The following form must be competed in full. Failure to do so will result in disqualification from the competition.

Please send competed application forms to Tricia Perkins at patricia.perkins@homeoffice.gsi.gov.uk

All entries must be received by noon on the 29 April 2005. Entries received after that date will not be accepted under any circumstances. Any queries on the application process should be directed to Tricia Perkins on 0207 035 0262.

1. Details of application

Title of the project   **"JENNY'S STORY" - AN INTERNET SAFETY RESOURCE**

Name of force/agency/CDRP: **Lancashire Constabulary**

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Name of endorsing senior representatives(s)
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Position and rank of endorsing senior representatives(s)
Acting Deputy Chief Constable

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2. Summary of application

<u>JENNY'S STORY</u>
<u>AN INTERNET SAFETY RESOURCE</u>
<u>DEVELOPED TO COMBAT CHILD ABUSE ON THE INTERNET</u>

Lancashire Constabulary dealt with several incidents of child abuse on the Internet. These investigations revealed an alarming trend of multiple victims on every occasion that had not previously reported their abuse to anyone.

Academic research revealed that despite high level of awareness of Internet safety messages amongst young people risk taking behaviours had not changed and therefore young people continued to put themselves at risk.

Scanning revealed:-
- Approximately 1 in 3 children in the UK have access to the Internet at home.
- 6 million UK homes have Internet access, rising to 9 million by the end of 2005.
- 80% of secondary school children have access to mobile phones, which increasingly have Internet access on them.
- Extent of the problem is unknown.
- No Home Office statistics recorded.
- No central data collection agency.

Analysis revealed that there was no multi-agency preventative strategy and significant under-reporting and young people wanted true/real life stories.

In response to the analysis Lancashire Constabulary and Childnet International developed an educational resource "Jenny's story", a hard-hitting film based on a case study to challenge risk-taking behaviour of young people and achieve a flexible and sustainable long-term problem resolution.

- 80% of pupils believed that watching "Jenny's story" increased their awareness of the risk of trusting someone they do not know on the Internet.
- 99% of pupils would not meet up with someone they met on the Internet after watching the film.
- Increase from 14% to 95% of young people who would tell another if they agreed to meet someone they did not know on-line.
- Decrease from 18% to 3% of pupils would share personal details with people they had not met face to face.
- 100% of teachers would recommend this resource to their colleagues.

As a result of the success of "Jenny's story" Lancashire LEA/ACPC is now making it available to all 88 secondary schools in Lancashire free of charge and it is being delivered by teachers to KS3 pupils across the disciplines of Citizenship, PSHE and ICT.

There has been significant interest across the region and nationally and an expansive roll out programme is well underway to replicate the principles of "Jenny's story" to allow other young people across the country to receive these key preventative strategies keeping them safe on-line.

3. Description of project

JENNY'S STORY
AN INTERNET SAFETY RESOURCE
DEVELOPED TO COMBAT CHILD ABUSE ON THE INTERNET

Description of the project
"Jenny's Story" is an educational resource jointly developed by Lancashire Constabulary and children's charity Childnet International. It consists of a hard-hitting film based on the true story of Jenny a young teenager who chats to a stranger on-line using Instant Messenger and a teacher's guide. The film shows how through on-line chatting, Jenny reveals personal information, which results in her being contacted in real life, and ultimately sexually assaulted.

The film and supporting resources for teachers, aim to challenge young people about the dangers of chatting to strangers on the Internet, but also help them reflect on important issues such as trust, flattery and personal information and how they can develop strategies to avoid being groomed or feeling "trapped". The teachers' resources will help teachers prepare this as a classroom activity for secondary school pupils.

Overall objectives of the project

KEEPING YOUNG PEOPLE SAFE ON-LINE

Specific and realistic objectives
- To initiate a preventative strategy in Lancashire Constabulary for combating child abuse on the Internet.
- To develop an educational resource for use in secondary schools.
- To develop awareness material capable of impacting on young people enough to challenge and change their risk taking behaviour on-line.
- Empower young people and to provide them with exit strategies for difficult on-line encounters.
- Increase the reporting of inappropriate on-line contact.
- Reduce the number of incidents of adults meeting a child following sexual grooming.

Success criteria
- Lancashire Constabulary would assist in providing every secondary school in Lancashire with a copy of "Jenny's story".
- The film would be credible for the age group statistically most at risk of Internet related abuse, i.e. KS3 (12-14 year olds).
- The film would change young people's on-line behaviour particularly in relation to giving out personal information to strangers or meeting unknown persons who they had engaged with on the Internet.
- The resource would provide more victims with the confidence and encourage them to report inappropriate on-line contact to the police or some other trusted source.
- That secondary school teachers of different disciplines would have the confidence to deliver this resource in the classroom
- The film would equip young people with strategies for avoiding or getting out of difficult situations on-line
- The resource would lower the incidents of perpetrators meeting a child following sexual grooming (section 15 Sexual Offences Act 2003).

DEFINITION OF THE PROBLEM

Jenny's story addresses an area of significant concern to the community. There have been a number of incidents in the Lancashire area involving children who had been groomed by adults using the Internet. Not least of these cases was the 12-year-old Shevaun Pennington from Wigan who ran off with a 31 yr old US marine in 2003 whom she met in a chatroom. This was followed the same year by a series of cases involving model agency scams of which Jenny's Story was one such case. In each case the victims were in the safety of their own homes when they first made contact with the perpetrator. The perpetrators were able to exploit the anonymity of the medium as well as the

intimate nature of one to one communication, to manipulate the children into a relationship of trust before arranging to meet with them, in order to abuse them.

> **Case study 1**
>
> **Y is a 50 year old single paedophile who in 1995 was convicted of rape of a female. Y was released from prison in 2002 and failed to comply with the conditions of his sex offender registration.**
>
> **Y used the Internet to speak with adolescent girls in chat rooms and had a number of screen names. Y used MSN and AOL connections on his computer and used their chat rooms.**
>
> **Y stated he was between 18 and 20 years of age. Y would begin chatting to girls on the Internet talking about general things and after gaining their trust would begin to ask intimate questions about their sexual experience. Y would always ask for the girls' personal mobile number and home address and would make daily contact with them.**
>
> **On this occasion Y purported to be a female model named 'Kim' in an Internet chat room. Y engaged a young 14-year-old girl on the Internet who thought he was weird. She passed him onto her friend; another girl C aged 14 years. Y groomed C with trust and flattery that she too could be a model and convinced her that he was a female model. Y asked C if she had a web cam, which she did, and requested that she switch it on and due to the grooming, which she was oblivious to, she was encouraged C to take off her clothes. Y then intimidated and threatened C and obtained details of her address and mobile number and gleaned information when her parents would be out of the house. The following day, Y went to C's house, forced his way into the house and sexually assaulted her.**
>
> **Y was caught and is now in prison.**

> **Case study 2**
>
> **The first case of Internet related abuse in the UK to be tried in court was in February 2000, when Patrick Green a thirty-three-year-old man made contact with a twelve-year-old girl in a teenage Internet chatroom.**
>
> **This first contact in a chatroom led to emails every day over a two-month period and then to regular conversations on a mobile phone. In this way the girl was groomed from this initial chatroom contact to the point where she actually met him offline and to the point where she was sexually assaulted.**

In May 2003, the government to address the problem of Internet grooming and the ever-increasing number of children who were being manipulated on the Internet introduced new legislation, Sexual Offences Act 2003.

Scanning
- Approximately 1 in 3 children in the UK have access to the Internet at home.
- 6 million UK homes have Internet access, rising to 9 million by the end of 2005.

- 80% of secondary school children have access to mobile phones, which increasingly have Internet access on them.
- Extent of the problem of abuse that has its origin in Internet contact is unknown.
- No Home Office statistics recorded nationally.
- No central data collection agency.
- Several child abuse investigations, where the offender had groomed the victims on the Internet, identified multiple victims who had not reported their abuse to anyone.

What became clear during several child abuse investigations conducted by the Public Protection Unit that grooming on the Internet was on the increase and recognised no boundaries. It was prevalent across the whole of society. The socially deprived computer literate young person was equally likely to be targeted as the advantaged youngster with every electronic gadget imaginable. The technically skilled and sophisticated computer proficient perpetrator was travelling enormous distances to meet up with victims, predominantly young girls who they had groomed on the Internet. This problem therefore transcends level 1, 2 and 3 of the National Intelligence Model.

The problem is compounded by the fact that young people still failed to accept the risks they were taking when they engaged with people on the Internet who they do not know. Lulled by a false sense of security, anonymity and misguided protection they think is provided by the Internet from the comfort of their own home.

Modern technology is also making it easier for the perpetrator to access and engage with young people. Mobile phones increasingly have Internet access on them and the mobiles feature in most if not all of the grooming cases reported in the national media.

The awareness of Internet safety issues amongst young people changed rapidly between the year 2000 and 2003. Research from the London school of Economics published last year confirmed that 74% of young people were aware of some kind of Internet safety advice. However this had not translated into a change in their risk taking behaviours on-line. 49% of children said that they would give out their personal details on-line. 31% said that they had received unwanted sexual comments on-line. What this indicated to Childnet, was that whilst awareness was high in the UK, something needed to be done to impact young people to actually change their behaviour. Safety advice could only be effective if young people had a better understanding of why it was important.

Academic research carried out and assessed by children's charity Childnet International revealed that despite high level of awareness of Internet safety messages, driven by high profile government advertising campaigns, amongst young people in the UK risk-taking behaviours had not changed and therefore young people continued to put themselves at risk.

Due to the series of cases dealt with by the Public Protection Unit it became important to develop a preventative strategy and empower young people and to provide them with exit strategies for getting out of difficult on-line encounters.

Analysis
- High profile government advertising campaigns increased awareness but had not changed on-line risk taking behaviour.
- No multi-agency preventative strategy.
- Investigations revealed multiple victims.
- Under-reporting due to lack of information, knowledge, guilt, embarrassment or fear.
- 17% of children have often or always has sexual offers on-line.
- Young people wanted real/true life stories.
- A paedophile had over 100 e-mails addresses of females he had engaged with in teen chatrooms.
- Internet child abuse cuts across the whole religious, cultural and social divide.
- Internet crime (grooming) recognises no boundaries and transcends level 1,2 & 3 of the NIM.
- 1/3 of 9-19 year olds who go on-line received unwanted sexual comments.
- Only 7% parents think their children have received sexual comments.
- 1/5 of Britons spend 4 hours a day on the Internet.

The development of a case study led approach to Internet safety education was informed by a number of different pieces of research, which Childnet analysed over a period of months.

In January 2004 Becta (Britain's lead agency in ICT In schools) commissioned Childnet to assist in evaluating an educational Internet safety resource using a case study in 20 UK schools. This gave Childnet an initial insight into the power of a case study to generate dialogue with young people on these issues. Since the resource was created in America the feedback from most schools was that a UK case study would be more relevant to the children.

In June 2004 Childnet ended a period of research with Save the Children Denmark with young people aged 12-16 years old. Childnet conducted focus group research with children, particularly looking at methods of effectively communicating safety messages to young people. The children felt that they knew the rules about keeping safe on the Internet, and they didn't just want to hear them again. They wanted the safety information to be made relevant to them and to be brought to life with the use of case studies - they wanted to be shown, for example, why it is important to keep your personal information secret.

The survey UK Children Go On-line presents findings from a national, in-home, face-to-face survey of 1,511 young people aged 9-19 and a written questionnaire to 906 of their parents. It was the largest academic study of children's use of the Internet ever to be done in the UK.

The UK Children Go On-line research amongst 9-19 year olds and their parents over a two year period showed that the majority of young people are aware of the broad Internet safety messages, yet many of them still give out personal information (46% of daily and weekly users) and want to meet up with those whom they have been in contact with on-line (8% of daily and weekly users).

The report also further confirmed the need for case studies to get through to a target audience who had become immune to the safety messages.

Response to the problem
Childnet had established the need for a case study approach in order to impact older children. Lancashire police had established a need for a preventative strategy in relation to Internet related crime. The two organisations decided to collaborate to produce an Internet safety/educational resource for schools to be delivered by teachers.

The response was to identify a case study suitable to become an educational tool. "Jenny's story" was developed to empower young people and provide them with the strategies to get out of difficult on-line situations. By using this powerful true story the partners set out to challenge the risk taking behaviour of young people by using a real story told in the victims own words. By making the issue real to young people the aim was to reduce the prospects of an offence of Internet grooming occurring concentrating on victim and location work. This problem solving initiative is also offender focused and informs young people of the importance of saving on-line conversations. This evidence collection plan is critical if a successful prosecution is to be achieved against the perpetrator.

The project developed in the following stages
- Develop a preventative strategy that changed the on-line behaviour of young people.
- Identify powerful hard-hitting case study from PPU investigations that young people would relate to in victim's own words.
- Inform, engage and consult with victim and her family and obtain informed consent in writing.
- Risk assess effect and impact on victim.
- Identify actor and develop DVD/educational resource, "Jenny's story", in partnership with Childnet International.
- Prepare lesson plan, questionnaires, support/cushioning material and information leaflets for pupils, teachers and parents.
- Involve and consult key partners and stakeholders BECTA/LEA/ACPC/ACPO/NPS.
- Trial product at local school.
- Pilot resource at 12 secondary schools across Lancashire.

Complementary Partnerships who were informed, consulted and involved to promote "Jenny's story".

In the making of this preventative strategy and education resource Childnet International and Lancashire Constabulary have consulted with a wide range of experts in the field of child abuse, sex offender behaviour and education and an independent evaluation of the film and process of production was completed before it was released.

Assessment/evaluation
In November 2004, Childnet International in association with Lancashire Constabulary started a carefully managed evaluation of the film and associated teaching resources in 12 schools in Lancashire over a six-week period. This executive summary presents the key findings from over 2000 pupils and 19 teachers. The pupils are aged between 10 and 15 years (Years 6-10, Key Stages 2-4). This feedback enabled Childnet to make important changes to the film, support material and the supporting advice leaflet for young people. The pilot sought to evaluate Jenny's Story film and associated teaching resources using the following criteria:

A. Is the film and associated resources appropriate for use in secondary schools?
B. Would it make a difference to both the awareness and pupil's on-line behaviour by giving them a realistic real life example of the possible consequences of giving out personal information to the wrong person?
C. Would the teachers see the relevance of this subject to the national curriculum?
D. Would teachers feel equipped to deliver this material?

KEY FINDINGS:

A) Is the film and associated resource appropriate for use in secondary school?

Of the 19 teachers who took part and responded to the evaluation, all felt that it was appropriate material for secondary school pupils. One suggested **"*all children need this advice*".** Most teachers felt the appropriate age group for the film was between 11-14 on first arriving at secondary school. 100% of the teachers said that they would recommend the film to other teachers. Common adjectives used to describe their initial reactions were:
 ''Thought provoking'', ''Appealing' ''Contemporary''

"Some students were visibly upset for a little while, but the knowledge of 11 years in prison seemed to settle them". Several teachers commented that the film was not long enough or detailed enough.

Teacher comments included,
'I thought that the DVD was good I had a very positive experience delivering it to all my classes'

It's powerful and does stimulate discussion'

'Some students thought that Jenny was very naïve until we discussed the reasons why and how it may have happened'

B) Would it make a difference to the on-line behaviour of the pupils?

➢ Overall, 80% of pupils involved in the pilot believed that watching Jenny's Story had increased their awareness of the dangers/risks of trusting someone that they do not know on the Internet.
➢ 72% of pupils believe that watching 'Jenny's Story' has changed their view about introducing an unknown person to a friend on the internet compared to 17% of pupils that had introduced someone they had met on the internet to a friend before watching the film.
➢ The impact on pupils' behaviours and attitudes after viewing this film is significant. This is indicated by the decrease from 18% in the number of pupils who would share personal details with people they have not met face to face, to less than 3% after viewing the film.
➢ There was also a significant increase in the number of pupils that would tell other people if they agreed to meet with someone that had met on-line, from 14% before watching the film to over 95% subsequent to watching Jenny's Story.
➢ When asked what was the top thing they liked about the film the most common pupil response was that it was an honest account of a real life story.

- ➢ After watching "Jenny's story" there was a marked increase from 32% to 60% of young people who now recognised the importance of saving on-line conversations.
- ➢ Teacher comments included,

"I felt the lesson went well; the pupils did reflect on their behaviours."

C) Would the teachers see the relevance to the curriculum?

Most teachers felt that the resource has relevance to the Personal, Social, and Health Education (PSHE) curriculum; although a significant number thought it was just as relevant across the three disciplines of Information and Communication Technology (ICT), PHSE and Citizenship. When asked if they thought it was an effective way to teach internet safety, 100% answered yes, adding comments like '*relevant to the age groups'*, '*powerful'* and '*real life'*, and that many discussions had arisen because of it.

D) Whether teachers would feel supported enough to deliver this material?

15 out of 19 teachers felt equipped to deliver this lesson in terms of their knowledge of Internet safety and felt that the support material was vital to explain the background and to be able to answer questions thoroughly. The response forms confirmed the usefulness of the support material with comments such as: '*useful easy to follow'* and *'comprehensive'* and *'good for non-ICT specialists'*. The Q&A sheet was stated by a teacher to be *"vital to explain the background and to be able to answer questions thoroughly. All the classes wanted to know what happened to the victim and her abuser."*
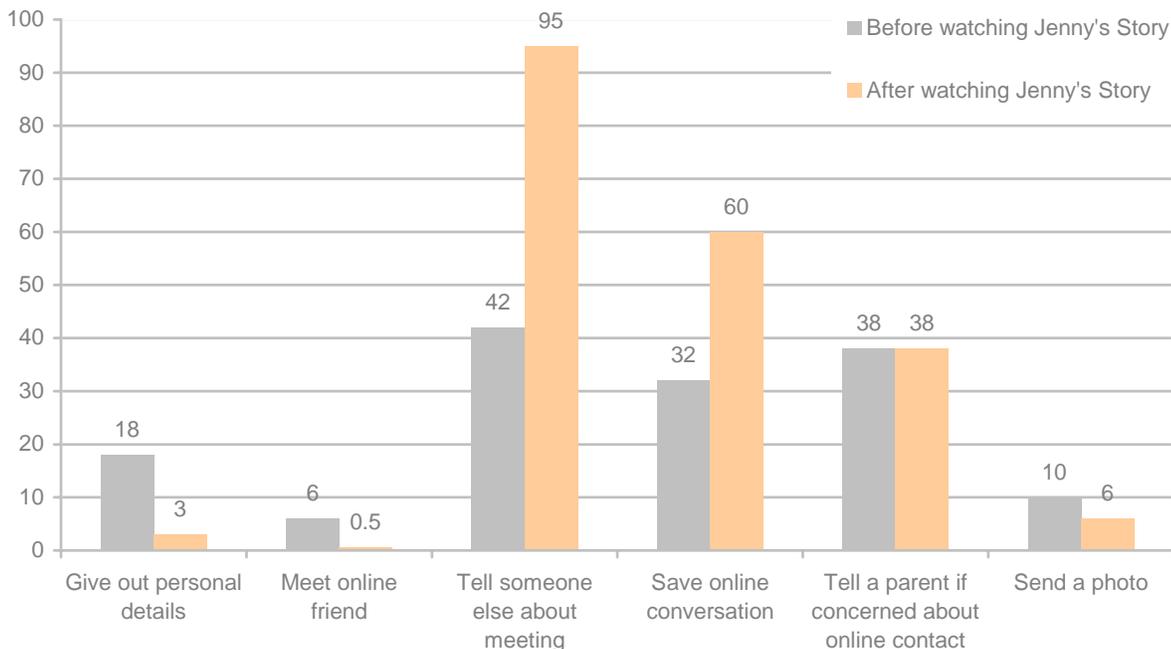
Figure 1: Internet attitudes amongst Key Stage 3/4 pupils before and after watching "Jenny's story" (%)

Independent Evaluation
Once the resource was complete the partnership agreed to an independent evaluation by a child abuse specialist, which was completed in December 2004. Although we are not able to present the recommendations given by this expert we can say that the conclusions of this report were unreservedly positive and confirmed the integrity of the process, and the due diligence of our approach.

Changes made to materials as a result of the evaluation
As a result of feedback some minor changes were made to the film. For example a new brighter introduction was made with reassurance to the children that Jenny was now OK and that she still used the Internet. The questionnaires were changed to make them clearer and the leaflets accompanying the DVD were changed to be more child friendly. A new section was recorded on the DVD that was specially designed to inform, engage and involve parents. Additional training was offered for teachers with less confidence around discussing technology.

Problems encountered
Combating Child Abuse on the Internet ACPO group raised the issue of repeat victimization and informed consent and wanted further clarification in how these issues had been addressed. We introduced an independent child protection expert directly to the victim to assess these issues the outcome was extremely favourable and confirmed a victim centred approach.

Critical Success Factors - Jenny's Story is an innovative solution for the following reasons:

1. To our knowledge it is the first single case study in the words of the victim to be used as an educational resource in the UK.
2. This resource was developed as a direct response from the target audience, (12-14year olds statistically the most 'at risk' age group).
3. The technology used in the case, (Instant Messenger) is the most used technology of the target audience and therefore is highly relevant.
4. The implementation is sensitive and age appropriate whilst being sufficiently dramatic to make an impact.
5. The DVD is user friendly using chapter heading which break the story into the different stages of grooming, allowing young people to analyse what they could do at each stage.
6. Resource strikes a fine balance between hitting hard enough to get through to a target audience who have become immune to the safety messages, but not so hard that it scared them. It is particularly good to be able to reassure pupils that the perpetrator was imprisoned for a long period of time and that Jenny is now doing fine.
7. The resource is a complete package for schools with support and training for teachers.
8. Reduces the gap between the tech literate pupil and the technophobic teachers (professional development of teachers).
9. The support material emphasises the learning points from this case study of which there are many, from issues around personal information to tactics employed by abusers.
10. The case chosen is particularly powerful because unlike other internet safety cases in the media, in this case the perpetrator came to the victims home, this helps us to emphasise the importance of not giving out personal information (traditionally the most ignored piece of internet safety advice).
11. The use of the victims own words lend authenticity and means that teenagers are more likely to take it seriously.

Conclusion
"Jenny's story" is groundbreaking and far from demonising the Internet promotes positive use of it. This preventative strategy and educational resource is the only one in the UK.

The potential for "Jenny's story" is unlimited, it has proved that a case study led approach is an appropriate and excellent way to get important safety messages across to young people.

"Jenny's story" is extremely flexible as the same ethos of peer talking to peers is transferable to other topics such as bullying, anti-racism, drugs education and sex education. There is also interest for it to be used as a training aide.

As a result of the overwhelming success of the pilot and after negotiation and agreement with Lancashire ACPC "Jenny's story" is now being made available to all 88 secondary schools in Lancashire free of charge and is being delivered by teachers to KS3 pupils across Lancashire LEA in the disciplines of Citizenship, PSHE and ICT.

"Jenny's story" provides a sustainable long-term problem solving approach to a local problem in the community. The flexibility of the resource is reflected in the interest not only locally across Lancashire but regionally and nationally. Several police forces have already expressed an interest in the product after "Jenny's story" was presented at the National Child Protection conference and an expansive roll out programme is well underway to replicate the principles of "Jenny's story" to allow other young people across the country to receive these key preventative

strategies and keep them safe on-line.

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