Young people do not believe that the rules regarding online behaviour are clear.

- A key difficulty is defining what is and is not acceptable behaviour i.e. is it just banter or is it hurtful?

- The majority agree that 'rules' could be effective – and all agree that this is key to effective prevention.

- A clear sense of structure and rules offers boundaries that help to give a sense of reassurance and safety.

- However, the rules need to be understood and believed by young people, written in their language, presented in a way that prompts an effective response from companies.

1. Standards or Guidelines

- Regular and timely reminders of the rules are required.

- There needs to be an interactive means to convey the rules i.e. user cannot access the site unless they have responded in some way to show they *understand* the rules.

- Examples of this can be seen in Team Snapchat, or Forbes / The New York Times which interject in some way as the user is online.

- Such interaction could be in the form of a quiz, a questionnaire, a video – something that engages, and is preferably interactive.

Examples of interactive messages

It looks like your browser is unable to display ads ...

You or someone else on your network might have installed software to block ads, trackers or both from our site. We take careful precautions to ensure our ads are safe and secure, and that our website experience is as reader-friendly as possible.

If you click on the whitelisting option below, we will take you through a few simple steps to whitelist our site, enabling ads to appear. If for any reason you prefer not to do that, we have created an ad-free subscription option. You can find out more about it in our FAQ.

Whitelist us	Purchase ad-free access
Free	$39.99/year or $3.99/month
Ads display site-wide	Remove ads site-wide
No log-in required	Log-in required
Enable	Purchase

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1. Standards or Guidelines

- It is very important to young people that it is clear that social media companies monitor what users are posting (bullies must be made to feel that they are being watched).

- The consensus is that if you are on social media, what you write will be monitored and users should be made aware of this. This acts as a form of checks and balances for the user.

- Monitoring, for example, should check that rules and guidelines are being followed.

- Young people would like guidelines also on what to do in various circumstances, e.g. if their account is hacked – what to do about it, and how to prevent it.

1. Standards or Guidelines

'When you open the app, it comes up with slide thing, it says rules and you have to swipe through.'
Boy, age 14-15

' [Why are rules important?] They remind you how to act and behave. [Is that important?] Yes!'
Girl, age 13-14

'TV adverts or pop up adverts on the app'
Boy, age 13-14

'the rules are good, it's just that some people won't follow them'
Boy, age 13-14

'There's a message that's easy to understand for people and it's clear and stated on the homepage and that's good, so that people can always know what they are meant to be doing.' *Boy, age 14-15*

'maybe they could have some adverts and videos online, to give you advice on how to deal with it'
Boy, age 13-14

'They're good so people can always know what they're meant to be doing ' *Boy, age 13-14*

2. Privacy

2. Privacy

- Young people would like to be able to select degrees of privacy – on both their accounts, and on items uploaded. It is important that instruction on how to set these are clear and easy to understand.

- Young people definitely want to be able to manage how they communicate with others e.g. blocking users, declining friend requests, ability to accept or reject posts on their wall, ability to accept or decline messages from users.

- Options for privacy settings should be the same across all social media sites and services – and within these, options for different levels of privacy.

- Degrees of knowledge about different privacy settings varied considerably, some appeared to be expert, while others knew very little.
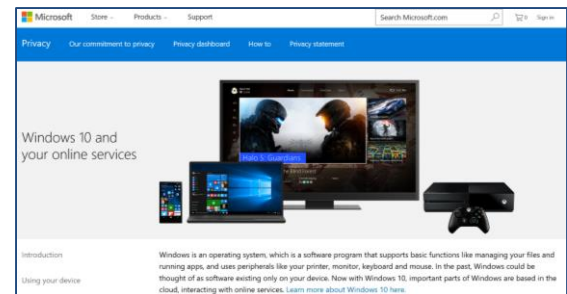
2. Privacy - age

- There should be an effective verification of age e.g. Passports, Travelcards or a verification code for use across all social media based on official documentation.

- Without this, any age restriction for people under 18 becomes meaningless.

- Most young people agree that profiles should be set by social media companies for under 18s – *but* it should be emphasised that under 18s can invite over 18s.

- Reminders to check privacy setting should be sent regularly, particularly after software updates.
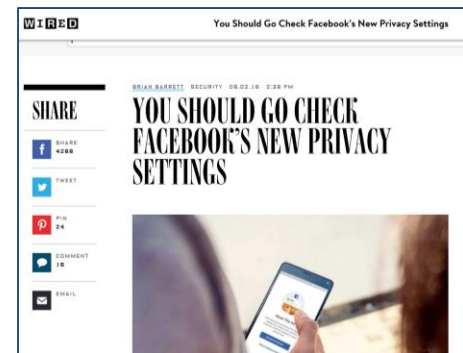
2. Privacy

It's good [privacy settings] because if you put something on Instagram say, you can choose people or 'do see' and 'don't see it' *Boy, age 13-14*

'As long as you're mature enough you should be able to set your account to how you want it.' *Boy, age 14-15*

'If you can stop it online - stop them from getting the information they need to do what they do then it could stop a serious thing.' *Girl, age 14-15*

'Maybe make it so if you don't have someone as a friend they can't contact you whatsoever.' *Boy, age 13-14*

'Maybe if you're under 18 and they're under 18 then you can search for each other, but if you're under 18 and they're over then they can't search for you' Boy, age 13-14

'If you're going to put your account on private, what's the point if someone can just screen shot it.' *Girl, age 14-15*

'You can lie about your age so that won't help' Girl, age 14-15

3. Reporting something that has upset, worried or frightened users

3. Reporting something that has upset, frightened or worried users

- All agree that the way to report issues should be easy to find, and all would like consistency across all media sites.

- Social media companies should be required to respond within a set time to every report – immediacy is important.

- It is necessary too to have an on-going communication with the social media companies to reassure the user that something is being done.

- Responses should be clearly communicated to the victim for reassurance that their issue is being dealt with, <u>and</u> to the bully so they know their actions are inappropriate.

- Follow up communication is required to check the young person's issues have been resolved.

AVIVA

Dear Miss Livingstone

We know that insurance isn't most people's idea of fun. That's why we want to make dealing with us as easy as possible, so you can get back to doing the things you really like.

We'd like you to tell us what you thought about the recent quote for your travel insurance. What did we do well? We'd like to do more of it. What could have been better? Please let us know, so we can fix it.

To help collect your answers, we've teamed up with ICM Research, who are conducting the survey on our behalf. It's easy to do – just click on the link below (or if you are viewing this email as text only, please cut and paste the entire address into your browser's address field).

Get Started

The survey consists of a maximum of 12 questions and should take no more than 3-4 minutes to complete depending on the length of your replies. If you can spare the time, we would really value your input.

Thanks in advance,
Your Aviva Customer Team

Examples of follow up communications

national express

JUST EAT   Order App

Hmmmm... or Mmmmm?
Rate your order from May's
Chinese Cuisine…

May's

You ate it. Did you rate it?

Hi Anna,
Having you onboard was great.
How were we?

Did you enjoy your recent journey with us?
We'd love to know what you thought of our service.

Sharing your feedback with us only takes a couple of
minutes and helps us make our service even better.

Thank you for travelling with us   TRAVELLED

13 Jul 2016
DEPARTURE
London (Golders Green)
ARRIVAL
Stansted Airport

19 Jul 2016
DEPARTURE
Stansted Airport
ARRIVAL
London (Golders Green)

Have your say >

3. Reporting something that has upset, frightened or worried users

- It is important that there is a perception that someone is taking young people seriously – action should not just be based on an auto-response to keywords.

- It is particularly important to investigate any anonymous abuse (frequently cited as the most upsetting and alarming).

- Young people definitely want support and trained staff available – however there are different degrees of need.

- For the most serious, trained counsellors are welcomed – but anonymity is required.

- For less serious, knowledgeable staff who can advise on the technical issues e.g. What to do if hacked (this was mentioned frequently).

- Companies should offer a personal response in addition to published guidelines, i.e. not just 'frequently asked questions' (response can be online but with a real person responding to queries).

3. Reporting something that has upset, frightened or worried users

- Instant access to support is important – and it should be accessible in a variety of ways.

- Consensus is that most young people would not use ChildLine as it is considered to be for more 'serious' issues (e.g. physical or sexual abuse), reflecting the confusion that surrounds the nature of cyberbullying.

- Young people are also doubtful that they would talk to the Police, unless it is very severe – there is a perception that the police may not take it seriously.

- It is also important to include links to emotional support for immediate use when needed, and to follow up with responses to young people's concerns.

- Some young people feel that talking to people who have been through the same experience would be reassuring i.e. peer to peer or near to peer.

- Anonymity is key; they do not want to appear to be 'snitching' on peers, but do want access to support and advice without suffering any consequences themselves.

3. Reporting something that has upset, frightened or worried users

'I think they should have a chatline with specialists who know what they're doing and how to support something' *Boy, age 13-14*

'they're meant to make everything easy... as long as it's a clear place to go and speak to a real-life person, I think once you've got it out you feel slightly better about it' *Boy, age 13-14*

'When you report something they should respond immediately, or, within a couple of hours' Boy, age 13-14

'it doesn't matter how clear it is [reporting process], if you report something, no one is doing anything about it' Boy, age 13-14

'They should give you advice on what to do' *Girl, age 13-14*

3. Reporting something that has upset, frightened or worried users

'Yeh, like the victim gets like a message or something, saying something like they [the bullies] have been warned, that something has been done about it' *Girl, age 14-15*

'If it gets worse, then you could get one-to-one counselling, like they could come to your school' *Boy, age 13-14*

'[Communication from social media companies], so they can let you know what's going on when it goes on. So not like a day later 'oh by the way we've done this'[but]straight away' *Girl, age 13-14*

4. Education and Awareness

4. Education and Awareness

- The young people in the workshops agree that safety, privacy and help features should be clearly explained.

- They should also be more accessible, and users should be notified of any changes to them.

- The way in which these are explained are important – banners, pop ups, videos should be used.

- They should be very clear, with not too much information at once.

- Reminders of sites' rules and what should not be shared is essential – timely and bitesize reminders that will be read.

- These should change over time so users do not become complacent, or ignore it.

4. Education and Awareness

- Links to relevant help and advice should be clearly displayed – with short pop-ups describing the service.

- This should be available in a 'safety centre' and signposted when a user reports an issue.

- It should also be available when a report has been actioned (in case it happens again).

- Social media companies should work with experts *and* young people to develop messages and information that can be understood.

- Schools should play a part in this, because they tend to get involved in many cases of bullying.

- Social media companies could do educational work within schools to help prevent the problem.

4. Education and Awareness

'Things that pop up on your screen every month or something, like once a month and tell you not to be mean to people' *Girl, age 13-14*

'Have an advert to help educate people how it might feel to be put in their shoes. A video showing someone being cyber bullied and the help / support they received to stop it' *Boy, age 13-14s*

'Have different videos as well, don't have the same one every time you get shown it because otherwise you'll be like, I've seen it already I don't want to watch it again.' *Girl, age 13-14*

'Maybe if in the video teenagers addressed it, like if teenagers made the video.' Girl, age 14-15

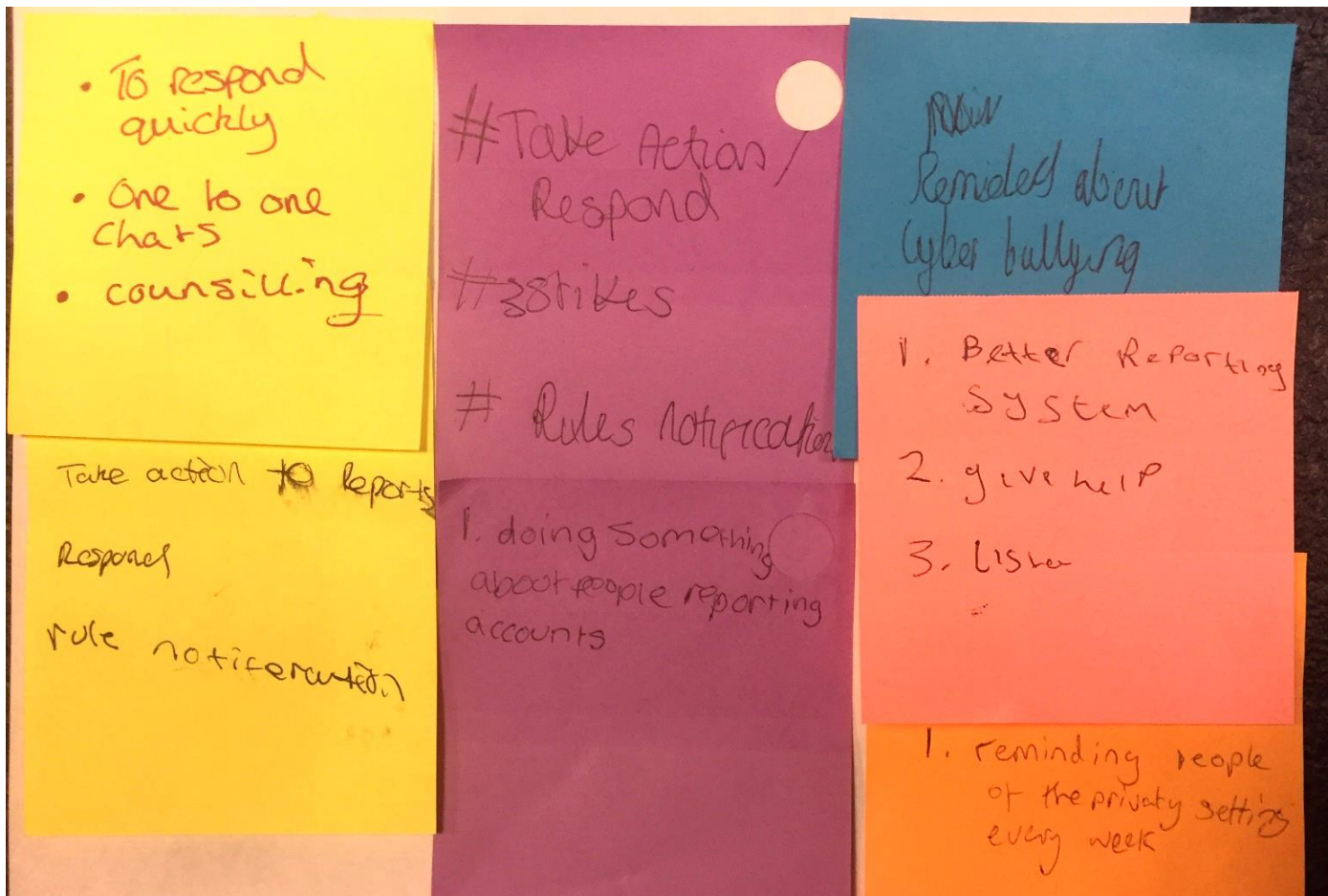# Young People's Suggestions
- Young people in the workshops were asked what their '3 Golden Rules' would be

THE GOLDEN RULES

Golden Rules

What are the three most important things that social media companies should do to protect young people from cyber bullying?

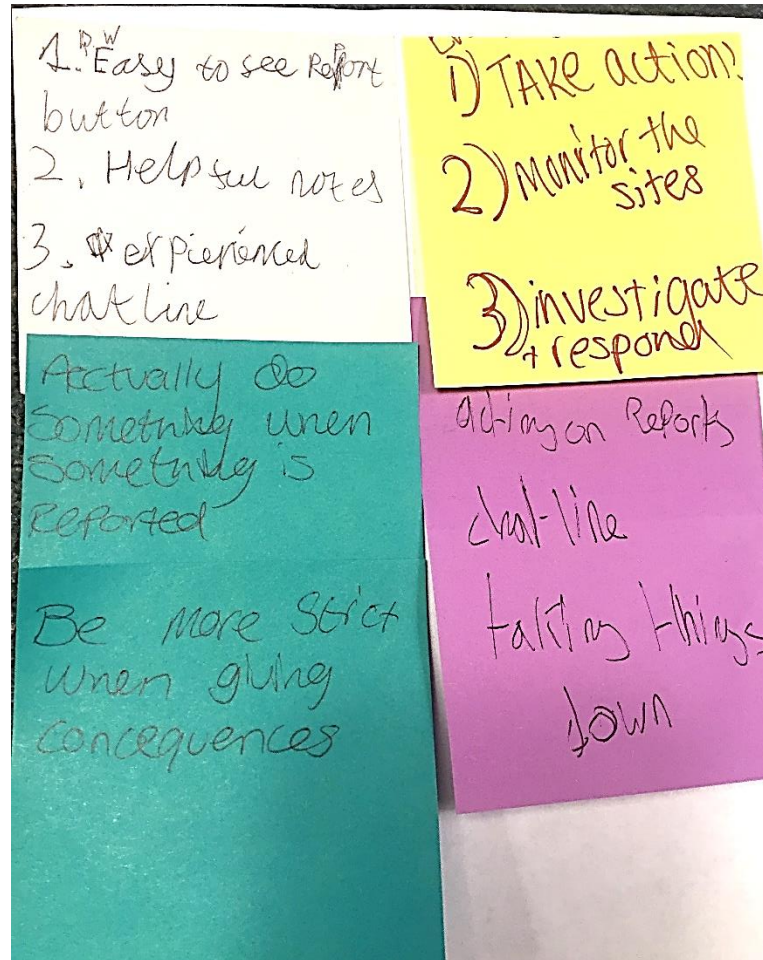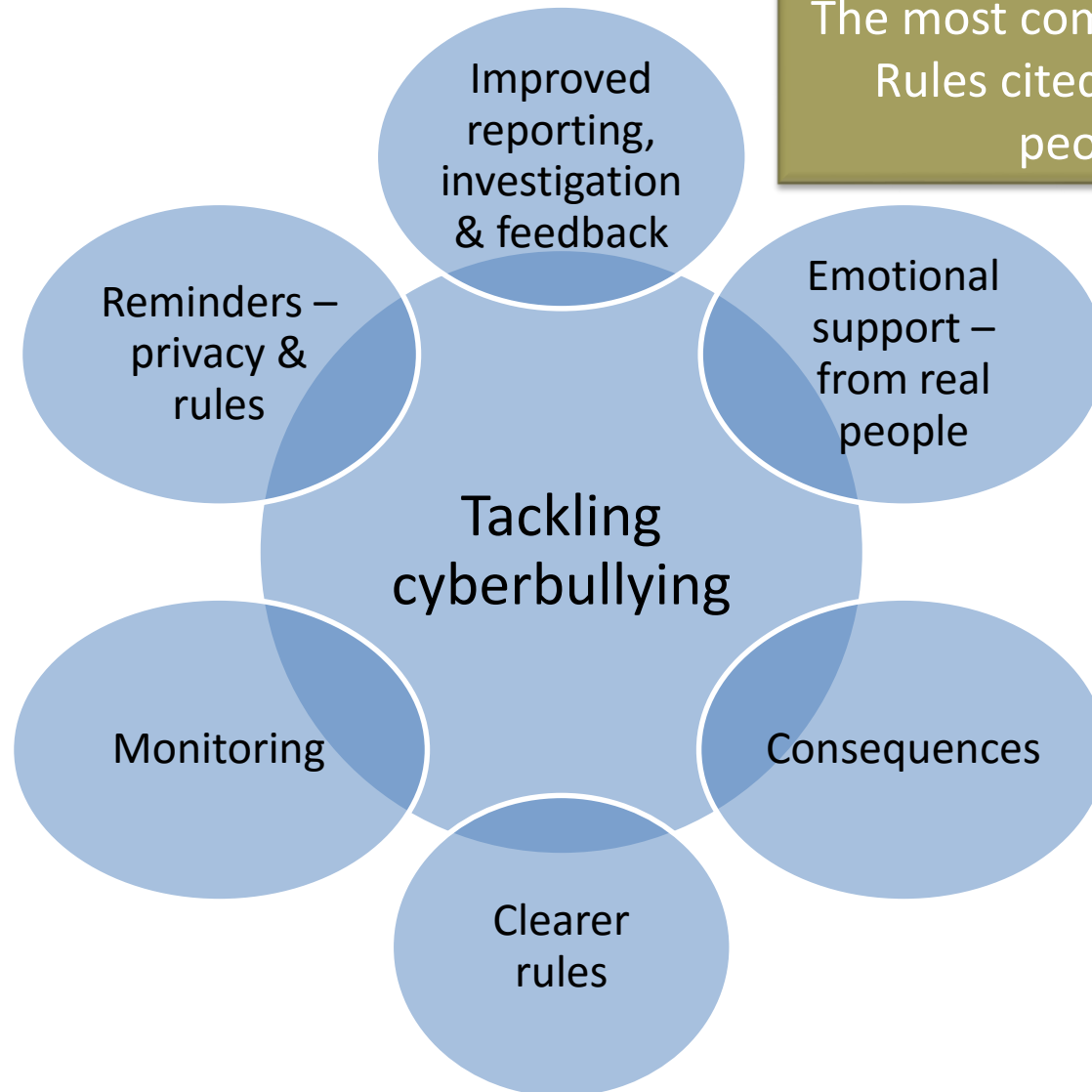# Golden Rules

What are the three most important things that social media companies should do to protect young people from cyber bullying?

Golden Rules

The most common Golden Rules cited by young people

Improved reporting, investigation & feedback

Reminders – privacy & rules

Emotional support – from real people

Tackling cyberbullying

Monitoring

Consequences

Clearer rules

Conclusions

The nature of cyberbullying and understanding what it is

- Young people consider cyberbullying to be a huge issue and do not feel enough is being done to tackle it.

- 'Cyberbullying' is not necessarily used as a term for actions that cause distress, hurt or even fear – therefore it should be made clear what *is meant by* cyberbullying.

- Whereas a one-off incident might cause upset, it can usually be brushed off – real concern happens when actions are repeated and it does not appear to stop.

Industry guidelines review

- There is strong consensus that the industry guidelines are positive and will help to improve consistency across social media sites and tackle the issues.

- Young people agree that all key themes in the guidelines (Standards & Guidelines, Privacy, Reporting & Education) are important.

- However young people highlighted the need for a separate area in the guidelines that addresses the 'Consequences' of cyberbullying e.g. bans, blocks, messages to bullies etc.

- This is important: bullies should not be allowed to believe they can 'get away with it', which is a current perception.

What help and assistance is needed?

- Young people are very clear about the help and assistance that is required…

- Rules and a 'code of conduct' on how to behave online.

- Timely response from the social media companies if an incident is reported.

- A follow up on the reporting, in the way that many service industries offer e.g. Amazon, Just Eat "How do you feel about the way we dealt with your report?" / "Is there anything else that we can do?".

- A clear message that 'Social Media Policing' is in place, and an understanding that there will be a serious response to any report of misbehaviour is required.

- It should also be made clear to the perpetrators that their behaviour is not acceptable.

What help and assistance is needed?

- Emotional support and advice – but not just in the form of 'frequently asked questions' – there should be a professional who responds in a non-judgemental manner also – online or by phone.

- Young people are adamant that they should play a part in the way in which messages are conveyed on the sites – succinct, to the point, in their language.

Film

Appendix – Common Set of Industry Standards for the Prevention of Cyberbullying

The FK&Y Cyberbullying team worked with Honywood School on the draft document created by the Cyberbullying Taskforce working party (see following page) and produced a 2 page document (see subsequent pages). The guidelines were written in child-friendly language and were shown to young people before taking part in the workshops

Draft – Common set of Industry standards for the Prevention of Cyberbullying

Thresholds – Terms of Service, Community standards or guidelines.
1. Platforms should decide what is acceptable and what is not. This should be communicated to users clearly from the outset with appropriate language for target age group. Rules posted clearly and prominently including on the homepage, in a safety or contact centre and where comments are posted.
2. Rules should prohibit all forms of abuse and misuse, including hate speech, threats, harassment and sharing personal others' information without their consent.
3. Rules should be actively enforced with reasons for decisions made clear to user. Standards should be followed consistently.

Privacy
1. Users allowed to limit the information they share. Ability to make certain information private or viewable only to approved users.
2. Users able to manage how they interact with other users. Ability to block users from chatting with them and decline friend requests. Ability to remove friends already approved and approve or reject content posted to their page.
3. Privacy settings chosen by users are applied across all platform tools. If not, users know where to manage privacy settings of each tool
4. *Default privacy settings for profiles of under-18s. Under 18 profiles should not be searchable.*

Reporting
1. Reporting mechanisms are easy to find and use.
2. Trained staff employed to deal with reports of inappropriate and illegal behaviour. Staff equipped with safety procedures to refer to and use. Clear process for taking down content

Moderation
1. Combination of moderation styles for all content used.
2. Moderation approaches regularly reviewed

Education and Awareness
1. Use of all safety features clearly explained, and reminders to review settings offered
2. Highlighting information that should not be shared. For example pictures of others without their permission.
3. Links to external services including helplines and law enforcement offer. These should be in the safety centre or equivalent as well as being signposted along the reporting journey.
4. Platforms engaging with experts to help to develop messages

Actions:
- Validate with young people
- Collaboration with social media companies
- Back bone for Hack Day

Guidelines shown to young people in the workshops

Code of conduct for the prevention of Cyberbullying

These are a set of standards and rules that all social media companies will need to follow to help prevent and tackle Cyberbullying.

1. Standards or Guidelines

1. Social media companies should decide what is and is not acceptable behaviour. These standards should be easy for users to understand. The rules should be clear and stated on the homepage, in a safety or contact centre or where comments are posted.

2. Rules should ban all forms of abuse and misuse, including threats, causing harm, bullying and sharing others' personal information without their permission.

3. Rules should be followed at all times with reasons for decisions made clear to users.

4. Companies should be monitoring what users are putting on their sites to make sure it meets these guidelines.

2. Privacy

5. Users should be able to limit what they share and make certain things private, or so that it can only be seen by users that they choose to see it.
6. Users should be able to manage how they communicate with other users.
   a. They should be able to block users from chatting with them and decline friend requests.
   b. They should be able to remove friends, and approve or reject things that are posted on their page.
7. Privacy settings chosen by users should be the same across all of the social media sites, apps and services. If not, users should be able to find these privacy settings easily.
8. Privacy settings for the profiles of young people under 18 should be set by the social media company. Profiles for under-18s should not be searchable.

3. Reporting something that has upset, frightened or worried users

9. The way to report issues should be easy to find and use, with a clear process for taking down content.
10. Trained staff should be available to deal with reports of harmful and illegal behaviour.

4. Education and Awareness

11. Safety features should be clearly explained, and users should be sent reminders regularly to remember to check and change these if needed.
12. Users should be reminded of the site's rules and what information they should not be sharing e.g. pictures of others without their permission.
13. Links to external services should be provided, including helplines and law enforcement (e.g. Police). These should be in the safety centre as well as being signposted when a user reports an issue.
14. Social media companies should work with experts to help to develop messages and information that users will understand.

Thank You!

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