

# Stay Safe; Don't Send

A Practitioner's Guide

The logo for The Children's Society, featuring a dark blue square to the left of the text.

The  
Children's  
Society

# Introduction

This guide is to accompany an animated film called Stay Safe; Don't Send which has been produced by a group of young people from Gypsy and Traveller communities for their peers. They felt that there was a lack of specific tools and resources relating to child sexual exploitation (CSE) and online safety which were authentic to Gypsy and Traveller lifestyles. So, supported by The Children's Society, they were keen to create their own innovative resource.

The animation tells the story of a teenage girl who has sent an inappropriate image to her boyfriend which ends up online. It highlights some of the consequences and risks associated with this. The issues are further explored in an Activity Book to be used with young people to encourage more consideration, discussion and awareness raising.

This guide was written for professionals who deliver socio-educative work with children and young people, such as teachers, youth workers and youth offending team (YOT) workers. The animation covers themes relating to child sexual exploitation, including grooming; relationships, identity and online safety. However, it is also important that practitioners have a cultural awareness of Gypsy and Traveller communities and that cultures and diversities are explored with young people throughout.

The resource can be used on a one-to-one basis or as part of a group with both males and females. It is aimed at those over the age of 10.

## **Aims:**

- The resources will help young people to understand the dangers and pitfalls online and equip them with the knowledge to protect themselves from grooming and abuse.
- It will help parents and carers to understand the issues and how they can support their children.
- Professionals will be better equipped to support young people from Gypsy and Traveller communities.

# Guide to Activity Book

**It is expected that young people will watch the film and then complete the Activity Book.**

**Mary-Anne sent a photo which was “shameful”. What type of photo do you think it was?**

## **Answer:**

Mary-Anne sent a semi-nude picture of herself in her underwear.

## **Explore:**

Why is this “shameful”? Shameful is a word that the young people who made the animation associated with the story. They felt that Gypsy and Traveller young people would know that sending the image was wrong and could result in Mary-Anne being shamed by her community. Ask the young people what they think about this and how their own parents, friends and community would react.

The word shameful may imply victim blaming. It is important to discuss with young people that Mary-Anne may have been groomed, pressured or manipulated into sending the image.

**Can you name four types of photos which are not good to share?**

## **Answers should include:**

- Nude photographs/with no clothes on.
- Photographs in underwear.
- Of private parts.
- With school uniform on.
- Photographs which identify their whereabouts.
- Photographs of others where they have not given consent.

## **Explain:**

If young people would not like their parents to see the photograph then they should not share it. Once a photograph is sent then the young person has no control over it. A photograph which identifies the young person's whereabouts, including their school, is also unsafe.

## Why do you think Mary-Anne shared the picture with John?

### Answer:

Mary-Anne shared the picture because John asked her to. She loved him and trusted him not to share them.

### Explain:

Sometimes young people can be tricked into sending images, or they maybe feel that they have no other choice. Mary-Anne may have thought that if she did not share the image John would end their relationship.

Maybe Mary-Anne did not have a full awareness of the potential consequences of sharing the image.

Although the animation shows that John did not recognise the consequences of sharing the image, some people use this as a grooming technique to sexually exploit them.

## Once the photos got onto the internet could Mary-Anne take them down? Please explain your answer...

### Answers:

No. Once an image is sent the young person no longer has control over it. If the image goes online it is impossible to get it taken down as it may have been shared, saved and copied by others.

### Additional activity:

Another visual and interactive tool to help young people recognise how it is impossible to get images and information back after they have shared them is by using a tube of toothpaste. Ask the young person to squirt out the whole tube as quickly as possible and time them whilst doing it. Once they have emptied as much out as possible, tell them how long it took them. Now ask them to get it all back into the tube within the same amount of time. The young person will recognise that this is an impossible task, as is retrieving images and information online.

## Can you think of five possible risks or consequences for Mary-Anne after the photo was made public?

### Answers should include:

- Embarrassment/shame.
- Her friends and family will see the image.
- Strangers will see the image.
- The image may get into the hands of a child abuser.
- She may be in trouble with her parents.
- She may be in trouble with the police.

### Explore:

Young people have diverse ideas of what are risks and consequences. This is a good time to explore them to find out what is important to each individual. They may also differ depending on their family values and cultural traditions.

### Explain:

It is important to explain the law in relation to sending indecent images. Creating or sharing explicit images of a child is illegal, even if the person doing so is a child themselves. As Mary-Anne is under 18 she is committing an offence by making, possessing and distributing an indecent image of a child – even though she was the child in the photo. She could receive a police caution or even be placed on the Sex Offenders Register. However, given the nature of CSE and the coercion involved this would rarely happen; the matter should be dealt with sensitively by the police who would consider all of the circumstances.

## Can you think of three possible risks or consequences for John after the photo was made public?

### Answers should include:

- He is putting Mary-Anne at risk of grooming and CSE.
- Mary-Anne may end the relationship.
- John may be blamed and shamed by Mary-Anne's family and friends.
- He can get into trouble with the police.

### Explain:

Although Mary-Anne sent the image first, John is still committing an offence by sharing the image. By pressuring Mary-Anne into taking a photo and then sharing a sexual photo with someone, he is breaking the law. The police have the power to decide whether it's for the best to record what's happened or to take things further.

## Think about the information you share about yourself on social media, what is safe to share and what is unsafe?

### Answers:

- Full name.
- Address.
- Phone number.
- Email.
- Passwords.
- Bank details.
- School/uniform.
- Area they live in.
- Details of friends and family.
- Details of hobbies or where they like to hang out/locations.
- Selfies.

### Explain:

It may be okay to share this information with known and trusted people, however young people may not be aware of who is accessing their information. It is important to discuss with young people who it is safe to have on their friends list and how to make their information and settings private.

## What are the risks of sharing your personal information online?

### Answers:

- Bullying.
- Identity theft.
- Fraud.
- Grooming and CSE.

### Explain:

The things we put online can be seen by lots of people and might stay online forever. People can gain a lot of information that they can use for various reasons. Explain that images like the one of Mary-Anne might attract dangerous people. In the animation they were able to contact Mary-Anne and find out where she lives. They may harass her and ask her for more images. They may reach out to Mary-Anne to offer her support, however they may also use her vulnerable state to further groom and exploit her.

## How do you think Mary-Anne feels?

### Answers should include (this is not an exhaustive list):

- Embarrassed.
- Alone.
- Sad.
- Angry.
- Frustrated.
- Tricked.

### Additional activity:

It is important to explore the effect the situation has had on Mary-Anne's feelings, self-esteem and confidence. As well as the risks to her safety, this can lead to isolation and add to her vulnerabilities. At the beginning of the animation it sounded like Mary-Anne was being blamed for her actions however towards the end it was recognised that it was not her fault. This is an important message to relay to young people so that they feel able to share their experiences and seek support.

## How do you think John feels?

**Answers should include** (this is not an exhaustive list):

- Embarrassed.
- Alone.
- Sad.
- Angry.
- Frustrated.
- Guilty.

### Explore:

Allow young people to explore their thoughts around John and whether he was aware of his actions. John may feel similar feelings to those felt by Mary-Anne and may also need support and guidance.

## If you were worried about any of the things in the film can you think of up to five people you could talk to?

### Explain

It is important that young people can identify safe adults who would form their personal safety network – this may include parents, relatives, people within their communities, teachers, and professionals. It is not important how many safe adults they can identify, as long as they have at least one. It is also good to share contact details of other support services and agencies.

**For more info go to:**

[ceop.police.uk/safety-centre](https://ceop.police.uk/safety-centre)  
[thinkuknow.co.uk](https://thinkuknow.co.uk)  
[childrenssociety.org.uk](https://childrenssociety.org.uk)  
[train-uk.com](https://train-uk.com)

**If you are worried and need to speak to someone:**

**call Childline on  
0800 11 11**