

Online child sexual exploitation and victimisation: Exploring the experiences and perceptions of children and children looked-after.

by

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ABSTRACT

Recent literature and continuous technological advances highlight the need to explore the potential risk and vulnerability factors for the online sexual exploitation and victimisation of children. Although the body of empirical work relating to children's direct online experiences remains relatively small, research has helped us to understand children's information technology consumption, their perceived online experiences and the potential risks posed to children as a result of advances in technology (Ofcom, 2020). The views, opinions and perceptions of children towards risk-taking and their online experiences and behaviours requires further investigation. Particularly, that of under-represented and vulnerable groups such as children looked-after. This research aimed to examine online child sexual exploitation, solicitation and victimisation through exploration of young adults' retrospective, and children's current, views and experiences of being online. The program also aimed to develop research processes through consultation with vulnerable children. Differences between children from the general population and those from a group with pre-existing vulnerabilities and reduced protective factors (children looked-after) were compared as were the perceptions and experiences of those who work with and care for them.

The first study aimed to explore both current and retrospective experiences of young adults, attitudes, and perceptions in relation to online behaviours, relationships and interactions online. The study includes a series of three focus groups with adults aged 18–25 years old. Thematic analysis supported the generation of six key themes for further discussion; Loss of control, Accessibility, Relationship formation and maintenance, Deceitful interactions, Reality and risk, and Generational differences.

The second study took an action research group approach and aimed to explore children's opinions and perceptions in relation to the study in general, and the questionnaire and interview questions to be used with a sample of children and children looked-after in study three, acting as co-researchers in this process. Thematic analysis of data sets generated five key themes; Design, Style and structure, Contribution and insight, Developing language, Engagement and disclosure, and Progressive technology. This research aided the evaluation and development of the successive study, including the development of the materials and

questions to be asked with children in study three. Several amendments and improvement were made as a result of the findings resulting in changes relevant to the aforementioned themes.

Study three aimed to examine the extent of children's relationships with others online; including those with adults; specifically in relation to the formation and frequency of such online relationships as well as comparing the online experiences of two groups; children looked-after and 'non' looked after-children. This study consisted of a mixed methods approach, utilising semi-structured interviews and a follow-up quantitative questionnaire. A sample of five children looked-after and nine non-looked-after children participated. Findings from the study suggest that overall, children are relatively safe online however implications arising from increased risks remain. The study confirmed frequent approaches from adults online to children and the normalisation of inappropriate adult approaches. Issues relating to secrecy, disclosure and parental monitoring are also discussed. Finally, differences between children looked-after and those not looked-after were evident in respect of risky online experiences and behaviours, with findings suggesting that children looked-after are at increased risk of harm.

The final study aimed to examine the views, opinions and perceptions of residential child care professionals working with children looked-after to further understand online child sexual exploitation with this specific group and the reasons it may be more pronounced. Specifically, the study aimed to examine the relationships children held in their residential home, the skills and abilities of staff in respect of online child sexual exploitation and to explore potential relationships between pre-existing vulnerabilities, associated risks and disclosure of exploitation. Employment characteristics such as employee experience level and time spent with children were also explored.

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CHAPTER 1 - INTRODUCTION

Background

Developments in the internet and online platforms enable us to be more efficient, communicate more effectively and aid us to work-smarter, resulting in a dramatic increase in online users over recent decades. In the mid-nineties less than 1% of the world's population were said to be internet users. 10 years later, this increased to over 15% of the population. Statistics as of March 2021 show there to be in excess of 5,000 million users, equivalent to roughly 65% of the population (Internet world statistics, 2021).

In the UK specifically, The UK Office for Communication (Ofcom, 2021), indicate that the amount of people using the internet continues to rise. This recent analysis indicates that by the end of 2020, 94% of homes had internet access. Furthermore, those living in the UK averaged over 3 and half hours a day using smartphones, tablets and computers (Ofcom, 2021). The research completed further suggests that children and young people, particularly those of school age, were almost all noted to have access to the Internet during 2020, and that those aged between 15 and 16 specifically, spent nearly five hours a day online.

Children born in more recent decades are growing up in a world where engagement in online technology and services appears almost compulsory. Earlier research (Thurlow & McKay, 2003) seems even more relevant now where they appropriately coined the term 'digital natives' to describe the integration of the internet into young people's lives, suggesting that younger generations are born into this technology driven world. As such, their perceptions and understanding of online systems may differ to those of alternative generations explaining why children appear to be the 'early adopters' of online platforms and applications, and those who often drive internet trends that are later adopted by adults (Ofcom, 2021)

As technology continues to develop, so does our access to services, materials and other people. Each year, new, improved and more advanced applications, devices and systems are made available to the public. Users are able to download applications which allow them complete everyday tasks that would not previously have been possible. We can now work, turn on our heating, order food and supplies, make payments, attend events and even

socialise from the comfort of our own homes. Not only are we able to complete everyday tasks through a range of free applications there are numerous devices to which we can install these apps; desktop computers, tablet-type devices, mobile telephones, laptops, I pod's, games consoles and even televisions and watches. The availability of such devices alongside sources of free and readily available Wi-Fi ensures that the internet is now well and truly engrained in daily activity. The global pandemic has continued to highlight a need for online access and as such, increased the use of, and reliance upon online services (Ofcom, 2021). Furthermore, the dependence on online systems for education, entertainment, work, communication and socialising is likely to have increased the need for internet access across the globe.

Applications and Devices

Numerous applications and platforms are available which provide children with a place to create and/or share user generated content as well as for communicating with others. When examining children's application use, Facebook remains the most used platform globally, with over 2,8000 million users. Other highly popular platforms are YouTube, What's app, Instagram and Facebook messenger consecutively (Ofcom, 2021), all of which are available and widely used within the UK. Tik-Tok, a relatively new application to be used in the UK, was one of the platforms with the largest increase in number of users in 2020 according to Ofcom's report. More than half (54%) of 16–24-year-olds, said they had an active Tik-Tok profile. Similar to YouTube, users of Tik-Tok do not need a profile to use the application, meaning that the actual number of users is likely to be higher. The popularity of social networking sites amongst children and the aforementioned noteworthy increase in networking site use pose questions relating to online child safety for parents, professionals and policy makers. These concerns are not unjustified when we consider that in 2020 alone, YouTube removed 34.8 million videos, while Tik-Tok removed 194 million videos for child safety reasons (Ofcom, 2021).

Access to the internet not only provides children with increased opportunities and advantage but also increases the potential for harm and risk. Increased accessibility is both a concern and an advantage given 80% of 9-to 16-year-olds in England were found to have access to mobile internet in their rooms, and that when using this, they spend most of their time on social media sites (Özçalık & Atakoğlu, 2021). The use of smartphones has further amplified

concerns by increasing children's access both generally and privately. Smartphones increase accessibility for younger generations, providing a remote, transportable and private connection to the opportunities and risks presented online. Social media use is also been found to dramatically increase in the mid-teens; Bentley et al, (2019) showed that 90% children between 11 and 16 years have social media accounts. Such apps facilitate communication and relationships amongst children including those which may be sexual in nature which children must learn to understand and manage. For example, nearly 15% of young people between 11 and 18 years revealed that they have been asked to send a text which included sexual content (El-Asam et al., 2021)

Online Activity

Children, particularly those in adolescence spend large amounts of time on the Internet for leisure and forming social relationships (Kardefelt-Winther, Rees, & Livingstone, 2020). Undeniably, the internet is a valuable tool for information, advice, guidance, and education as well as providing a space for children to engage in other, more sociable activities. On a daily basis children admit to watching videos, listening to music, communicating, visiting a social networking site and playing online games (Livingstone et al., 2010; 2020). The internet supports socialization and interaction and is a space used by children in which they can communicate and interact with peers (Alonso & Romero, 2019).

Adolescence is a period of great change in terms of social, physical and personal development, including the phase of sexual development (Alonso & Romero, 2019). The use of the internet supports these stages of development and there are positive benefits to children's online interactions, such as encouraging identity formation (Koops, 2009). Furthermore, Livingstone et al, (2005) suggest that children can be competent and creative when engaging online and argued that they have competent digital literacy skills, stemming from engagement on social media, that older users fail to appreciate. The researchers suggest that adults often underestimate children's skills and abilities to keep themselves safe from harm and to mitigate risk. This perspective is supported by research demonstrating that children can, and do use social media in positive ways to protect their mental health and manage stress (O'Reilly et al., 2021).

Implications

The proliferation of the Internet has transformed child sexual abuse into a crime without geographical boundaries (Lykousas & Patsakis, (2021). Smart phones and mobile devices have opened up several routes of portable communication, providing children and adults with around the clock access. This range of mobility and access has increased privacy, reduced parental monitoring and is likely to have increased the chances of having negative experiences online. Despite positive associations and implications, there are also concerns and significant risks to children that accompany the use of the internet. The development of technologies has made some criminal acts easier; fraud, stalking, identity theft for example, and has also given rise to new criminal behaviours such as hacking and cyber-attacks (Europol, 2016). The Internet has also introduced new opportunities for children to gain access to inappropriate content, including that which is sexually explicit or sexually harmful. Around a quarter of children aged 11-16 with a social networking profile experienced something upsetting on it (Livingstone, 2019). Access and accessibility have also increased risks arising from contact, content and conduct. Within a study conducted across Europe, Smahel et al, (2020) found that when compared to data from 2010, children and young people reported more excessive internet use, hate, sexual and money related risks, increased risk of meeting strangers, amongst more impact on eating and sleeping habits.

In reference to early social media use, online networking is reported to provide increased opportunities for social interaction for those who may previously have been isolated, indicating that those who lack strong offline relationships will seek them online (McKenna & Bargh, 1998). This presents as both a positive and potential risk factor for children as conventional social barriers that govern behaviour appear to have differing thresholds online, compounding concerns that these new areas for sexual expression and deviance will result in increased risks to the safety and welfare of children that engage in this environment (CEOP, 2006).

The forming of relationships online has become particularly prevalent in recent decades as it no longer appears taboo or controversial and has increased acceptance and utility amongst adults. Concerns around online relationships and interactions are similar for children as they are for adults, in that they may be unknowingly forming bonds and sharing personal

information with individuals with devious intentions, such as those hoping to identify potential victims for sexual assault (Beech et al, 2008). Difficulties in respect of online sexual exploitation also stem from the fact that grooming type behaviours and the stages within the grooming process mirror those of normal online relationship formation between children (Bryce, 2010) and inappropriate approaches and grooming from adults are sometimes difficult to identify. Those with sexually deviant intentions can also utilise the Internet to locate victims for online or offline sexual abuse, or to engage sexual communication (Beech et al., 2008). Kierkegaard, (2008) argued that advances in online technology aid those who intend to exploit children as they can access and have increased opportunity to potential victims. Cooper (2003) supports this when describing the Internet as a 'triple A engine' proposing it as a tool which provides sexual offenders with accessibility, affordability and anonymity. Further concerns arising from the increased use of the internet is the speed at which sexually explicit and abusive content can be created and distributed (Quayle & Taylor, 2002). The internet allows for a global access, distribution and communication, allowing those with a sexual interest in children to receive validation and connectedness with like-minded individuals (Berson, 2003). Not only does the internet increase a potential offender's ability to contact and interact with children but it helps to facilitate newer kinds of abuse such as the creation of pseudo images and the live streaming of contact abuse.

Context around the scope of the issue of child sexual abuse imagery can be seen from examining figures from Interpol's International Child Sexual Exploitation Database. As of July, (2019) the database held data on approximately 20 thousand victims and 9 thousand offenders. The actual number of images and victims is hard to quantify as not all have been discovered and the rates at which images are being produced and disseminated is believed to be vast. Interpol (2018) suggests that children depicted in the images are of various ages, with different ethnicities, skin colours and genders demonstrating that the problem is not limited to particular groups of children in relation to demographical information. The history behind the images gathered varies, with uncertainties surrounding what images are abusive, which are exploitative and which exploratory as images may be self-produced and even self-distributed. Others may have been produced through grooming, coercion or blackmail and some may be images that were taken during contact sexual abuse. The origin of the images is likely to dictate the severity of harm caused to children with those which are self-produced

and self-distributed by teenagers likely raising less concerns to law enforcement and professionals. Although it is important to note that 'harm' may be difficult to establish and individual children are likely to experience different types of abuse and exploitation differently.

Summary

The increased use of the internet and rapid development across systems, applications and technologies promotes increased risk and vulnerability to all those using online services. Children and young people have become 'digital natives' (Thurlow & Mackay, 2003) and there is increasing convergence between their online and offline lives (Whittle et al., 2013) that is likely to continue to present as an increased risk to children and young people's safety (CEOP, 2013). The internet has provided those with a sexual interest in children a platform to select, target, groom and sexually exploit children (Quayle et al., 2000; Webster et al., 2012; Winters et al, 2021) in a way which was not possible prior to its development raising concerns about the types of interactions that children may encounter (Greene-Colozzi et al., 2020). The nature of the internet also increases the likelihood of prolonged and repeated victimisation through the dissemination of imagery with potentially worldwide range. Research included in the following chapter indicates that some children are more vulnerable to online risks and harm than others (Malesky, 2007; O'Connell, 2003; Baumgartner et al, 2010; Alonso & Romero, 2019) and that clusters of vulnerability factors can increase susceptibility to online exploitation and grooming. As such, there is an increased need for research with these vulnerable groups in respect of their experiences online, the perceptions of online risk and how vulnerable children navigate their online worlds. This is particularly important for very vulnerable groups like children looked-after whose circumstances and histories make them less likely to have access to online safety education and ecological systems which serve to protect them. A better understanding of these groups, and the support that children looked-after receive will help to develop strategies, policies and resources to support this group in the future and lead to better identification of victims, improved prevention of online sexual exploitation, solicitation and victimisation as well as better informed treatment.

Thesis Overview

This thesis consists of eight chapters. Chapter two presents an integrative literature review of focusing upon online child sexual exploitation, solicitation and grooming to provide the context for the programme of research included within the thesis. This process was chosen in order to also consider forms of 'grey literature' not subject commercial publishing (Boland et al, 2017) such as the information provided by the Children's Commissioner (2020), The Department for Education, and associated children's charities for example. Models of sexual offending are briefly discussed however this review will focus more specifically upon theoretical models and frameworks which influence online child sexual exploitation such as those relating to child development and to child sexual offending. This chapter will later pay increased attention to areas of vulnerability for online child sexual exploitation and identify gaps in the literature to provide a rationale for this thesis.

Chapter three describes and evaluates the methodologies used in the thesis. The chapter provides an examination of methods used within existing research which has informed the rationale for the analytical methods used in the current studies. General procedures, approaches to ethics and research designs used are also critically evaluated. Detailed and specific methodologies for each phase of the research are included within the related study chapters.

Chapter four details the first qualitative study which aimed to explore online sexual exploitation, solicitation and victimisation. This study consisted of a series of focus groups completed with young adults to gather current and retrospective information about online communications, interactions and relationships online, with a particular focus upon adult-child interactions, relationships and online risk-taking behaviours. This study partly acted as a preliminary study, using questions proposed for later research with children in studies two and three.

Chapter five outlines the second qualitative study. Using action research, this study aimed to gather feedback from children with pre-existing vulnerabilities (children looked-after) in respect of the semi-structured interview questions and the quantitative questionnaire proposed and developed for study three. Feedback from this group was used to further

develop the materials, improve the integrity of study three and to improve the relevance and quality of data. Furthermore, the study also aimed to explore the opinions of children-looked after in relation to the research topic and study in general in order to contribute to the current state of knowledge and enhance future research with this vulnerable group hereafter.

Chapter six presents the third study. Consisting of a multi-method approach; semi-structured interviews were held with two participant groups (children who are looked-after, and non-looked after children). Participants were asked about their online experiences, risk-taking behaviours, relationships, and thoughts, feelings and views about being online; with a focus upon online exploitation, solicitation and victimisation. Participants were also asked to complete a quantitative questionnaire around the same topics approximately four to six weeks later. The aim of the quantitative questionnaire was to provide participants with a more anonymous and private medium to disclose sensitive information and to cover specific details not discussed within the semi-structured interviews. The questionnaire also allowed for participants to share information in respect of their experiences and those of their peers to determine validity and compliment the qualitative aspect of this study. Children's views and experiences were considered as a whole and also as individual groups. Qualitative and quantitative analysis were considered separately and analysis was later triangulated.

Chapter seven details the final quantitative study in which a sample of residential child care employees were asked to complete an anonymous online quantitative survey about their experiences of working with children looked-after. This study specifically focused on child care professionals' views in respect of how children looked-after are supported with online relationships, their experiences of working with children with pre-existing vulnerabilities to online child sexual exploitation and whether residential child care workers have the necessary skills, knowledge and tools to support this vulnerable group following the findings from study three. Correlational analysis examined relationships between variables in relation to the full sample of employees. Further correlational analysis was completed to assess professionals currently working with children at risk of online sexual exploitation or currently subject to online sexual exploitation.

Chapter eight presents the general discussions and conclusions of the full programme of research included in this thesis. It includes a critical analysis of the research programme and presents proposals for future research, limitations and original contributions of this work to wider literature and practice.

CHAPTER 2: LITERATURE REVIEW

Online Risk

In the last decade, the rate at which the Internet and online technology has evolved and continues to do so, is significant, particularly considering the use of social media platforms such as Instagram, Snapchat, Facebook, and Tik-Tok (Ofcom,2021). The proportion of time that children are spending engaged in online activities is increasing (Ofcom, 2021) and the distinction between both online and offline worlds is diminishing. Parents, researchers, professionals, and policy creators are likely to struggle to keep up with such developments and the impact that these emerging technologies can have on children, their safety and their well-being, as new challenges and risks quickly and continuously arise (Alsehaima & Alanazi, 2018).

Social networking sites have added to concerns relating to children's online communications by providing one-to-one, one-to-many and, especially, some-to-some communication (Livingstone et al., 2013). Furthermore, of those who use social networking sites, a quarter of children reported that they communicate online with others who are not connected to their offline lives (Livingstone, 2011). Like other platforms, social networking sites provide both risk and opportunity for children. The outcomes of which rely heavily on children's and their care-givers abilities to effectively manage their online activity. Measures to protect children from online risks are in available; education, monitoring software, safety and restriction settings, support services and reporting tools but little is known of their effectiveness, or their utilisation (Livingstone et al., 2013). Even less is known about how these protective measures are adopted by children who are more likely to engage in risky online behaviour or those who are most vulnerable to online harm.

Exposure to harmful content

Children are at risk of being exposed to harmful content and material when online. The ease at which the internet allows for quick publication and distribution of harmful content can lead to children being exposed to information or imagery which they would not be subject to offline. Children can be exposed to different types of harmful content such self-harming, drug-taking, or suicide (El Asam & Katz, 2018) whether they have directly sought this information

or not. Ofcom (2021) showed that an average of 21% of 11–16-year-olds had been exposed to one or more types of harmful or inappropriate content. Furthermore, Livingstone, (2020) looked at six different types of harmful content viewed by 12–16-year-olds across 9 countries. In the previous year 17% of children had seen hateful messages that attack a certain group or individuals, 13% had seen gory or violent images, 12% had seen information about ways to be very thin, 11% had seen information relating to experiences of others taking drugs, 10% had viewed information relating to causing physical harm or a person hurting themselves and 8% had viewed information relating to ways of committing suicide although the impact of viewing this content was not measured. Inappropriate or harmful material which has been publicised online can be shared across numerous platforms which increases the risk for further harm as a result of repeated exposure to material or to potential repeated victimisation in the case of abusive material depicting a victim. Exposure to the harmful material or content over the internet can also have implications for children in terms of desensitisation.

Sexting

Self-produced sexual images can occur under coercive as well as in a romantic context (Wolak, Janis et al., 2010). Definitions which denote ‘sexting’ are often varied but it is important to establish a clear difference between the coercive and non-coercive production and sharing of sexual images of children, sometimes described as non-consensual and consensual sexting (De Santisteben, 2018). Furthermore, motives behind the creation of sexting materials may vary, such as experimentation or exploitation (Cooper et al, 2016). Sexting has been described as ‘sending and receiving sexual content’ (e.g., photos, videos) via the Internet and mobile devices (Gamez-guadix et al, 2017). Distinctions have been made between active sexting (the sending of sexually explicit imagery or text messages) and passive sexting (the receipt of sexually explicit imagery or text messages) (Temple & Choi, 2014).

Madigan et al., (2018) reported an increase in sexting practice amongst children with 14.8% sending, and 27.4% receiving sexts respectively, and with sexting rates increasing as children get older. The body of research regarding sexting behaviours has increased over recent years, particularly within research focused on older children. Consensual sexting could be described as experimental particularly when sent within peer groups, and denotes a lower likelihood of

harm. However, literature suggests that some sexting behaviours can be a risk behaviour leading to online exploitation. De Santisteban (2018), when examining Internet usage, showed that children who had been involved in sexting were more likely to experience sexual solicitations and sexual interactions from others. In this context, children and young people who consensually 'sext' represents a group with increased vulnerability and potential predisposition to risk-taking behaviours. This is further exacerbated by their susceptibility to peer pressure, and their growing sexual curiosity and experimentation (Gassó et al., 2019). One of the more specific risks arising from sexting is that of 'sextortion'. Sextortion victims may experience distribution of imagery without consent or even via blackmail. In the case of grooming, sexting and sextortion may often be used as tools within this process or a predecessor to sexual abuse (Tamarit et al., 2021).

Online Sexual Solicitation

Online sexual solicitation is one such form of abuse that children and adolescents can experience on the Internet, which has severe consequences for the victims (Donmez & Soylu, 2020; Stahl & Dennhag, 2020). Sexual solicitation has been described as an unwanted request act sexually online (Baumgartner et al., 2010). It is the process of encouraging an online contact to talk about sex, engage in sexual activities, sexual talk or to give personal sexual information (including exchanging imagery and in person contact) (Ybarra et al., 2007). Sexual solicitation can include, among other things, asking for information about previous sexual experiences and requests for sexual images and videos (Quayle & Newman, 2016). Sexually-oriented interactions with children initiated by individuals occur through various mediums; social media, chat rooms, instant messages and email for example. The aims of solicitation could be to facilitate offline sexual abuse however it can also be to incite children to self-generate child sexual abuse imagery, to engage them in sexual conversations or other online sexually abusive activities such as cybersex. Several studies have investigated the prevalence of sexual solicitation, most of which have focused upon children. In a national study among children in Holland sexual requests received online were examined. The results showed that approximately one in ten children had received requests to undress on a webcam and around half of these suggested that these requests were common (Madigan et al., 2018). Furthermore, in relation to prevalence a Jonsson and Svedin (2017) found in their study of nearly 6,000 Swedish 18-year-olds that nearly one quarter reported experiencing online

grooming, with nearly 10% experiencing sexual victimisation online. Interestingly, this group had also experienced other forms of abuse or maltreatment including bullying and poor relationship with caregivers. More recently (Greene-Colozzi et al., 2020) retrospectively explored how sexual solicitation and grooming are experienced during childhood using a sample of over 1100 young adults. The results showed that 17% of participants had experienced sexual solicitation when younger whilst visiting a chat room.

Whilst there is more up-to-date research in respect of online solicitation (Greene-Colozzi et al, 2020; Kloess et al., 2017) very little recent research has directly investigated the experiences and perceptions of children in respect of online solicitation other than through the use of telephone interviews, victim reports of online grooming or via perpetrators (Whittle et al, 2013; Kloss; 2017). In respect of vulnerability to solicitation, Lansdown (2011) identified three key factors which increase risk to solicitation; higher levels of conflict with parents which impacts on supervision, communication and emotional bonds, having a history of prior sexual abuse, experiencing parental conflict, physical abuse or pre-existing mental health problems. Demonstrating that specific vulnerability factors may play a role in increasing children's risks to online sexual solicitation.

Online Child Sexual Exploitation

Various aspects of child sexual exploitation and victimisation and subsequent supporting literature are discussed in more detail throughout the thesis. This section acts to include a brief description and the necessary definitions. Child sexual exploitation is easy to confuse with terms such as child sexual abuse or grooming. However, the phenomenon has its own distinct set of characteristics. Whilst it is a form of abuse and can also be seen in conjunction with other offences, sexual exploitation can also take many different forms. It can occur online or in person, or a combination of each. Child sexual exploitation may also include non-contact sexual activities with children such as encouraging a child to behave in sexually inappropriate ways, forcing a child to watch sexual activity or look at sexual images, or grooming a child to prepare them for online or offline sexual abuse.

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Department for education, child sexual exploitation definition and guide; Valle et al., 2017). Formatting...

Sexual exploitation is covered in UK law under a series of relevant offences such as; paying for the sexual services of a child, causing or inciting sexual exploitation of a child, controlling a child in relation to sexual exploitation or arranging or facilitating the sexual exploitation of a child. All offence definitions are broad and make reference to the offence being 'in any part of the world' (Sexual Offences Act, 2003; 2017).

Grooming

Sexual grooming, recognised in the early 1980's, became better understood following the development of initial sexual offence theories which followed shortly after (Finklehor et al., 1984; Marshall & Barbaree, 1996; Ward & Siegert, 2002). Grooming largely refers to the behaviours that an offender employs in preparation for committing sexual abuse against a child (McAlinden 2006) with multiple organisations and researchers attempting to determine the most appropriate definition. One which captures the scope of grooming online and is subsequently adopted within this research, is that proposed by Craven et, al (2006) which states grooming is;

A process by which a person prepares a child, significant others, and the environment for the abuse of this child. Specific goals include gaining access to the child, gaining the child's compliance, and maintaining the child's secrecy to avoid disclosure. This process serves to strengthen the offender's abusive pattern, as it may be used as a means of justifying or denying their actions.

UK law has been recently developed in an attempt to incorporate grooming and as such ensures grooming tactics and process are now punishable by law. This has been done via the introduction of 'sexual communication with a child' now introduced to the Sexual Offences Act (2003) in April, 2017 and also incorporates grooming with a particular focus on physical contact following grooming offences. Therefore, it is covered in UK law under the acts of 'Sexual communication with a child' and 'meeting a child following sexual grooming etc.' This is because the behaviour and purpose of grooming is seen to remain relatively consistent across both online and offline environments (Bryce, 2010).

The online grooming process often involves the use of persuasion and manipulation strategies by the adult (Kloess et al., 2014). A more specific definition of online grooming has been suggested by Wachs, Wolf, and Pan (2012) which suggests 'establishing a trust-based relationship between minors and usually adults using ICTs [information communication technologies] to systematically solicit and exploit the minors for sexual purposes'. Frameworks and theories are clear that grooming generally begins with a non-sexual approach. Using subtle strategies, such as sympathy, reciprocity, and consistency, the adult gains the confidence of the victims and creates a bond with them so that the victims may not be aware of the abusive nature of the relationship (De Santisteban, Almendros, & Gamez-Guadix, 2018). It is difficult to differentiate normal adult/child interactions from those that are sexually motivated, as the behaviours may appear consistent, but the underlying purpose of sexual grooming is deviant in nature (Winters et al, 2021). It tends to be deceptive and manipulative in a bid to form trust and connectedness with a child, involving both persuasive and manipulative strategies (O Connell, 2003; Kloess et al., 2014). The process involves a set of stages which serve to ultimately prepare the child for sexual abuse (Lanning, 2010).

Kloess et al., (2017) assessed the online behaviours and responses of 23 online grooming victims. Findings from this study were that the majority of victims interacted with groomers out of sexual curiosity and exploration. A limitation of these findings however is that victim perspectives are inferred from analysis of chat logs rather than through direct perspectives. However, this study inferred victim perspective based on behaviours and responses in chat transcripts rather than directly measuring youth perspectives. Counteracting these limitations Villacampa & Gomez (2017) explored the experiences of nearly 500 children in a survey

relating to online sexual grooming. Findings from this study indicated that a small percentage (10%) of participants experienced online sexual grooming from an adult. However, online grooming is a complex process that might not be apparent to the individual being groomed (Greene-Colozzi, 2020). This could be further exacerbated because of advances in technology and therefore the process online may make it difficult for children to identify grooming, particularly when this does not reach the later stages such as offline sexual highlighted clearly within models (O Connell, 2003; Winters et al, 2017).

Investigations have shown that sexual solicitation and initiation of sexualized conversations are common methods used by individuals convicted of sexual offenses to manipulate minors into participating in online sexual relationships (Black et al., 2015). Furthermore, the similarities between online grooming stages and the way in which legitimate online relationships are generally formed can make it challenging for a young person to identify sexual exploitation online (Bryce, 2010). The only difference may be the motivation underlying the behaviour (Craven et al., 2006). Attempts to provide a deeper understanding include the development of frameworks and theories such proposed by Craven, Brown & Gilchrist (2006), Olson et al, (2007), EOGP; webster et al, 2012), Elliott (2017) and Winters & Jeglic (2017). Additionally, O Connell (2003) also proposed a model which has been specifically used to understand grooming which takes place online. These models are discussed in more detail later within this chapter.

Theories of Sexual Offending

The reasons as to why offenders commit sexually deviant offences remains a topic of debate and continual investigation, particularly for offences committed against children. Over recent decades this research has extended to the online world. To understand the extent of online child sexual exploitation and the proposed theories it is important to consider offline sexual offence theories most supported within the literature. Biological, behavioural, evolutionary, cognitive, social-learning, personality and feminist single-factor theories have attempted to explain sexual offending. However, the consensus suggests that single-factor theories (Marshall, 1989; Cossins 2000) are less likely to explain this complex phenomenon and lean more towards multifactorial approaches and explanations (Finkelhor, 1994; Hall & Hershman, 1991; Marshall & Barbaree, 1996; Ward & Hudson, 1998). Wider understanding of generic

sexual offence serves to support understanding across online offending and provides valuable insight into online offending processes, and potentially the online methods and motivations of online child sexual exploitation. Below, key, sexual offence theory is briefly outlined; Finkelhor's Pre-condition model and is explained in more detail because of its later application to online offending (Olson, 2007) and applicability to the grooming process which others aforementioned sexual offence theories fail to do (Craven et al, 2006). Following, this chapter continues to outline more specific theories and frameworks relevant to online child sexual exploitation and abuse.

Finkelhor's Pre-condition Model (1984)

Finkelhor's (1984) Pre-conditions model (1984) in which four pre-conditions are used to explain child sexual abuse has been of significant influence to sexual offence understanding. Within the sociological model, Finkelhor (1984) suggests that in order for child sexual abuse to take place, the presence of the four pre-conditions need to be recognised as offenders progress through all four defined conditions; motivation, internal inhibitions, external inhibitors and resistance in order to offend. Within this model, characteristics of the offender, victims and their families are acknowledged and not treated independently.

The first of the conditions, motivation, is representative of the fact that a potential offender requires motivation to sexually abuse a child for the process to begin and claims: sex with children is emotionally satisfying to the offender (emotional congruence); those who offend are sexually aroused by a child (sexual arousal); individuals have sex with children because they are unable to meet their sexual needs in socially appropriate ways (blockage); and finally, these individuals become disinhibited and behave in ways contrary to their normal behaviour. The potential offender then has to overcome internal inhibitions and following this, overcome external barriers and lastly, the child's resistance must be undermined or overcome in order for sexual abuse to occur. The theory is clear in that all four preconditions must be satisfied in order for abuse to occur.

The initial motivational condition is crucial, and sexual inclinations and motivations towards children are required for any further preconditions to be relevant. The motivational aspect of this model encompasses further components noted as; emotional congruence, sexual arousal

and blockage. Emotional congruence could be said to be broadly defined as 'non-sexual motivation for the initiation of sexual offending' (Finkelhor, 1984) and includes a preference for children over adults, spending a large amount of time with them, seeking interpersonal and friend-type relationships (Knight & Prentky, 1990). Emotional congruence appears to explain those offenders who seek out children who are easily manipulated and are more likely to be drawn into what the offender perceives as a relationship because of their difficulties in building and sustaining relationships with adults. The sexual arousal aspect refers to the sexual motivation and interests of the offender (such as children) and their representation of sexual gratification. This distorted sexual response has been attributed to various maladaptive experiences in childhood (Ward et al, 2006) i.e.; exposure to sexual activities involving children or a sexually rewarding encounter with another child. These potential experiences can create or condition connections between children and sex, leading to these abusive experiences potentially becoming a primary or single source of excitement and gratification. Drawing from various other models and perspectives, Finkelhor suggests that there may be developmental or situational blockages which prevent an offender from meeting their emotional and sexual needs in more prosocial ways. 'Blockage', may be a result of several factors; fear of females, inadequate social skills, castration anxiety and marital problems for example (Ward et al, 2006). It is associated with the offender's inability to gain sexual gratification elsewhere. However, researchers have put this condition under question and state that child sexual abuse may be a result of an un-met need, such as one to degrade, and that abusers may not all be sexually aroused to do so (Carich and Calder, 2003).

Whilst the motivational stage is deemed most crucial, Finkelhor suggests that the later preconditions must also occur, and that it is unlikely that with just motivation alone, child sexual abuse will occur. An offender must overcome conventional internal inhibitions which prevent sexual contact with a child. Factors that may explain why some overcome these inhibitions may be alcohol and substance use, impulse disorder, psychosis or the presence of severe stress for instance. Some of which factors may be temporary or more enduring and all are individual and dependent on the abuser. These factors may reduce or disengage the offender's ability to control desires or urges for child sexual abuse. Cognitive distortions are also referenced within this condition. Referring to a more feminist assumption, pre-existing attitudes and socially-entrenched beliefs may lead to distorted thinking regarding the

patriarchal rights for fathers and the social toleration of sexual interests in children. These distortions may prevent self-regulation and cause men to interpret potential sexual situations with children in self-serving ways (Ward & Hudson, 2006).

External inhibitions must be overcome to progress through the third pre-condition within this model. Meaning that offenders must create a situation or environment in which abuse can occur. Within this stage the environment and supervision of the child needs to be managed whether abuse is pre planned or opportunistic. A number of factors may make it easier for an abuser to avoid detection, reduce the supervision of parents and to overcome the external influences that protect a child from sexual abuse. These include: an absent or ill mother, a mother who is emotionally distant, poor supervision of a child, a socially isolated family, unusual sleeping arrangements or opportunities for the child and abuser to be together. Broader social factors include a lack of social support for mothers, reduction or lack of family networks, family sanctity related beliefs, lack of sexual equality for women and reluctance to intervene to protect children (Ward et al, 2006).

The final precondition following motivation and a successful defeat of both internal and external inhibitors, is to overcome any resistance from the potential victim. Offenders may use a variety of techniques to obtain co-operation and gain control such as gift giving, desensitising the child to sex over time, establishing emotional dependence or potentially by using violence or threats. Techniques in this stage largely represent conventional grooming techniques which will be explored in more detail later within this chapter.

Marshall & Barbaree's (1990) Integrated theory focuses upon the offenders innate, internal process and prior triggering developmental experiences. Suggesting that sexual offending is due to the presence of vulnerabilities which develop as a result of early adverse experiences which leave the individual unable to manage puberty and the associated surge of hormones, resulting in a lack of understanding of the emotional world. Sex and aggression drives, which share the same structures in the brain are said to become fused. Emotional and sexual needs are therefore satisfied in deviant and inappropriate ways.

Hall & Hirschman's Quadripartite Model (1992) suggests four vulnerability factors, in conjunction with opportunity as a precursor for child sexual abuse. Vulnerability factors are sexual arousal, distorted cognitions, affective dyscontrol and personality problems. Such factors, individually or in conjunction with one another, are required to exceed a threshold in order for the offender to sexual abuse a child.

Ward and Siegert (2002) proposed a more comprehensive theory of child sexual abuse by "knitting together" the strengths of each of the above theories. They propose that there are five pathways to sexual offending against children; hence, the theory is called The Pathways Model. The model identifies dysfunctional psychological mechanisms as a precursor for child sexual abuse offending with all mechanism involved at varying levels; emotional regulation, intimacy deficits, cognitive distortions and sexual arousal. Five pathways are defined depending on the dominant mechanism or where all mechanisms are equally dysfunctional.

Theories of Online Sexual Offending

Over the past two decades theories of grooming which can be applicable to the online environment have continued to emerge. This section recognises the contribution of such theories however for the purpose of this thesis will focus upon those specific to or which can incorporate, online grooming (O Connell, 2003; Olson et al, 2007; Webster; 2012; Elliott et al, 2017). A discussion of the Sexual Grooming Model proposed by Winters et al, (2017), although predominantly a theory of offline grooming, is also discussed due to its validation.

Craven et al, (2006)

Craven, Brown and Gilchrist (2006) summarised the knowledge and understanding of grooming and child sexual offending theories which resulted in the utilisation of Finkelhor's (1984) preconditions for sexual offending to devise a theory specific to the grooming process. Within this model, grooming is described as a threefold process, with each stage corresponding to those identified with the pre-conditions model; grooming the self, grooming the surroundings including significant others, and grooming the child. These processes facilitate the meeting of the child and ultimately the control of their victim's behaviour and environment (Whittle et al., 2013). The self-grooming aspect of this proposed offence process relates to the offender's justification or denial of their own grooming behaviour and plays a

role in the offender's transition from motivation to abuse to actual targeting a victim. By using the term grooming in relation to 'the self', Craven et al, (2006) have highlighted the important commonality between the process an offender uses to prepare a child for abuse and the process they use to prepare themselves for carrying this out. The researchers suggest there are further implications here, presented by the 'community' and the child themselves and whether or not victimisation is successful. Success is likely to reinforce the offence process by increasing sexual interests in children and motivations to further offend whereas unsuccessful potential abusers may be more likely to result in desistance from offending or the development of skills and/or strategies to improve the chance of success in the future (Craven et al, 2006).

Offenders are suggested to have distinct abilities to identify children whom are vulnerable (Conte et al, 2006). In this model, the process of grooming the environment and others is said to begin following the offender's identification of a vulnerable child. Once a child is identified, offenders will then groom the environment and the child's significant others in order to gain access to the targeted child. This includes integrating themselves into the child's community and associating with those with key relationships to the child in order to gain access.

Lastly, within this model Craven and colleagues refer to the process of grooming the child, which can vary depending on the characteristics of the victim and motivations of the offender. Grooming the child is perhaps the most widely acknowledged aspect of grooming and takes two different positions: physical and psychological. Physical grooming relates to the increase in sexualisation of the relationships between the offender and victim. Whereas psychological grooming refers to the steps taken to increase sexualisation such as providing justifications for behaviours in the form of what the offender perceives to be sexual education or by desensitising the child gradually to increasingly sexualised situations or physical touch with the ultimate aim to be compliance. Psychological grooming is also used to prevent disclosures from children by grooming the child to want to be around them and isolating the child from others.

O'Connell (2003) Model of Cyberexploitation

O'Connell (2003) was one of the first to explore sexual grooming processes online to create a model of Cyberexploitation. The model highlights how victimology has changed on three levels; accessibility, opportunity, and vulnerability because of technological advancements and changes (Whittle et al, 2013) with accessibility being a key factor in the model. Following victim identification, an offender will proceed through seven stages relating to friendship forming, relationship forming, risk assessment, exclusivity, sexual fantasy reenactment, and damage limitation. Within each stage there are specific strategies or characteristics that the offender utilises to enable the grooming process (Black et al, 2015). The friendship and relationship forming stages, the potential perpetrator ascertains information about the victim. Offenders try to get know their victim and gather information relating to personal characteristics as well as interests, likes and dislikes as they progress through the relationship building aspect. This includes forming bonds and connectedness with the child and gathering more personal information and insight relating to things such as friends, family and school in order to relate the victim. This stage may be re-visited on multiple occasions, and aids the offender in establishing trust.

The risk assessment stage is where the offender starts to enquire about potential risk factors for detection such as, the victim's location, schedule, parent's schedules and whereabouts for example. During this stage the offender may begin to test the victim, and introduce sexual discussion to assess the likelihood of sexual activity and interactions. This is followed by the 'exclusivity stage', whereby the offender makes efforts to create an exclusive relationship with the child, reducing the likelihood of disclosure to others. O Connell (2003) further suggests that the offender may use different methods and strategies within this stage to maintain their victim's silence.

In the final (sexual) stages, it is suggested that the offender makes their motivations and intentions more obvious within interactions. Examples of this are engaging the victim in more sexually orientated chat and sending sexual imagery. The offender may discuss meeting arrangements where their ultimate motive is for contact sexual abuse. The processes and stages outlined are sequential, regardless of the time taken to reach the end of the process and satisfy motivations (O Connell, 2003). In addition to O Connell's (2003) original framework

later adaptations were made (O Connell, 2010) to include a last stage categorised as damage limitation or conclusion. The addition of the final stage is described as a follow up stage, where an offender seeks to strengthen the relationship with the child. The aim is to reduce the child's fear and minimise the chance of detection or disclosure. Although the research implies that the stages are sequential, later applications of the model have found stages to be non-sequential and dependent on the characteristics of the offender (Williams et al., 2013).

European Online Grooming Project Typology (Webster et al, 2012)

The European Online Grooming Project (Webster et al, 2012) utilised three phases of research including a review of the literature, qualitative interviews with those convicted of online grooming and focus groups with children across three countries in its development. Six features of online grooming were identified alongside two important concurrent factors: offence maintenance and risk management. Movement through the different features of online grooming was cyclical and involved a pattern of adoption, maintenance, relapse, and re-adoption (EOGP, Webster et al, 2012). The six features of online grooming identified were (1) offender vulnerability; relating to situational factors (i.e., losing a job) or the breakdown of interpersonal relationships; (2) scanning; relating to the environment in order to make an informed decision of who to approach in relation to potential online targets using three different types of appraisals; virtual-sexual, idealistic/romantic, and physical characteristics. In contrast to those scanning, there were also men who did not hide an immediate and explicit desire for sexual contact with young people; (3) identity, in which offenders shaped their identities in order to present more positively to children. Making either major, minor, or no changes to the way in which they self-represent; (4) contact; in terms of the mode of contact, the number of identified children contacted, the style of contact, and the time point within the process at which contact was attempted; (5) intensity; desensitization through visual images, language, and use of incentives; and (6) outcome; collecting images, sexualized discussion, meeting, etc. For some online groomers, being able to continue to collect images and engage with young people in a sexual way was the desired outcome.

Furthermore, the project suggested that internet offenders fall broadly into two categories; those who use the internet to groom children in preparation for sexual abuse and those who

produce and/or distribute child sexual abuse images. Specifically in relation to grooming offence findings, typologies of both online groomers and victimised children were proposed. In respect of groomers, three types of groomers were identified across eight behavioural dimensions. Behavioural characteristics include; whether the offender had any previous convictions for sexual offending; used their own or another identity; the nature and extent of indecent image use; if they contacted other offenders online; the type of offence-supportive beliefs described; the speed of contact made with young people; how contact was made and sustained; and the outcome of the offence as such contact or online only offending (Webster et al, 2012).

The three typologies generated from these in respect of online groomers were labelled intimacy-seeking, adaptable style and hyper-sexualised. Intimacy-seeking offenders had no prior convictions for sexual offending. Identities and characteristics were not changed online as this group wanted to be liked for who they were. A significant factor in offence process for this type of online offender is that distortions and offence supportive beliefs relate to their and interactions with children being consensual. Webster et al, (2012) describe this as a belief of the offender that contact with the victim is due to a 'consenting relationship'. Because of this distorted view, these offenders were not involved in other online sexual offending or behaviours that may indicate this such as possessing child abuse images or contact with like-minded sexual offenders online. Time online was spent talking to the child and served to develop an intimate relationship. Other offenders were characterised by the researchers as 'adaptable style' offenders. Generally, offenders in this group have prior convictions relating to sexual offending against children. Within their offence supportive beliefs, their own needs are high priority and children are viewed as mature and capable. Contrary to the intimacy-seeking group these offenders did not aim to establish a 'relationship'. The researchers suggest that the prevalent feature in respect of these individuals is the adaptability in respect of their identity and grooming style which is dependent on initial responses from children and how children presented and represented themselves online. Depending on the response from potential victims, contact with the victim would vary in its development. Furthermore, this group of offenders did not have significant contact with other sexual offenders online and were not likely to have large collections of child abuse imagery. This could be related to risk management strategies within the group who tended to have excess technology specifically

for offending as well technological strategies such as hidden files and folders (Webster et al, 2012). The third typology identified is that of hyper-sexualised offenders. This group had large collections of child sexual abuse imagery, some also had previous convictions for this. These men also had significant contact with other sexual offenders. Identities of those within this group were hidden with offenders using pictures of genitals or avatars as their online picture. This could be because the offenders tend to depersonalise contact because of offence supportive beliefs involving dehumanising children and victims. In terms of behaviour towards children online, these tended to be overtly or highly sexualised, and escalated contact quickly. Physical contact with children from those in this group tended to be less prevalent than those in the other two typologies.

In relation to victim characteristics, the typology identified two types of victims; vulnerable victims and risk-taking victims. Vulnerable victims are characterised as those with a need for attention and affection, whom have difficult home lives or relationships with parents, those whom seek love online and those who have a resistance to disclosure. Risk taking victims were characterised by disinhibition or adventure seeking, feelings of control, less known about family and reduced confidence upon meeting and open to blackmail due to 'complicity'. In contrast to victims the model also identified 'resilient young people' whom were characterised by an ability to recognise risk and fend off any approach they consider 'weird'. These children understand safety messages, felt confident about rejecting advances and informing others and came from more secure backgrounds.

Olson et al, (2007) Theory of luring communications

Olson, Daggs, Ellevold, and Rogers (2007) developed one of the most comprehensive theoretical models of off-line grooming which has been influential in application and influence of online grooming frameworks within the luring communications theory. The researchers completed an extensive review of multi-discipline literature and characterised grooming as a process of communicative deviance. Labelled as 'luring', the process is said to begin with offenders gaining access to their victims and communicating their desire for sexual acts. The intended outcome is always the sexual abuse of children. Olson et al, separate four factors sequenced over a period of time: (1) gaining access—the causal factor that predicts action; (2) the cycle of entrapment—the action factor; (3) communicative responses to sexual

acts—the intervening factor; and (4) ongoing sexual abuse—the outcome factor. Each of these factors is indirectly influenced by the contextual environment: time, culture, and issues around power and control.

In relation to the first causal condition ‘gaining access’ must be achieved for the luring process to begin meaning that there must be a motivated perpetrator and that person must be able to gain access to a potential victim. Three specific properties are identified in relation to ‘gaining access’ which include; perpetrator characteristics, victim characteristics, and strategic planning. Perpetrator characteristics are said to be characterised by psychological traits such as low self-esteem and interpersonal inadequacy, lack of empathy, fear of intimacy and an inability to form intimate relationships as well as behavioural patterns relating to a general lack of impulse control, role confusion and social skills deficits. Olson and colleagues also suggest that perpetrators may also be likely to have had poor relationships with parents or a history of physical or sexual abuse.

Those who were suggested to be most vulnerable within this model are those who exhibit low self-esteem or a lack of confidence as children may be likely to be easier to emotionally or physically isolate. Within this gaining access phase underlying themes which describe children as appearing to be more emotionally insecure, needy or unsupported are highlighted and the researchers suggest that these characteristics are likely caused by alienation from family or fragile family relationships. Victims are said to be likely to be friendlier children who are more willing to engage. Naivety is also a characteristic described within this phase of the model, suggesting that children who do not understand the situation or how to disengage from abuse are more likely to be a victim. Olson and colleagues make reference to children who are unlikely to question requests from family members or those within a position of authority due to being socialised to behave obediently to such persons. Family dynamics are also said to play an important role in this part of the process, those who have parents or caregivers with dysfunctional practices such as substance misuse, or emotional and mental health issues or those children whom have a strained relationship with their parents or those with parents who show less concern for their children are said to be more susceptible to becoming a victim.

Strategic placement relates to the third property in this first phase of 'gaining access' and involves the direct locality of perpetrators who place themselves in a location where children are accessible. This can be via short term placement or long-term placement. Short term refers to locations where immediate gratification can be gained and long-term placement is where perpetrators put themselves in a position where they can take time to build relationships with children and those around them.

Once access has been gained, the cycle of entrapment can begin. Olson et al (2007) identified several communicative elements in the cycle of entrapment, including the core phenomenon of deceptive trust. Deceptive trust development describes the predator's ability to build a trusting relationship with the victim in order to improve the likelihood of sexual encounter. It constitutes the core phase within the cycle and entails a series of moves through which groomers cultivate their victims' trust for deceptive purposes. The theory suggests that this trust is usually gained through giving the child special attention and rapport building which is completed through acts such as giving the child special gifts, taking them on trips or showing understanding in which, these types of actions are designed to make the child feel special and loved. Deceptive trust building may be especially prevalent in relationships where the person has a position of authority over the child, such as a teacher or coach. These roles tend to have an aura of respect, putting children in a position to obey their directions. Additionally, in society, these roles are often labelled as safe for children to seek out help or comfort. With the authority associated with these roles, an element of trust is already present, and therefore there may be little resistance by parents in giving the perpetrator access to the victim.

Once trust has been gained, the next phase of the luring process begins, in which the abuser begins to 'set the stage' and begins the process of grooming. This part of the process expands trust between the abuser and the child but does not necessarily lead directly to the sexual act. There are two specific communication strategies employed by these offenders to groom their victims; desensitization and reframing. Desensitization entails verbally and physically desensitizing the children to sexual contact. This may be done by 'accidentally' touching the victim inappropriately, showing the child sexual imagery or sitting on the child's bed whilst they undress for example. The reframing process is said to take place within the grooming

stage and involves presenting sexual activity between children and adults as if it were of benefit to the child later in life. Essentially this stage serves as a means to ready the child for future verbal or physical advances. Whilst the grooming stage continues and abusers continue to establish deceptive trust abusers isolate their victims both physically and mentally by preparing the environment i.e., offering to baby sit the child and mentally by creating a divide between the child and their support networks. This mental isolation is made possible in part by exploiting several of the victim characteristics noted earlier. In this context, many abusers emphasize that children who make the best victims are those who have a poor family life and who likely do not feel close to their family. Specific factors predicting an isolated child are low paternal affection, distant maternal relationship, and few peer relationships (Finkelhor, 1984). Many perpetrators try to choose children who have emotionally distant parents (Fleming, Mullen, & Bammer, 1997). As such, perpetrators identify the victims' pre-existing feelings of isolation and separate them further from any support, as such, the victims become more susceptible to abuse (Canter, Hughes, & Kirby, 1998) and more entrenched in the relationship (Olson, 2007). Following isolation, pre-established trust and the employment of the aforementioned grooming tactics offenders are then said to 'approach'. Approach constitutes the final phase of the cycle of entrapment and refers to groomers' attempts to approach their victims to establish whether sexual contact can occur. It is defined as the initial physical contact or verbal lead-ins that occur prior to an actual sex act such as bathing or undressing the child or other nonsexual physical contact as a means to escalate to sexual physical contact.

In summary, the cycle of entrapment is believed to be the heart of the theory, including within it the model's core phenomenon, deceptive trust development. Trust is key to a perpetrator's ability to lure a child victim into accepting a sexual relationship with him. Through grooming, isolating, and slowly approaching the victim, the perpetrator is able to build trust, which in turn facilitates the success of the three aforementioned processes. All of these interwoven constructs work together to tighten the bond with the perpetrator, forming the entrapment cycle and making sex with that child more likely.

Elliott (2017) Self-Regulation Model

Elliott's (2017) self-Regulation model is proposed as an integrated theory of sexual grooming. The model focuses upon integrating models of grooming only, rather than those which apply to wider sexual offence theory. Similar to Ward & Siegert (2002), Elliot (2017) essentially uses a 'theory-knitting' approach to evaluate Olson et al's (2007) theory of luring communications, O'Connell's (2003) model of Cyberexploitation and The Online Grooming Project model attributed to Webster et al., (2012) in an attempt to integrate these models into one universal model of grooming. Elliott's review defines grooming as a series of explicit or implicit goal-directed behaviours that together share the intention of preparing a target individual where his or her compliance and/or submission is advantageous and/or necessary for the specific purpose of achieving an unlawful or exploitative goal (Elliott, 2017). The Self-Regulation Model assumes a goal-directed potential offender, whose goals may be varied, multiple and hierarchical. These are followed by progress towards goals which is self-regulated. The mechanics of self-regulation are described by control theory in the form of feedback systems. The model describes a process that begins at the initiation of communication (contact) between the offender and the victim or 'target' and ends at the first instance of goal achievement.

Two distinct phases are outlined in Elliott's self-regulation model. The first, the potentiality phase of rapport-building, incentivization, disinhibition, and security-management and phase two, a disclosure phase, in which goal-relevant information is introduced in order to desensitize the victim (Elliott, 2017). The overall purpose of phase one is to increase potentiality in order to create and maintain an environment which supports goal achievement as well as the process of desensitisation noted within phase two of the model. Potentiality is achieved through four mechanisms; rapport, incentive, disinhibition and security. Rapport is likened to the friendship forming stages within other models (O Connell, 2003; Webster et al., 2012) characterised by the bonding of the victim and potential offender into a relationship with one another. The success of this stage is revisited throughout this initial process in a cycle of 'test-operate-test' that continues until the desired level of rapport is achieved. This helps offenders to review and refine their presentation based upon the potential victim's feedback. The second mechanism is incentive, characterised as motivators provided to the victim to engage in activities. Incentives can be financial, moral or coercive. Disinhibition is the third

mechanism described by Elliott et al, (2017) which is where the offender seeks to reduce the child's disinhibition. This includes the use of physical or psychological strategies to lessen one's own inhibitions or the inhibitions of another Elliott, (2017) which is of importance within phase two. Whilst the final mechanism is that of security; action to minimise and regulate the potential for exposure of the potential offender's motives or personal information in order to prevent detection. Elliott, (2017) suggests the potential offender uses each of the aforementioned mechanisms to achieve their goal.

Within phase two, following 'disclosure' the offender seeks to capitalize on the foundations laid within the first phase. Within this phase the offender utilises controlled disclosure of information related to motives through 'sensitivity'. This phase is reactive in terms of overall goal achievement in the sense that as the four potentiality systems continue to test-operate-test based on feedback it receives from Phase two activities. It allows for strategies of damage-limitation in response to negative victim response.

Winters and Jeglic (2017) Sexual Grooming Model

Based on the similarities and limitations of prior models, The Sexual Grooming Model (SGM) was devised following a review of grooming literature and proposed five overarching stages: 1) victim selection, 2) gaining access and isolating a child, 3) trust development, 4) desensitization to sexual content and physical contact, and 5) maintenance following the abuse. Whilst predominantly a theory of offline grooming, this theoretic model is the only model of grooming to be validated. . This five-stage model, draws upon the commonalities identified in several of the previously proposed models and as such it is felt important to discuss this more current, validated model and its potential application to online offending.

The development of this model pays particular attention to individuals' abilities to recognise grooming behaviours. As such, they reviewed grooming literature and developed a model of grooming comprised of behaviours that could be observable to others and measurable, and thus informative in prevention and detection of sexual abuse. This five-stage model outlines 'steps' or 'stages' which were identified as clusters of grooming behaviours are enacted. The first stage proposed is 'victim selection' in which selection is based upon a number of factors such as the victims perceived vulnerability, ease of access, appeal, attractiveness. The next

steps in the process relates solely to accessibility to the potential victim in which offenders gain access to the child to increase both physical and emotional isolation to others. In this stage offenders may position themselves as to gain access to a specific child or children, creating opportunities for contact and engagement in order to proceed through the later suggested stages. This stage is where the offender seeks out a vulnerable victim, which may be based on the child's emotional or environmental vulnerabilities. The following stage is regarded as central and pertinent to the suggested grooming process because it is where the offender establishes trust and cooperation with the victim. Steps include the emotional recruitment of the victim and the developing of trust, building trust with the victim and families where necessary through befriending, gift giving and secret sharing. This stage intends to give the create the illusion of a loving and exclusive relationships between victim and offender. The main goal of this step is to establish trust, which then allows the offender to control and manipulate the child into participating in sexual abuse. Following the building of trust, physical contact is gradually increased to achieve de-sensitisation. This could be in the form for things like accidental touch which escalate to more sexualised touches. Desensitisation in this stage can also occur psychologically. The fifth and final stage relates to maintenance behaviours following the commission of the abuse.

Application

As noted, grooming in all models, represents the initial steps towards more harmful sexual acts such as online sexual exploitation and/or contact sexual abuse. The Internet adds another dimension to existing social relations and it is questionable as to the whether we can apply theories based upon, offline, face-to-face offending to the online world. Others have deemed it un-necessary to generate new theoretical perspectives to explain online child sexual offending and that there are little reason crimes by online-meeting offenders as different or more dangerous that those committed by contact offenders (Gillespie, 2004; Wolak & Finkelhor, 2013). When looking at generic sexual offence theories (Finkelhor 1984, Marshall & Barbaree 1990, Hall & Hershman 1992; Ward & Siegert, 2002), it is Finkelhor's (1984) Pre-condition Model that when adapted, endeavours to explain and incorporate characteristics included in online sexual grooming (Craven et al, 2006).

Prior to the internet and the advancement of online communication, the grooming process required close physical proximity with children. Because of this, those with a sexual interest in children have been known to join child orientated professions, gain positions of trust and authority, or by befriending the child's parents or those who care for them. Previously, those who wished to abuse children were required to take an amount of personal risk, they relied on deception and manipulation to avoid detection and a secure trusting relationship with the child and potentially the confidence of adults surrounding them (Finkelhor, 1984). In support of this, a qualitative study examining interviews with eight victims of online grooming found that the grooming of individuals in the victim's life had contributed to manipulation of the victim (Whittle, et al, 2014). The researchers further surmised that the process for online grooming may be very similar to in-person grooming. However, with the help of the Internet, the grooming process has become quicker, more anonymous and less risky. If they chose to, abusers can portray any persona or lifestyle which may be enticing or desirable to children. Furthermore, online profiles and platforms can be used to initiate contact with multiple potential victims with minimal effort.

Generic theories of sexual offending and grooming do provide frameworks for online however they tend to focus upon a lengthy process of relationship building and as such theories do not account for all aspects of online sexual victimisation and exploitation such as those who may target children with the sole motivation to gain gratification through indecent exposure as identified by (Kloess, 2017). Furthermore, whilst Olson's (2007) theory does make some reference to vulnerabilities, theories relate to victims from general population and do not fully consider potential differences in processes which may be influenced by pre-existing victim vulnerabilities. Additionally, explanations of sexual solicitation are inferred through grooming theories but are not specific or limited to solicitation. Therefore, they do not fully explain why some offenders solicit children one on occasion and refer to lengthy processes and the 'work' put in by offenders to groom, manipulate and establish trust with children.

Furthermore, theories are largely based upon the examination of offenders' behaviours through chat log analysis or interviews which does not fully consider victim perspectives. As such, models of sexual offending do not consider the perspectives or evaluations from children which would support increased comprehension and validity. Additionally, there is no

exploration of the experiences of children who perhaps have experienced some stages of the grooming process but where this process has stopped. Theories are based upon offenders who have been charged of grooming offences and that of their victims. These cases may be the more extreme cases or potentially may denote less experienced offenders or offenders whom take more risks, given they were caught.

This thesis aimed to support the development of online child sexual offence theory by contributing to the knowledge surrounding children's general experiences and perceptions of sexual interactions, relationships and experiences with adults online. This aims to improve the current state of knowledge in respect of those who engage in solicitation but whom may not progress to relationships or offline contact with children and those who have gone undetected by law enforcement. To further contribute to theoretical knowledge and standpoints, the study further aimed to explore and include those from vulnerable groups and the processes in which they are approached, solicited and exploited in order to contribute to understanding.

Disclosure and Reporting

Earlier research has supported the notion that many cases of child sexual abuse are never disclosed, or are only disclosed when children reach adulthood (Salter, 2003). Effective evaluation of the scope for the problem of online child sexual exploitation and the prevalence of online child sexual offences depends largely on children's awareness, recognition and the reporting of problems or abuse experiences (Bryce, 2010). Issues with the reporting, recording and the response to different types of child sexual abuse can make it extremely difficult to see the full extent and prevalence of both contact and online child sexual exploitation. Given its delicate nature, incidences of online-facilitated child sexual abuse are likely to be underreported by victims who are reluctant or embarrassed to disclose their experiences (Schulz et al., 2016). Child sexual exploitation offences that are reported may also not always secure a successful outcome. The reasons for this might relate to sufficiency of evidence, the age of the child and the stress of participating in a criminal forum and also issues pertaining to consent. Furthermore, it is also likely that there is an under representation of male victims within the existing literature as a consequence of the perceived stigma attached to reporting and the reliance on self-report methods within research.

We know from previous research that children and young people have differing perceptions of harm and impact from sexual abuse and exploitation. This can be due to personal demographics, personality, previous life experiences and resilience levels for example. The perception or interpretation of harm and illegalities around such experiences may also influence reporting (May-Chahal et al., 2018). Radford (2018) suggests that the ability of children to recognise an experience as abusive is often impacted by the power dynamics with perpetrator, particularly in cases where grooming or an emotional attachment is present. Furthermore, children may not be aware of what constitutes an online sexual offence or they may choose to manage and respond to abusive or potentially abusive situation themselves by blocking the person, ignoring them or by reporting them through online platforms (Livingstone et al., 2022). The study completed in support of this demonstrated that more than half of children indicated they would speak to a friend about this as opposed to an adult (Livingstone et al, 2022). Furthermore, Palmer (2004) suggests that children and young people involved in internet related child sexual abuse and exploitation are very unlikely to tell someone that they have been harmed. This may be because they feel ashamed of their actions or feel they could be seen as complicit in their abuse due to the nature of grooming. The researchers found that harm online is often accidentally discovered by parents or carers. It is also important to consider children's abilities to report or disclose online abuse. For example, some children with disabilities may not be able to effectively articulate or understanding grooming or harmful behaviour, other child such as those who have suffered previous abuse may have had previously disclosed abuse which has not been proven or taken seriously, making them less likely to report abuse or exploitation in the future.

Difficulties in children distinguishing online child sexual exploitation and grooming can arise because the nature of grooming behaviours and stages within the process reflect the general stages on online relationship formation coupled with sexual experimentation, making it difficult for children to distinguish between sexually exploitative interactions (Bryce, 2010). Furthermore, Bryce (2010) suggests several additional factors which may interrupt the reporting and disclosure process for children; children may not realise they are communicating with an adult, relationships may end before there is any actual sexual contact and children may never recognise or be made aware of the adults true intentions

furthermore, some offenders may use threatening or coercive tactics to prevent disclosure and finally, the relationships built may also serve to protect the offender. Distinguishing between sexually motivated grooming and normal adult/child interactions is especially difficult when the witnesses have no knowledge of the grooming tactics employed by child molesters (Winters & Jeglic, 2017).

Online child sexual exploitation therefore, similar to child sexual exploitation in the wider context is likely to widely under-reported. This is supported by research by Stoltenborgh et al, (2011) whose findings suggests that prevalence of child sexual abuse in general is likely to be thirty times higher than officially registered with the likes of government statistics which include incidence figures. Additionally, Craven and colleagues (2006) proposed that identifying grooming behaviours is more easily done retrospectively, compared to prospective identification. This is likely due to the fact that many grooming behaviours appear to be innocent in nature and typical of adult child interactions, while the motivation behind the behaviours is sexually deviant (Craven et al., 2006).

Impact

Abuse of any kind has potential development and life-long consequences (Weber et al., 2016), which may be psychological and behavioural problems and somatic disorders (Kim et al., 2017). The question remains as to whether online sexual exploitation carries the same implications and impact as contact sexual abuse. As discussed earlier, the degree of impact and harm is individual to the victim and there are several factors that can affect the actual harm perceived. The specific type of exploitation or abuse as well as the frequency and longevity can also be significant factors. For example, abusive materials of a child or young person can be a result of a one-off scenario or a series of contact offences but when electronic materials are created this is highly likely to involve a cycle of repeated and prolonged victimisation of the child because of potential media sharing opportunities online and their permanent availability, which in turn may also render children vulnerable to additional risks (Pearce, 2003). Furthermore, early experiences of sexual abuse such as those that occur within childhood are described by literature and research as being strongly associated with sexual revictimization in both adolescence and adulthood (Lalor & McAlvaney, 2010).

The potential consequences of online sexual exploitation and victimisation has gained interest and concern (De Santisteban, 2018). We know that online child sexual offences; online grooming, solicitation, exploitation and child sexual abuse imagery etc can result in a variety of consequences to the victim. Literature indicates that such consequences could result in the victim feeling shame, guilt, fear, and powerlessness (Ozcalik et al, 2021). Other studies indicate that consequences could be directly related to physical and mental health conditions such as symptoms of depression, post-traumatic stress disorder (Nur Say et al, 2015; Wells & Mitchell, 2007), sleep problems and suicidal thoughts (Hernández et al., 2021). Victims may have declines in mental and emotional well-being in general such as reduction in confidence, self-esteem and increased problems with relationships. They may turn to alcohol or substance or other harmful or self-injurious behaviours (Neumann et al., 1996).

Evidence shows that negative affectivity may arise when the victim is unable to make sense of the abuse especially if they were groomed in such a way that made them feel special or if their body responded to sexual stimuli. This often leads to self-blame, guilt and humiliation in the victim. Later there is an increased risk of alcohol and drug misuse in order to help cope with intrusive thoughts, as well as an increased risk of mental health difficulties including post-traumatic stress disorder, depression, relationship problems and deliberate self harm. Their educational outcomes are generally poorer with higher unemployment. In addition, a number of studies have shown that child sexual abuse has other long-term consequences which include earlier onset of sexual activity, increased numbers of partners with the risk of sexually transmitted infections and pelvic inflammatory disease. In adulthood, victims have poorer physical health including obesity and somatization (Borg et al, 2018).

Risk-taking

Ainsaar & Lööf, (2010) outlined a range of individual and environmental factors associated with children and young people becoming victims of internet related sexual abuse. The most prevalent association found in the study was that of risk-taking behaviour, which is synonymous for further vulnerability. Devices with mobile internet access such as smartphones, tablets, laptops are frequently used, almost on a daily basis, by an increasing proportion of the population (Eurostat, 2019). More advanced technologies are providing increasing opportunities for children and young people to establish and maintain intimate

relationships, as well as exploring their sexuality. All Internet users, regardless of age can encounter risk online however adolescence is a stage of development, well-known for increased risk-taking. Adolescence is described as a transitional phase in development which presents heightened risks of grooming and unwanted sexual solicitations. Using the internet to form close relationships and satisfy their sexual curiosities, young people often engage in online risk-taking behaviours, such as the posting of images of a sexual nature function for attention-seeking and affirmation (Cooper et al., 2016). It is within this stage that young people experiment with identity, self-expression and sexuality. Increased risk-taking during this time has been attributed to differences in perceived risks and benefits and is a relevant stage for considering contributory factors for risk and vulnerability. During this stage, adolescents are particularly vulnerable to becoming victims of abuse online (Hernandez, 2021) because they are less able and equipped to manage difficult and negative experiences and as a result, find these scenario's harder to manage than adults (NSPCC, 2014).

Research demonstrates that being online may cause us to act in unexpected ways, outside the realms of our normal characteristics (Whittle, 2013). Risk-taking behaviour conducted online by children has also been related to the disinhibition effect, suggesting that we may act differently online, more ' uninhibited ' than we would when offline or in face-face situations (Suler, 2004) resulting in children becoming drawn into risky or sexual interactions that they may have otherwise avoided (Wolak & Finkelhor, 2013). The online disinhibition effect described by Suler can take various forms but largely relates to feelings of invisibility and anonymity amongst users. Online disinhibition may be further encouraged by the time lapses in communication and or a complex merging of the online and offline self. A lack of physical cues from recipients or the merge of 'self's' can ultimately lead to increased feelings of safety online and a reduction in conforming to social norms potentially resulting in increased disclosure online and alterations in boundaries (Suler, 2003). As such, online disinhibition has been positively related to problematic internet use, online grooming and sexting (Schoeps et al, 2020). Risk taking and behaviours that can be described as disinhibited can differ depending on individual differences. For example; children who are isolated or have poor offline social networks and poor social skills are unlikely to develop quality friendships online (O'Keeffe & Clarke-Pearson, 2011).

There is minimal research available on how children or their care givers respond to online risk. Research has tended to target online behaviours of children and exposure to online risks and harm as opposed to the consequences, coping strategies employed, or long-term effects of risk exposure (Livingstone et al, 2006). A lack of understanding from care-givers and professionals alike can lead to the perception that adolescent risk-taking behaviours are largely negative and could result in a failure to allow children to take age-appropriate risks, increase resilience and learn to navigate the online world in a way which could reduce vulnerability. In their longitudinal study Qu and colleagues (2015) suggest that whilst adolescent risk taking wasn't associated with parent-child relationships concurrently, heightened positive parent-child relationships are attributed to declines in risk-taking in adolescents showing that higher quality family relationships serve to buffer adolescents from engaging in risk-taking behaviour. Furthermore, theories and empirical studies on adolescent brain development suggest that increases in risk taking during adolescence may occur, in part, due to increased activation in reward-related regions. The development of the reward system, and the ventral striatum in particular, develops relatively early, peaking in neural reactivity around adolescence (Casey et al., 2008; Steinberg, 2008).

Groenestein et al.'s (2018) survey of 102 female adolescents in the Netherlands found that the majority of participants consider themselves invulnerable to online solicitations. They employ a number of strategies to assess online risks and screen profiles of strangers or unknown persons by paying attention to language and content cues. However, when tested on their ability to differentiate between peers and adults with sexual intentions in online interactions, more than half overestimated their ability to detect risk as only 43% made accurate assessments (Groenestein et al., 2018).

Vulnerability

Researchers have been interested in how offenders locate and target their online victims in order to better understand the offense process (O Connell, 2003; Olson et al, 2007; Elliott et al, 2017, Winters & Jeglic; 2017) as well as what makes children more vulnerable to online child sexual exploitation (Webster; 2012). Children and young people are of course individuals with different histories, needs and personalities. Because of these characteristics their offline and online behaviours, attitudes and experiences are likely to differ. Factors such as age,

gender, socio-economic background, health status, education level and family situation may impact vulnerability levels to online child sexual exploitation. Over recent years, online communication and interactions have become increasingly private due to improved connectivity and technological advances in transportable devices. Risk is now mobile and every child is likely to come across risky situations online. Because of this, it has become increasingly difficult to identify which children are at risk of exploitation online, why they are at risk and how this risk is perceived and managed. El-Asam and Katz (2018) showed that children with offline vulnerabilities, are in fact more likely to experience online risks and suffer more intensely than their non-vulnerable peers. The researchers also identified that non-vulnerable peers are less likely to encounter risks and when these did occur, they were navigated relatively well. This included them reporting being less affected or by being more likely to see help. Earlier research supports this, linking vulnerable young people and potentially harmful online risks (May-Chahal et al, 2018; Odgers & Jensen, 2010).

Age & Gender

Adolescence is marked by a steep increase in risk-taking behaviour caused by significant changes in brain, behavioural and psychological functioning (Qu et al, 2015). Research has shown differences in vulnerability when examining basic demographics. In terms of individual differences, females are often found to be at greater risk online than males (Baumgartner et al., 2010; Wolak, Finkelhor, Mitchell, & Ybarra, 2008). Furthermore, when examining child sexual abuse image data bases, it is clear that much a larger portion of those portrayed in images are female. However, images that depict males display more violent abuse. (Interpol, 2018). Characteristics, such as gender and age, have largely been associated with online sexual victimisation. Mitchell et al., (2001; 2008) found that those aged 14–17 to be at increased risk for unwanted online sexual solicitation than younger groups within the study. When exploring both age and gender in relation to unwanted online sexual solicitation (Baumgartner et al., 2010) found that the most prominent time for unwanted solicitation was during their mid-late adolescence. Gender has also been identified as an important risk factor for becoming a victim of unwanted online sexual solicitation (Mitchell et al., 2007) with previous research indicating that girls are more likely to be solicited online than boys (Gamez-Guadix et al., 2018; Gamez-Guadix & Mateos-Perez, 2019). It is important to recognise the likelihood of under-reporting from male counterparts. Aside from the potential

for under-reporting, females may be the predominant victims of unwanted online sexual solicitation for several reasons. For example, available literature clearly demonstrates that those who sexually abuse are most commonly male and we can cautiously assume that therefore victims are more likely to be female. Furthermore, in relation to communication, females appear to make greater use of the internet (Raphael et al, 2006). Whilst this has some positive implications, increased internet use and access has been shown to increase the risk of online sexual exploitation and solicitation. In further support Baumgartner et al., (2010) showed that increased online communication, such as chatting and instant messaging, increases the chance of unwanted online sexual solicitation.

With respect to victim characteristics, one finding of the present study is that girls reported more than twice as many online sexual interactions with adults than male adolescents. Accordingly, youth surveys of online sexual exploitation have consistently found more female than male victims (Baumgartner et al., 2010; Jones et al., 2012; Livingstone et al., 2011; Mitchell et al., 2007; Wachs, Wolf, & Pan, 2012). Peter, Valkenburg, and Schouten (2006) found that younger adolescents (12–14 years of age) talked more frequently with strangers online compared to older adolescents. The authors argued that one reason for this could be the identity crisis of early adolescence, which leads to experimentation on the Internet. Therefore, it could be that older adolescents receive more online sexual solicitations but younger adolescents are at higher risk of responding and interacting.

Situational factors

Personality and individual characteristics have also been said to influence vulnerability to online child sexual abuse and exploitation. Olson et al., (2007) suggested for example that choosing children who were isolated from others may allow perpetrators to provide victims with love and affection that they may not receive from others. When considering this there is likely to be specific vulnerable groups who are at increased risk of child sexual exploitation online such as children who are lonely or who do not have peer friendships, children whose families move around a lot or children such as those who are looked after.

Family circumstances and the relationships children have with those in their family network may increase vulnerability. Research completed largely relates to offline abuse, for example,

the risk factor most strongly associated with child sexual abuse is having a stepfather Finkelhor et al, (2001) doubling a child's risk of sexual abuse. The same study further highlighted the relevance of having an available mother in the family home, showing that those children who lived without their mother were three times more vulnerable to sexual abuse than those who did. Parents attitudes towards children and their emotional availability has also been associated with sexual abuse in childhood. Bammer et al, (2007) asked victims of childhood sexual abuse to describe their relationships with parents with victims rating their mothers and fathers as controlling and significantly less caring.

In terms of online vulnerability specifically Bammer et al, (2007) also found family communication to positively reduce risk by means of reduced online activities. Children from families with parents who were conversation-orientated spent less time on the internet, were less likely to meet a friend offline and showed increased online confidence. Showing that those with less parent-child communication spend more time online and are more likely to seek out others in order to meet communication needs. In support of this Wolak et al., (2003) found that teens who lack good communication with their peers or parents offline are more likely to form close online relationships.

Situational and family-related factors have been shown within research to direct effect child's risk of sexual abuse offline as well as online. The research available largely samples children within the general population and there is minimal research with children who are likely to be subject to the negative and impactful situational factors which are indicative of vulnerability to child sexual abuse. Furthermore, even less evidence is available for those who suffer from online child sexual abuse and exploitation. However, it could be presumed that vulnerability to offline abuse is likely, at least partially to transfer to the online environment.

Mental health

For children who are in some way psychologically vulnerable, online activity and interactions may be harmful or risky (Livingstone & Helsper, 2007). Children suffering from mental health problems such as depressive-like symptoms for example were found to be more than three and a half times more likely to report unwanted sexual solicitation in comparison to those who had mild or no symptoms (Ybarra, 2004). Such children were also more likely to suffer

emotional distress as a result of the incident. More recently, De Santisteban (2018) showed that depression had a significant relationship with sexual solicitation and sexual interactions online for older children. The direction of causality is unknown however it is feasible that those with depression are more vulnerable targets for online sexual offenders. This is consistent with the fact that adult offender's study the vulnerabilities of potential victims as emotional deficiencies for the purpose of developing strategies adapted to their needs (De Santisteban & Gámez-Guadix, 2017; Quayle et al., 2014). In further support, (Alonso & Romero, 2019) suggest that adolescents engaging in risky online behaviour known as sexting were more likely to score higher for depression, impulsivity and vulnerability. Similarly, to the situational factors described above, these results suggest that there are specific groups of children more vulnerable to online child sexual exploitation. Such groups require further attention and research to truly establish the extent of vulnerability.

Multifaceted Vulnerability

As previously suggested, it is difficult to define singular types of vulnerability and research leans towards more multi-faceted approach, suggesting that various factors interact to increase vulnerability. Extensive research has identified no single risk factor as the principal catalyst for abuse; rather, data suggest that a complex interplay of multiple risk factors and the absence of protective factors decrease a young person's resilience, making them vulnerable to abuse (Masten & Coatsworth, 1998). Vulnerable children may face different risks online depending on their vulnerability characteristics. Studies that have taken a broader approach include those completed by Clutton & Coles (2007), within this pilot study the researchers observed eight risk factors for child sexual exploitation which include, disrupted family life, history of abuse and disadvantage, problematic parenting, disengagement from education, being missing, exploitative relationships, drug and alcohol misuse, and poor health and well-being. Bammer et al, (2007), determined several correlated factors associated with sexual abuse; physical abuse, social isolation, lack of emotional support network and having a mother with mental illness. More recently Webster et al., (2012) suggests a specific typology for vulnerability to online grooming and highlights differences in both 'vulnerable' and 'risk-taking' victims. There are several categories of vulnerable victims including children that are seeking 'love' or those of 'disclosure-resistant victims. Further categories include victims who have a need for attention and affection who are said to suffer from loneliness of low self-

esteem and lastly, those children who have difficult home lives or difficult relationships with parents. Studies on online grooming showed that low self-esteem, social isolation/loneliness, poor peer relationship, conflict with parents, difficulties in school and mental health problems are psychosocial risk factors for online grooming (Whittle et al., 2013).

When specifically considering risks to sexual harm and abuse online there is a large amount of research that indicates that vulnerability to such harm is a complex interaction between a number of variables. This research also suggests that none of these complex interactions necessarily needs to be the same from one child to another and vulnerability is complex and wide-reaching. (refs) Vulnerability varies, across ages and across genders and is likely to vary across social class, ethnicity and country. Research demonstrates a variety of interacting vulnerability factors which increased risk for children and young people. Svedin and Priebe (2009) for example, showed that older adolescents whom had posed naked or masturbated over webcam or mobile phone displayed worse mental health and lower self-esteem, and received poorer parental care than their peers.

Monroe (2011) suggested that loneliness, low self-esteem, self-harming behaviours, family break-up and an incidence or on-going sexual abuse by others served to predict vulnerability to online sexual abuse. Factors such as low self-esteem, poor relationship with parents, higher frequency of substance use, psychological difficulties, the desire for sensation, and risky internet behaviour are highly associated with exposure to online child sexual abuse (Jonsson et al, 2019). Moreover, factors such as female gender, low socioeconomic status, traumatic life events, and risky internet behaviour constitute risky characteristics for children in terms of experiencing online child sexual abuse (Livingstone & Smith, 2014). Furthermore, a meta-analysis (Assink et al, 2019) focusing on western countries identified 23 significant risk factors for child sexual abuse across seven 'risk themes'. These included categories such as prior victimisation of the child and/or their family, prior abuse in the child's home environment, parental history of child abuse, parental problems and difficulties for example. What many multi-faceted approaches have in common in the influence of negative family circumstances and previous childhood abuse or trauma are generally included with multifaceted proposals.

El-Asam and Katz (2018) showed that vulnerable young people such as young carers, young people in care and those with special needs or mental and emotional health difficulties were not only at higher risk online than their peers, when high-risk categories was grouped together, but they were also at risk online in particular ways according to their vulnerability. The range of risk categories included harmful contact, content and conduct, requiring skilled interventions. Evidence indicates that children encounter increasing online risks with the greatest impacts seen are those who are vulnerable offline (El Asam & Katz, 2018). In contrast to risk factors, protective factors act as buffers reducing the impact of risk, helping to minimize its negative impact (Shoon, 2006), which can occur at any ecological level. With regard to online abuse, recent research has noted that the vast majority of young people are resilient online (European Online Grooming Project, 2012), and are unlikely to respond to approaches from online groomers or unlikely to respond in a risky manner (Mitchell, Finkelhor, & Wolak, 2007).

Children Looked-after (CLA)

Children looked-after is a term often used interchangeably with 'looked-after-child' or 'child in care' sometimes shortened to 'LAC' 'CIC' or 'CLA'. The preferred term as used more recently by child care professionals is children looked-after or simply, children. As such, and in order to differentiate between groups within the thesis the term utilised will be child looked-after. A child is looked after by a local authority if he or she is in their care by reason of a care order or is being provided with accommodation under the 1989 Act (Children's Act, 1989; 2004). Generally, children looked-after are either living with foster parents, within a residential children's home or within a residential school or secure unit (NSPCC, 2021). Khoo, Skoog, and Dalin (2012) pointed out that, whereas adolescents are often referred because of their own behaviour problems and delinquency, children are often brought to the attention of social services because of parents' shortcomings and problems in the home.

Vulnerability is difficult to define and characteristics are likely to be individual to particular circumstances and individuals. What can be said with a certain level of confidence is that children looked-after, at least a vast majority of them, are some of the UK's most vulnerable children. Children looked-after are a group that are most commonly associated with previous experiences included within the ACEs framework outlined by Felletti (1998). Additional, to

their potential historical experiences, their current care arrangements and pre-existing vulnerabilities make them at higher risk of experiencing a range of online dangers (El-Asam et al., 2021) and have an impact, positively or negatively on the development of children (Dunn, Culhane, & Taussig, 2010).

Policies for children's services outlined by the Department of Education (DfE, 2015) identifies children as potentially more vulnerable than those in the general population where they; live away from home (and in state care), are children in need and children who run away from home or are missing from school. The children's commissioner (2018) elaborated on these policies, suggesting a total of 70 individual groups are outlined across several themes as indicated below:

- Children receiving statutory care or support
- Children known to have experienced specific personal harm
- Children with a disability, ill-health or developmental difficulties
- Children in households or families with characteristics that indicate higher potential likelihood of current and future harm
- Children who are vulnerable by virtue of their identity or nationality
- Children at risk in relation to activity or institutions outside the home
- Children caring for others

Potentially, CLA fall under several of the categories listed above. Although, most young people are likely to experience online risks, it is argued that, due to their personal circumstances, pre-existing vulnerabilities and reduced protective factors these children are likely to experience risks and harms to a higher level and with greater impact (El Asam & Katz, 2018). Finkelhor et al, (2007) observed that if children were taken into care due to abuse, they could be more at risk of sexual victimization and exploitation in a variety of ways. It is difficult to fully establish specific vulnerabilities or presenting risks for children looked-after due to a lack of research with this particular group. However, other earlier research completed by CEOP (2011) relating to online exploitation, found that CLA alone, made up over one third of cases of online child sexual exploitation. This is of significant concern when we consider the small

portion of children looked-after within the general population. Exact figures are not readily available however, to provide a comparison we can observe data from the Department for Education (DfE, 2021) which suggest that as of March there were 67 CLA in every 10,000 children. When looking at the information gathered from CEOP (2011) we should also consider the consistent rise in children requiring state intervention and we can assume that this figure would be higher at present.

Adverse Childhood Experiences

Alongside the increased concern in relation to children looked-after is an increasing awareness of the long-term impact of adverse experiences during childhood. This concern is shared not only by social work and educational professionals but also leading figures in public health, the police force and the business community. Adverse childhood experiences (ACEs) are defined as stressful or traumatic events that occur in a child's life before the age of 18 that may have negative consequences for future development (Harris et al, 2021). ACEs were initially observed by Felitti and colleagues (1998) when they attributed early adversity to poorer health outcomes in later life. During the original ACE study, Felitti et al. (1998) identified ten categories of adverse experiences. These were defined as incidents of physical, sexual or verbal abuse, physical and emotional neglect, witnessing domestic violence, living with an adult with substance misuse issues or mental health problems, living in a household where parents have separated and having a member of the household imprisoned as a child (Harris et al., 2020). As well as being connected to increased vulnerability in adulthood, the findings from research show that children and adolescents who experience Adverse Childhood Experiences are at greater risk online, yet services working with them often overlook or underestimate the impact of their online lives (El-Asam et al., 2021).

Wolak et al, (2008) in their examination of 'online predators and their victims' suggest that there are a series of characteristics which could enable a youth to be more vulnerable to sexual abuse online, much of which are characteristic of the early adverse experiences previously defined by Felletti (1998). The researchers suggest that children and young people who have experienced sexual and or physical abuse alongside other 'troubled' youth may be particularly vulnerable. Additionally, childhood trauma as highlighted within the ACEs model, is said to be associated with general adolescent risk behaviour including risky sexual

behaviour (Wolfe et al, 2007). More recent research shows support for ACEs as a predictor of vulnerability in later life was completed by Ports et al, (2016) who found that as an individual's ACE score increased, so too did their risk of sexual victimisation in adulthood showing support for Bowlby's attachment theory in that there appears to be a relationship between the experiences a person may face when they are young and how they perceive and act in their world during adulthood.

Child Development

The process of child development is of particular relevance to this thesis. Theories of child development offer a structure for considering how individuals develop and learn from birth to adulthood. These theories can offer valuable understanding of child development including the children's cognitive, emotional, physical, social, and educational development (Saracho & Evans, 2021). They serve to explain how children change throughout childhood, the stages they go through and the internal and external factors which may influence such changes. Some theories focus solely upon developmental milestones whilst other take a more holistic, multifaceted approach to understanding development. Several theories have been established, many of which are competing, some complimentary. Those regarded as the most impactful in research today are maturationist, constructivist, behavioural, psychoanalytic and ecological (Saracho, 2023).

Attachment theory is perhaps one of the most widely understood contributors to child development and is invaluable in understanding why children looked-after experience some of the adverse effects that they do. Developed by John Bowlby (1979), attachment theory is arguably the most influential social development theory to date, contributing to a significant amount of research in the area. The theory suggests that children are born with an innate need to form attachments as a result of a biological disposition in order to receive care, protection and have their basic needs met. A secure parental attachment has been shown to aid development in children positively (Anderson, 2010) and children who receive consistent support and care are more likely to develop a secure attachment style, while those who receive less reliable care may develop an ambivalent, avoidant, or disorganized style. Researchers and theorist's discuss numerous implications for those children who grow up without a secure caregiver and a lack of healthy early attachment. Those individuals are said

to have difficulty forming stable social relationships in later life, being distant from or exhibiting oppositional behaviour towards parents, caregivers, and authorities and difficulties in developing trust, intimacy, and affection (Cook et al, 2005). They may also experience instabilities with regards to areas of emotional development such as not trusting in caregivers, loss of expectation of protection, loss of trust and confidence towards services and professionals and possessing feelings that they will inevitably be victims in the future (Saunders & Adams, 2014). Furthermore, (Erozkan, 2015) also suggests that children with attachment disorder tend to establish intimate and sometimes overly devout or promiscuous relations with new adults and constantly push away their primary caregiver. Those who have been neglected are likely to have insecure attachments because of the lack of care and nurturance they received growing up (Hildyard and Wolfe, 2002). Attachment theory contributes to our understanding of the implications of ACEs as identified by Felletti (1998). Dunk-West (2013) argues that whilst attachment theory is important, it is vital to assess children within their social contexts. The inequalities children who are looked-after face may be more effectively explained by using an ecological approach. Walter (2007) argued in his study that a combination of risks and multiple stressors can lead to adverse effects for children looked-after and therefore a holistic approach such as the ecological model is more likely to encompass this. Using Bronfenbrenner's (1977) theory, multiple factors interact and contribute to the child's development such as the child's environments and wider influencing factors when considering in context. Utilised to understand how individuals interact with their environment dynamically, Bronfenbrenner's five ecological systems are presented in order of importance and impact starting with the microsystem; made up of those things which have an immediate impact on the child such as direct family, teachers and peers. The meso system follows and is characterised by the interactions held between those included in the microsystem. The exosystem includes external environments which may not directly interact with the child but may affect them anyway. Examples of surrounding exosystems include the media, the child's neighbourhood and parental associates and friends for example. The macrosystem relates to cultural elements that impact on the child's development such as ethnicity, socio economic status, culture and geographic location. The final system is characterised by the environmental changes which happen throughout a child's life including normal and non-normative transitions and life events such as starting high-school, moving

house, grief or parental separation. Bronfenbrenner labelled this final stage as the chronosystem.

Additional to attachment and ecological theories we should recognise that other theories do play their own specific role in supporting understanding of child development, although not discussed in detail in this thesis. Constructivist theories have had a particular influence within the educational sector and in understanding how children learn. Whilst behaviourist theory such as Skinner's (1938) theory of operate conditioning focuses largely upon how our behaviour is shaped by the response to our behaviours and whether we receive a neutral response, positive reinforcement, negative reinforcement or punishment. Development is considered a reaction to rewards, punishments, stimuli, and reinforcement. This theory differs considerably from other child development theories because it gives no consideration to internal thoughts or feelings. Instead, it focuses purely on how experience shapes who we are. When considering cognitive theories, Piaget, (1936) proposed one of the most influential theories of cognitive development. This cognitive theory seeks to describe and explain the development of thought processes and mental states. It also looks at how these thought processes influence the way we understand and interact with the world.

Combining behaviourist and cognitive theories, the Social Learning theory (Bandura, 1977) proposes interactions between cognition and environmental factors influence learning and behaviour. There are three core concepts central to social learning theory. First is the idea that people can learn through observation. Next is the notion that internal mental states are an essential part of this process. Finally, this theory recognises that just because something has been learned, it does not mean that it will result in a change in behaviour.

Inspired by Freud, Erikson's (1950) psychosocial developmental theory identifies 8 stages which begin in infancy and continue through to death. In each stage, individuals are said to be faced with developmental conflict that impacts growth and functioning. Earlier developmental stages from birth to adolescence focus on the development of key factors; trust, autonomy, initiative and industry but the most relevant in relation to this thesis is that of Stage 5 'identity vs Confusion' which occurs around the age of 12 and continues into the late teens. Within this stage adolescents are said to explore their independence and develop

a sense of self. Feelings of confusion and insecurity in relation to identity means that they seek to establish a sense of self and in doing so may experiment with different behaviours and identify within different roles. When children are allowed or able to go through this stage authentically the benefits include crisis resolution and identity commitment as well as increase self-confidence and sense of independence and finally, the successful development of fidelity; the ability to form authentic relationships and relate to others. Stages 6, 7 and 8 include the development of intimacy, generativity and integrity. Similar to Bronfenbrenner's theory Erikson suggests that we develop in the context of the larger community. Aligned with more cognitive focused theories this one suggests that the stages in this model pave the way for the particular stage of development to follow. Where development stages aren't adequately mastered, this can lead to on-going issues as we progress. For example, if infants aren't able to develop trust in stage 1 because their basic needs aren't met this may lead to fear and a belief that the world is unpredictable.

Theories of child development are particularly important when considering child sexual exploitation online. Attachment theory can be closely linked to the adverse childhood experiences noted earlier by Felletti. The ecological model (Bronfenbrenner, 1979), later adapted by Belsky (1980), Cicchetti and Lynch (1993) is suggested to be the most applied in the child protection arena (Hamilton-Giachritsis et al, 2011). ACE's can be reflected in this model as it doesn't consider the child in isolation but rather affected by influences from the family, the community, and the culture within which the individual lives as well as the individual themselves (Belsky, 1980). A vast amount of research supports the notion that child abuse is a dynamic process and that the risk of abuse is a result of a dynamic interaction between internal and external factors (Hamilton-Giachritsis et al., 2011). Whittle et al, (2013) argues that both protective and risk factors experienced by children attributed to online and offline environments will be heavily influenced by ecological factors. For example, if a child experiences neglect or abuse within their family their microsystem may break down. This can lead to a range of negative outcomes, such as decreased academic achievement, social isolation, and mental health issues for example which are likely results in these children being more at risk of online sexual exploitation and victimisation online.

Additionally, if the microsystem is not providing the necessary support and resources for the child's development, it can hinder their ability to thrive and reach their full potential. For example, if a child has poor attendance at school or the school does not deliver an incorporative curriculum, children may not receive adequate guidance in relation to online safety messages. The environment that child lives in may also serve to reduce protection from online harm. For those children who live in more deprived areas, parents may need to work more or children may live in single parent families with multiple siblings. Any of these factors could influence the support and monitoring provided by parents leading to an increased risk of harm online. Earlier research by Coulton et al, (2009) support this in their review of 25 studies looking at neighbourhoods and offline child maltreatment, found evidence of a relationship between neighbourhood characteristics and the concentration of abuse. Children who live in environments that are characterized by poverty, high numbers of children per adult resident, population turnover, child care burden, and the concentration of female headed families are at highest risk of offline child abuse (Coulton et al, 1999). It is fair to assume that those more vulnerable to offline abuse would be more likely to vulnerable to online abuse also.

Rationale

The consequences of online sexual abuse and exploitation may manifest immediately following the event or later in life. The impact of which is individual to the child and can be continuous. Vulnerability characteristics and their relationship with offline sexual risk have been extensively studied (Monroe, 2011; De Santisteban, 2018; Alonso & Romero, 2019; Webster et al, 2012; Assink et al., 2019). When considering online risk and the factors which may make a person vulnerable to online sexual harm literature suggests that characteristics are not experienced in isolation and that it is not a simple linear relationship (Livingstone and Palmer, 2012). As such, those who are most at risk from sexual harm, both online and off are more likely to share multiple vulnerability characteristics which do not always have to be the same.

Children can be more at risk than others for a variety of reasons, whether these are historical risk factors like previous childhood adverse experiences, there are ongoing factors such as poor parenting and supervision or disabilities, or whether these are more recent vulnerability

factors such as increased time online or being a victim of online bullying (Ofcom, 2021). The Children's commissioner (2018) suggests 710,000 children aged 0-17 were 'in the system' meaning that they are receiving statutory support and interventions from the state (for any vulnerability). A further 2.1 million children aged 0-17 were living in households where there is a complex family need such as those living in extreme poverty, child who had a parent in prison or those living in households where there is parental substance misuse within the household for example. For those children, there is an increased likelihood of becoming a child looked-after. Of these 2.1 million children, only 570,000 were estimated to be receiving formal support or services for those needs. For the remaining 1.6 million, there did not appear to be any national established, recognised form of support (Children's commissioner, 2018). The dangers posed by technology are more likely to be evident in the lives of young people receiving social work support. For example, evidence regarding child sexual exploitation in groups and gangs indicate this as an issue of significant concern in which new technology plays a role (Beckett et al., 2013; CEOP, 2013).

Vulnerability offline is connected with children's susceptibility, experience and conduct online to create potentially dangerous situations for children with pre-existing vulnerability. The increased vulnerability of children looked-after coupled with potentially reduced education, reduced parental relationships and likely adverse childhood experiences serves to further increase the potential for high-risk online experiences (El Asam & Katz, 2018). Although only a small percentage of these teens will ultimately be physically sexually assaulted, the consequences of both sexual abuse and forming a relationship with an offender online can be severe. Not only does such sexual abuse incur physical harm, it also can adversely impact a child's cognitive, emotional, academic, and psychological development (Dombrowski et al, 2004).

The rapid development of online applications and platforms means that it is increasingly difficult for professionals and parents to keep-up. Children and young people tend to pave the way for social media use and set the trend for others (Ofcom, 2021). It therefore becomes increasingly difficult to assess these risks and determine which children are vulnerable and which online behaviours may lead to harm. Furthermore, assessment tools for child sexual exploitation and online risk used by local authorities and professionals tend to use the

information known about the child to determine risk level and subsequently supply intervention. As we have seen within recent grooming theories and literature, one of the key components for grooming both online and off-line is that of the trusting relationship that the offender builds which limits disclosure. El-Asam et al., (2021) suggests that a lack of awareness of online risks, combined with dated or inappropriately focused assessment tools could result in such risks being missed. This is particularly important for those whom work in child protection and safeguarding role such as social workers, who often work with vulnerable children looked after by the local authority.

Previous research studies (Ofcom, 2021; CEOP, 2010) collectively demonstrate the rise of online harm impact on children and young people in the UK. Children's services such as local authorities/councils play the largest roles in protecting those most vulnerable particularly children who are looked after and who are likely to have experienced an increased amount of adverse childhood experiences. Local authorities can be entities whom are struggling both financially and operationally, particularly in more deprived areas such as the North of England or where there is an increased number of residential services and where there are higher numbers of children looked after who require support, intervention and attention from local services.

The performance of local authorities in assessing and managing children's risks are varied. A recent study completed by El Asam et al, (2021) signals potential shortfalls in the care provided to children looked-after. The results of their qualitative investigation showed that across services there is poor awareness of the risks presented to these children and that this is combined with the use of generic assessment tools which often specifically target grooming. The study further suggests that despite a perceived increase in online risks, data/evidence was poorly kept, with limited access and sharing across agencies. The training received was noted to be optional, poorly promoted and not specialised. This is supported by Bentley et al. (2019) who note; services require new digital professionalism, training, procedures and tools. Following on from their recent study (El-Asam et al, 2021) suggest that further research should consider service users, parents/carers, educators and their views on online risks and children's services. However, researchers are yet to utilise a complete, multi-methodological approach to gain deep insight into the views and the experiences of children

looked-after from varying perspectives which also include that of the child. Furthermore, studies have also not directly taken into account the opinions of those who work directly with children who have been subject to online child sexual exploitation

Developing a sound theoretical explanation of child sexual offending online is central to the development and implementation of policies, treatments and policing strategies. However, research to support this development needs to be more contentious in gathering the direct views of children to inform this. Research seems to shy away from talking to children directly and gathering their views and experiences of abuse, exploitation and the internet despite recent research demonstrating the benefits of this (Dennehy, Cronin & Arensman, 2018).

Furthermore, research which does examines vulnerability factors, whilst remaining informative, can become quickly dated due to the ever-changing online environment, the rapid development of new and improved online platforms and the increased use of the internet for socialisation, education and communication (Ofcom, 2021) suggested that consistent development and expansion of existing theories is necessary and will help to inform the development and implementation of policies, treatments and policing strategies for example. What is appropriate online for a young person seems to be confounded by our own personal beliefs and how we as individuals in society have acted or do act online. Young people have been deemed the 'digital natives' (Thurlow & McKay, 2003) and their online and offline environments are becoming increasingly indistinguishable. Because if this we know very little about the actual behaviours that occur across younger generations and what is to them 'normal, everyday, interactive behaviour'.

Too little research that tackles children's actual exposure to risk draws on the insights of clinicians, child protection or even law enforcement agencies knowledge of victims (Livingstone & Haddon, 2018). Supporting children with their own safety provides them with autonomy and increased control. To do this, research must complete research with children themselves and the team around child to gather views and opinions within context and support deeper understanding which is more appropriately gained using qualitative methodologies.

Overall Aims

The full research programme aimed to investigate factors which may increase the vulnerability of children who are currently under the care of the local authority to such experiences. This includes the processes by which young people are targeted, young peoples' experience and perception of online sexual approaches, and offender interactions (if any) with potential victims. It also aimed to establish whether or not the residential care sector is equipped to manage the needs that may be present within this sample of children.

Overall, the studies included within this thesis aimed to examine online child sexual exploitation and victimisation through exploration of participants thoughts, views and experiences. The study also aimed to explore differences between children from the general population and those from a group with pre-existing vulnerabilities and reduced protective factors (children looked-after). Individual study aims are provided in more detail below.

Study 1

Study one contributes to the overall objectives of the thesis through exploration and analysis of young adult's view, opinions and experiences online. Specifically, this study aimed to;

1. Explore both current and retrospective online experiences, interactions, behaviours and relationships of young adults.
2. Gather participants retrospective and current views in respect of online interactions and relationships with adults online with a specific focus upon sexual interactions, exploitation and victimisation.
3. Use findings to inform the development of semi-structured interview questions and the questions to be included in the quantitative questionnaire used with children in study 3.

Study 2

Study two uses action research which contributes to the overall aims of the thesis through exploration and analysis of children's views, thoughts and opinions in respect of the measures, materials and questions proposed for study three. Specifically, this study aimed to;

1. To strengthen measures, materials and questions proposed for use in study three.

2. To provide vulnerable children an opportunity for participation within the research study and to gather children's internet and peer-group related expertise to improve the quality of the research, increase engagement from children, improve relevance and validity of study 3.
3. To gather children's overall thoughts, views and opinions of the research process to inform further research in the area and provide clarity to existing literature.

Study 3

Informed by studies one and two, study three aimed to gather children's views, opinions and perspectives in respect of online safety, online interactions, online relationships and approaches and experiences with adults online. Specifically, this study aimed to;

1. Assess children's direct and indirect experiences of online sexual exploitation and victimisation through the examination of online sexual interactions, approaches from others online, risk-taking and online relationships.
2. Compared the experiences of children with pre-existing vulnerabilities (children looked-after with those of their non-looked after peers.

Study 4

Study four aimed to explore the opinions and views of residential child care professionals working with children looked-after (CLA) to ;

- 1 Provide a basic descriptive overview of residential care staff skills, experience and knowledge and employment demographics
- 2 Analyse the relationship between CLA and residential workers relationships and risk to and experience of online child sexual exploitation
- 3 Analyse the relationship between residential staff knowledge and skills and children's experience and risk to online child sexual exploitation
- 4 Analyse the relationship between staff skills and knowledge and online child sexual exploitation.
- 5 Analyse the relationships between staff experience and contact level with children and skills and knowledge in relation to online child sexual exploitation.
- 6 To explore relationships between vulnerability, disclosure and reporting of online exploitation, associated risks, support, and staff skills and knowledge

and relationships of children looked-after at risk, or currently subject to child sexual exploitation online.

CHAPTER 3 – METHODOLOGY

Overview

The full programme of research includes four related but individual studies which differ in research design. Prior to completing research, careful consideration should be taken upon design to ensure appropriate methodologies are implemented to answer research questions in an accurate, reliable and unbiased way (Fink, 2013). To establish a rationale for the various methodological approaches employed within this thesis, the following sections provide an outline and critical evaluation of the research methods selected. The chapter will also refer to methods used within existing literature that investigate sexual exploitation, solicitation and victimisation online as well as those where research has been completed with children. Considerations in relation to sampling, validity, positionality, reflexivity and ethics are also broadly discussed. More detail in respect of individual studies is included in the retrospective chapters.

Overall Methodology

This thesis contains four individual studies and subsequently four bespoke methodological approaches. As such, the full programme of research used a mixture of methods to investigate the overall aims. 'Mixed methods' is one of the terms used to describe the integration of both quantitative and qualitative methods of data collection (Ivankova & Clark, 2016). Sometimes otherwise referred to as mixed methods research, mixed research, and multi-method research. There is much to be gained from utilising both qualitative and quantitative approaches together. Mixed method approaches employ elements from multiple other methods such as collecting both quantitative and qualitative information. There are several arguments or rationale which support the use of a mixed methods approach to research and the utilisation of such approaches have become increasingly popular although there is very little direction within literature as to how methods should be appropriately mixed. The area of child sexual exploitation online is a sensitive topic of discussion and this thesis aimed to gather information about children's experiences and perceptions as such, the individual aims of each study called for variations within methodological approaches. In this case, methods were adapted to account for the vulnerable and hard to reach participants included. For

example, studies one, two and three required me to gather particularly in-depth information, in which I could also gather a more contextual understanding of the participants views and experiences. Comparatively, study four aimed to gather a larger and wider sample of data in respect of residential care workers views and experiences. For example, within study three, discussing highly sensitive information relating to sexual exploitation and victimisation with vulnerable children would not have been ethical to complete online. In contrast, an online survey was more appropriate to use with residential care workers in order to afford them increased anonymity and for to enable data collection from a larger sample. Furthermore, it was thought that qualitative data collection from professionals working with children would not allow for effective data collection within the appropriate timescales. This is because residential care workers tend to work unsociable and varied hours and gaining participation in qualitative interviews would be difficult.

Chosen Methodologies

Study 1

The first study, completed with adults over the age of 18, uses a focus group design to gather data from three semi-structured focus group interviews. The aim of this study was to explore participants retrospective experiences of sexual exploitation, solicitation and victimisation online when participants were below the age of 16. The study also gathered information relating to participants current online experiences and sexual interactions. The initial aim of this study was that it was a preliminary investigation, used to inform the questions to be presented to children in study 2 and furthermore, the interview questions and quantitative questionnaire to be used in Study 3. A focus group methodology was chosen for this study in order to gather rich and detailed information deriving from the social interactions of participants. Individuals were able to participate within pre-established groups to promote increased disclosure, providing a more comfortable and naturalistic environment. Thematic analysis (Braun & Clarke, 2006) was utilised following transcription of the data to explore several pre-determined areas of interest relation to online sexual exploitation, solicitation and victimisation; cyber-sexual interactions, relationship formation and breakdown, approaches by adults online and experiences and relationships with adults online.

Study 2

The second study was completed with children (aged 11-17). An action research method was applied for this study to review the overall research, materials and questions to be presented within study 3. The study enlisted children looked-after as co-researchers, to gain inside knowledge, evaluation and review from this group of children within three individual semi-structured interviews. This method enabled increased insight and a unique understanding of children's perspectives in order to create the best possible materials to be used in study three. This approach aimed to ensure materials were relevant, understood and relatable for children, subsequently increasing value to the research. Children looked-after are a very under-researched, vulnerable group and there is a lack of in-depth understanding and literature available which aims to understand this vulnerable groups experiences online from their perspective. It is important to ascertain their views and opinions to empowering this marginalised group to raise increased awareness of their experiences, and subsequently, enabling more effective data collection in study three. Semi-structured individual interviews were completed and analysed using thematic analysis (Braun and Clark, 2006). Following analysis, the questionnaire and semi-structured interview questions were adapted to better suit the aims and objects of Study three in line with key themes generated from the analysis.

Study 3

Informed by studies two and three, the third study consisted of a mixed methods design. Two different groups; children looked-after and children who are not looked-after were firstly asked to engage in an individual, semi-structured interview. Approximately four weeks later, children were asked to complete a follow-up quantitative questionnaire. Individual semi-structured interviews were analysed using thematic analysis (Braun & Clarke, 2006). The rationale for this method was to gather different perspectives from the same participants to gain a more holistic understanding of children's experiences. This method also enabled evaluation of differences within the data which may have arisen from the presence of a researcher within the individual interviews. The influence of the researcher may inhibit disclosure of highly personal information or views which may be more extreme due to social desirability. The mixed method design was used to offset this limitation and improved the examination of online sexual exploitation, solicitation and victimisation by provide an in-depth, comprehensive and detailed understanding of online experiences and vulnerability.

Descriptive statistical analysis was used to explore the data in the quantitative aspect of this study to support triangulation and exploration due to sample size.

Study 4

The final study, completed with adults over the age of 21 used quantitative methods. 175 participants completed an online survey about their experiences of working with children looked-after within a residential care setting. The study focused upon employee's experiences of working with children who may be at increased risk of, or who are subject to online child sexual exploitation and victimisation. This main reason for employing this method is that this online survey design allowed for quick and effective data gathering from a larger sample size. Descriptive statistical analysis and a non-experimental, correlational analysis was undertaken to examine relationships between variables relating to; residential care staff skills, experience and knowledge and employment demographics, explore relationships between staff with children and disclosure of online child sexual exploitation, residential staff knowledge and skills and children's experience and risk to online child sexual exploitation, the relationship between staff skills and knowledge and children's vulnerability and associated risks and the potential for disclosure of abuse, relationships between support provided to children and staff skills, knowledge and understanding and to explore the relationships between vulnerability, disclosure and reporting of online exploitation, associated risks, support, and staff skills and knowledge and relationships of children looked-after at risk, or currently subject to child sexual exploitation online.

Mixed Methods

There are many different reasons found in the literature as to why researchers use this chosen approach. Complementarity was one of the reasons a mixed method approach was chosen as it allowed for the integration and exploration of process specific to online child sexual exploitation online by examining more than one outcome. General trends across both qualitative and quantitative methods were visible and the mixture of methods supports illustration of this. Furthermore, particularly within study three, this approach allowed for examination of different levels of the phenomenon that is online child sexual exploitation by allowing the researcher to consider additional information provided about participants peers which individual interview timescales did not allow for. This helped to provide a complete and

multifaceted understanding of the extent of child sexual exploitation online, particularly children's interactions, experiences and relationships online. Using various approaches across the thesis allowed for the development and refinement of conclusions which served to inform further individual studies. Mixed method approaches can be used to develop methods following an initial study, to develop materials to be used or to inform sampling methods which is evident across all four individual studies included within this thesis.

Another rationale for using a mixed method design was based upon a social justice ideology. This rationale emphasises the need to mix methods in order to effectively involve participants from a community as research partners, empowering participants, to expose injustices, to raise awareness, and to bring about transformations in society (Mertens, 2000). By using this mixed methods approach, participants were included with pre-existing vulnerabilities who helped to highlight potential shortfalls in previous research designs and shape the design used within further studies included within this thesis. The action research element of this thesis is discussed in more detail later within this chapter.

By using a mixture of methods to explore the child sexual exploitation and victimisation online this served to strengthen findings. This approach also served as a source of triangulation (i.e., qualitative interviews supplemented by a questionnaire) such as the methods employed within study three which helped to gather a more accurate and complimentary picture of online child sexual exploitation and victimisation. Mixed methods help to obtain more validity, generating conclusions about the research area through comparing the results obtained from both the quantitative and qualitative methods used and described across this thesis (Smith, 2010; Jick, 1979). The combination of methods allowed me to enhance analysis and validate findings (Yardley; in Smith, 2010) particularly within study three which used both individual interviews and a follow up quantitative questionnaire to both confirm or refuse agreement across participant responses (Wagner et al.,2012).

Additionally, utilising a mixed methods approach help with studies which are used as a prelude for further research. Studies one and two within this programme of research serve to gather their own data for analysis purposes but also as a study which inform those included later within the thesis. The questions used in study one within focus groups were used as a

preliminary study for questions to be later utilised with children within study three. The utilisation of study one as a pilot study aided in the design and considerations within both the qualitative questions and quantitative questionnaire used within the latter study. Furthermore, the use of focus groups within study one allowed me to gather a bigger picture of the issues that young females may face online in respect of the experiences of victimisation and exploitation. The use of pre-existing groups is discussed in more detail later within this Chapter. The use of action research was necessary to support understanding of the topic and to improve the overall research materials. This study aimed to not only improve the overall materials but also to gather in depth contextual information from the sample to be used within Study. Study two therefore utilised methods which supported the development of the later research undertaken. The use of the specific mixed methods approaches within study three could also be viewed as complementarity. The methods used complement each other in that I was able to gather conclusions that were more meaningful and complete as the mixture of methods allowed me to enhance coverage of the area of child sexual exploitation and victimisation online and provide clarity to children's views and opinions provided within the qualitative phase of this particular study (Smith, 2010).

Another rationale for adopting a mixed methods approach is to offset the weaknesses presented by both qualitative and quantitative methods. Across the studies and within study the combining of methods was well considered in respect of understanding the research area in that this exploratory research called for a variety of methods in order to the studies to inform the next and also to fit the sample of participants included in each individual study. It was felt that the most appropriate methods were used for each sample in order to get the most effective and reliable results. In respect of study 3, a mixed methods approach was employed in an attempt to offset the weakness arising from lack of anonymity and the presence of an interviewer when discussing such a sensitive topic with children. It was thought that although the individual interviews would allow children to disclose risk-taking behaviour but perhaps with less confidence than within an anonymous questionnaire. In order to gather a bigger picture of the scope of the issue for children, I chose to utilise both methods. Furthermore, the quantitative aspects allowed for further exploration of participants views of peer's experiences online to gather a more holistic view of children's overall experiences and perceptions.

Mixed method approaches can present problems in relation to transparency and supplying sufficient information about steps taken to execute this type of research method. This issue can be even more pronounced in mixed methods publications, where the demand to fully document the qualitative, quantitative, and mixing phases of a research project can prove challenging due to page limit restrictions with publications (Todd et al, 2004). To mitigate this issue attempts have been made to clarify the processes used particularly within Study 3 which is detailed in Chapter six. Furthermore, this approach was directly influenced by my own rationale, making it difficult to replicate. Because of the exploratory nature of this full programme of research I aim to supply a detailed overview of areas for further research and considerations for replication to improve the methodologies utilised within this study and in the future. Because of the area researched is relatively under-studied, particularly with children-looked after it was not possible to replicate previous studies as there are none which explore the views and opinions of children looked after to this extent in relation to the specific context of the research aims.

Further weaknesses identified in respect of mixed methods have been suggested, Bryman (1988) has criticised the idea that combining methods increases validity. This is because individual methods are suited to different approaches to gathering data and therefore suited to asking slightly different questions and therefore it can be difficult to use them to study the same research aims (Todd et al, 2004). Furthermore, mixed methods are not compatible with the social constructivist view which suggests that there is not one correct version of reality, only different competing versions. Therefore, the idea that mixing methods will help to ascertain greater validity of one 'correct' version cannot be true from this perspective. Whilst these criticisms are acknowledged, the aims of the thesis are exploratory in nature and results arising from the approaches used will help to produce different forms of results more beneficial to the interested and relevant parties such as child protection professionals, law enforcement, parents and children for example.

Qualitative Methods

Qualitative research involves the collection, analysis, and interpretation of data which is not easily reduced to numbers (Anderson, 2010). Qualitative data is non-numerical, it is data which relates to the social world and the concepts and behaviours of those within it and as

such requires observation. Qualitative research is often criticized as biased, small scale, anecdotal, and/or lacking rigor; however, when it is carried out properly it is unbiased, in depth, valid, reliable, credible and rigorous (Anderson, 2010). Qualitative research has a long history within several disciplines, most popular within those such as health care, social sciences and education (Sullivan, 2018). This research is related to social science and social care because of its ability to examine the experience of others. Qualitative research can be diverse, and the methods used are dependent upon the sample to be used within the study and the aims and objectives of the research questions. As such, qualitative methods are preferred when investigating individual experiences and perspectives and as such, aim to make sense of these (Forrester, 2010).

Data can be collected through various means; observational methods, individual or group interviews, or through the analysis of conversations or pre-existing texts. All qualitative studies within this research were completed using data gathered from the transcription of individual and group interviews, and focused on the interpretation of language within text which could also include analysing chat logs or pre-existing texts for example. Individual and group interviews were more appropriate for this programme of research as they allowed for exploration of current views and experiences, within 'real-time' as opposed to pre-existing texts or retrospective or historical information. The examination of pre-existing texts was not appropriate due to the fast and ever-changing environment of the internet and subsequent applications and platforms. Conversational analysis was also not appropriate due to the specific aims of the study and sample being studied. The aims of the research, particularly within studies one and three was to assess experiences and beliefs surrounding sexual exploitation and victimisation with children. In order to gather specific data which answered the research questions, semi-structured interviews were completed to address these. Furthermore, ethical considerations arising from research with children particularly around this sensitive topic ensured that having an adult there whom could address potential safeguarding concerns as they arise was the most appropriate approach in these instances when considering participant safety and well-being.

The qualitative methods used across this programme of research were also necessary to provide participants with a more naturalistic environment in which to discuss their views and

opinions. This allowed me interpret and make sense of the data by generating 'themes' in order to explore existing theory and generate new concepts. This was necessary when exploring the views and opinions of potential victims of child sexual exploitation and victimisation online as relevant theories are still within their infancy and there is limited research with vulnerable groups such as children-looked after. As such the research aimed to gather detailed, contextual information that promotes deeper understanding of the subject area.

In respect of the accessibility of participants to also be used with the study, children looked-after, particularly those who are most vulnerable and susceptible to risk are not always likely to engage with professionals. These children encounter different professionals on a weekly basis, some of which may have removed them from their family home. Therefore, these children are not always available or accessible to engage in research nor may they choose to. For these reasons, difficulties were anticipated in respect of gaining participants from across this particular group. Therefore, qualitative approaches were viewed as the most appropriate as qualitative research allows for deeper understanding and gathering of more complex and detailed data, even when using smaller sample sizes.

The role of the researcher is more subjective than in quantitative research. Whilst this approach allows for research within a smaller sample size, the findings of the research cannot be generalized to a larger population. Furthermore, gathering and analysing data obtained through qualitative methods can be time consuming for researchers and is reliant on of the abilities and skills of the researcher in terms of design, data collection and analysis. In terms of the researchers influence, issues may also arise from personal biases and as well as the researchers physical influence due to their presence when completing in person data collection. Also relating to the presence of others; qualitative research can present issues in relation to confidentiality and anonymity particularly those for individual or focus group interviews. Issues relating to researcher bias and influence are discussed in more detail later within this chapter.

Further limitations in relation to conducting qualitative analysis relate to reliability and validity. There is a lack of control over the data collected as interactions and responses are

natural and cannot be pre-empted (Denzil & Lincoln, 2017). This further presents issues relating to replication within future research.

Interviews

Interviews can be vital to participatory work and if done sensitively can elicit a large amount of qualitative information. Interviews are a common form of activity for collecting qualitative data and support understanding of individuals experiences. Interviews can be held with individual participants or completed with small or larger groups. They can be unstructured, semi-structured or structured. Unstructured interviews do not generally follow a fixed schedule (Rubin & Rubin, 2011) and are loosely formatted and largely participant-driven. As such, they are more likely to resemble everyday conversation (Flick, 2018). Due to the sensitive topic area and the vast amount of time participants are likely to spend on the internet, meaning they will have daily online experiences and interactions, unstructured interviews did not allow for sufficient control over discussions (Hennink et al, 2020). As such, the semi-structured interview format employed across studies one, two and three allowed for a level of control, enabling redirection where required, and reducing issues arising from too much flexibility or structure (Brannen, 2017). The use of semi structured interviews also reduced formality, providing some freedom within conversations while following pre-determined questions, also allowing further exploration of topics of interest (Gill et al., 2008) which structured interviews do not (Fontana & Frey, 2001).

One benefit of individual participant interviews is that they can be completed online, over the phone or face-face. Telephone and online interviews have obvious benefits in that the researcher and participant are not required to be in the same location, broadening access to potential participants (Opdenakker, 2006). Participants can be gathered from any location with telephone or internet access and could therefore involve those from a much wider area than those completed face-face. Online and telephone interviews can also ultimately reduce potential costs, researcher do not face travel costs and do not have to give up excess time to allow for travel for example. They are quick, effective and relatively easy to complete and require less resources. Face-to-face interviews restrict the participants used within the sample as there may be a tendency to recruit participants within the researcher's immediate vicinity, as well as issues relating to time constraints and participants face-to-face availability. In reality,

it is much more likely that a participant can find the time for a telephone or online interview as opposed to arranging and allocating set time for a face-to-face interview, particularly if these are not held in the participant's home. As such telephone and online interviews are likely to allow for data to be gathered more quickly.

The use of telephone or non-face to face interviews were within qualitative studies included in this thesis were not appropriate. For ethical purposes, due to the sensitivity of the subject area and potential for distress, particularly with children, face to face interviews were chosen. These have their advantages, they provide participants the opportunity to reflect during the interview and can allow for the gathering of observation data and careful monitoring of participants, allowing the researcher to observe facial expressions, hand gestures and body language. Face-face interviews allowed for careful monitoring of participants for signs of distress, improving participant welfare during the research. Although there is conflicting literature and views surrounding the information gathered during both face-to-face interviews and those that are not held in person (Grimm, 2010) the social benefits in relation to observing children's well-being over-rid concerns surrounding the potential for social desirability.

Burbridge et al, (2020) utilised semi-structured interviews in order to follow a fluid guide which gave the researcher freedom to explore research questions in more detail and where necessary, allowed for the use of prompts, follow up questions and reflection to explore participants experiences and perspectives of working within a children's home. Using thematic analysis (Braun & Clark, 2006) now refined and referred to as reflective thematic analysis (Braun & Clark, 2020) two themes were generated; 'reciprocal restorative relationships' and 'the self within the system'. This research is important as it was able to explore practitioners' relationships with children, gather details around the need for effective employee supervision, training and emotional support to encourage positive working practices. Additionally, service outcomes for both staff and children, practitioner wellbeing and the perceived efficacy of the service emerged within the data. The use of semi-structured interviews within this study allowed researchers to explore in depth, the perceptions and experiences of residential child care within this under-researched group. Subsequently aiding the researchers to identify the requirement for focused research in future.

Focus Groups

Focus groups otherwise known as 'group interviews' are a popular and widely used method in qualitative research, particularly across disciplines such as social sciences and education. Morgan, (2019) suggests that this methodology has two components; generating data and a reliance on participant or group interaction. With regard to relying on interaction, focus groups are unique as a research method because it is the interaction between participants which elicits and produces data which would be less accessible without these interactions. This methodology uses relatively small groups of participants who are purposely selected because of their prior knowledge or characteristics relating to the groups focus. The aims are to gain understanding of their attitudes, beliefs, feelings and experiences on a particular 'focused' topic (Coghlan, 2014). Focus groups can be used in various stages; at the beginning of the research process to pilot-test survey tools and modify the research design, and following other research methods (e.g., surveys), focus groups may be used to acquire feedback and to enhance understanding of the findings and next steps (Coghlan, 2014). Groups tend to be informal and group interaction and discussion tends to be facilitated around a focus group 'schedule'. Within this approach, the researcher/s tend to take a moderator role; encouraging discussion, asking questions and keeping discussion focused. Interactions between participants are a positive key feature of this methodology as these interactions support a more naturalistic environment as opposed to individual interviews as they most closely resemble normal, every-day conversations and are likely to include communicative processes such as arguing, boasting, disagreement, challenging, teasing and joking for example (Wilkinson, in Smith 2008). Wilkinson suggests that focus groups elicit meaningful, contextual information by enhancing disclosure, providing access to participants' own language and concepts, enabling participants to follow their own agendas, encouraging the production of elaborated accounts and by providing an opportunity to observe the co-construction of meaning in action (Wilkinson 1998, in Morgan (2012).

One key advantage of focus groups is the level of depth and detail that can be gathered from several individuals within a short period of time (Hennink, Hutter & Bailey, 2020). However, the main strengths of focus groups arise from participant interaction and the insights which these provide to researchers. Discussions held demonstrate not only what participants thoughts are around the subject matter but through comparison of experiences and outlooks

within and between the groups we gather information as to why these thoughts are formed (Morgan, 2019). Furthermore, group dynamics as said to be beneficial in gaining deeper, more honest data from participants and may be better suited to explore more sensitive issues whereby the group environment may serve to increase personal disclosure (Frith, 2000). Additionally, participants are increasingly likely to disclose information and feel more comfortable with others when group members have similar traits and characteristics as themselves (Morgan, 1988). Similar to individual interviews, the facilitator also has a level of control over what the participants discuss and can steer the group back the topic of interest. Facilitators within this dynamic can also ensure that all those involved get a chance to speak and share their ideas, opinions and experiences. The flexibility that focus groups provide is also of great benefit. Groups can be held with few, or many and be completed as field work or within a more controlled environment. Participants can be involved in one group discussion or several. They may be recruited from pre-established groups or be brought together by the researcher. Additionally, the method can be used alone or as part of a mixed method design.

Conversely, it is important to note that there are some potential draw backs from employing a focus group methodology. Focus groups lack the depth of individual interviews, during which it is possible to hear one person speak about the research topic for an hour or more. Given the time constraints that apply to any kind of interviewing, focus groups inevitably generate less detailed information about each person than an individual interview (Sullivan, 2018). Additionally, when focus groups are employed it is possible that a false consensus can be reached due to the potential dominance of others within the group. There may also be topics or opinions that participants do not deem suitable to discuss in a more public setting, these may be particularly relevant to the research due to the nature of the topic.

As with any type of interviewing, the effectiveness of focus groups to gather in-depth, relevant and insightful information is largely dependent on the skill set of the facilitator, the suitability of participants and the context and aims of the research. Researchers also need to be clear on the groups to be included and such individuals may be difficult to access for group facilitation. The researcher will need to ensure the individuals participating are representative of the population of interest, considering participant demographics as well as their level of education/employment and their views and opinions for example and should appropriately

consider the level of heterogeneity and homogeneity across the group to assess the potential effects on the data. Although focus group research, particularly with pre-existing, comfortable groups is that although this may elude more in-depth data and disclosure from participants there are certain situations where this may not be the case. For example, some participants may lack social confidence or skills and may not be able express themselves as well within a group situation (Kitzinger, 1995) such as those with speech or hearing difficulties, those who are experiencing mental or physical health difficulties or those with particular learning needs for example. Such groups may also require further ethical considerations to establish informed consent and the risk of harm.

In terms of participation, focus groups raise more logistical limitations than other qualitative techniques such as observations or individual interviews. Groups used need to be provided with an environment which serves to generate a comfortable and productive set of interactions among the participants . Whilst focus groups are said to be a more naturalistic environment (Wilkinson, in Smith, 2010) the environment and discussion do remain artificial, manipulated by the researcher to ascertain self-reported data. This results in reduced validity when compared with other methods such as conversation or discourse analysis.

Furthermore, participants may query their anonymity and confidentiality. The employment of a focus group methodology leaves the information disclosed at the mercy of others within the group (Flick et al., 2004). Researchers have little control over the information shared by others within the group following the discussion and can only ask that participants respect the privacy and confidentiality of others (Coglan & Brydon-Miller, 2014). Therefore, participants may be reluctant to share intimate details or personal opinion, particularly when these go against traditional social norms or are more extreme views. Participants may portray themselves in a more socially acceptable way and potentially avoid disclosing information which would elicit a negative response from others within the group. Dominant or more expressive participants can also present as an additional challenge to facilitators. It is necessary for researchers to manage dominant voices and ensure all participants have the opportunity to share their experiences, accounting for different personalities, abilities and comfort levels of participants.

Webster et al., (2012) conducted 12 focus groups with young people in the United Kingdom, Belgium and Italy. They were asked about online behaviour in relation to online grooming, their perceptions of risks and internet safety interventions. Studies that have used these methods have provided theoretical understanding of victim risk factors, offender behaviours and influenced prevention and intervention policies. However, gathering information via 52 interviews and focus groups lacks ecological validity because they comprise of an artificial setting that does not reflect a natural environment and the data produced is self-reported (Flick et al., 2004).

A semi-structured approach was taken on this occasion so that I could gather information in relation to children's experiences online within the sensitive subject area. This approach allows for less formal, more relaxed discussions with children as opposed to fully structured interviews. It allows participants to focus upon the topic of interest whilst helping to prevent significant deviation from the topic. Individual interviews were chosen as opposed to group interviews due to the potential histories and vulnerabilities of the participating children, particularly in relation to those looked-after. With this this mind, individual interviews were believed to reduce potential worries and anxieties potentially held by children and therefore promote increased disclosure and discussion. Furthermore, I wanted to understand how children felt individually and to also gather their views in respect of their peers. As noted within the literature review, adolescence is a point within children's development, where peer relationships are crucial. Although research suggests that face-to-face interviews can cause social desirability (Grimm, 2010) it was believed that at the point of adolescence children may also be likely to provide more socially desirable responses in the presence of their peers.

Focus groups (Study 1), the action research interviews (Study 2) and the individual interviews (Study 3) were all semi-structured, to encourage reflection and to allow for a degree of freedom within conversation. Due to previous literature and research in relation to online child sexual exploitation alongside the rapid evolvement of the internet and subsequent platforms and applications (Ofcom, 2021) it was felt an unstructured approach would allow participants to provide additional information that may have not been considered previously. The semi-structured approach to data collection would also allow me to redirect focus, this

was important for the focus groups as it would allow the research to prevent the effects of a potential 'dominant participant', allowing me to enquire further into the thoughts and opinions of those who are perhaps less socially confident within the groups. The re direction of focus allowed by semi-structured methods was also viewed as necessary when collecting information from children who may get distracted or lose focus more easily.

Action Research

Action research is a relatively broad label for methods which emphasise collaboration between the researcher and participant and they are usually described as 'co-researchers' (Given, 2008). This methodology is largely used to improve practice or organisational structure, often used within education, social and health care sectors or community-based projects to inform development and change. Action research is primarily concerned with solving practical problems which are experienced in specific contexts by particular people (Stringer 2007) such as improving practice within a university to better engage students. There is no one theoretical framework overriding action research and no fixed formula for designing or implementing it (McIntyre, 2008) however, more recently, researchers have utilised frameworks such as Lundy's model of participation (2007) to complete action research with children (Dennehy, Cronin & Arensman, 2018).

By utilising participants as co-researchers they have significant involvement in the research process. Participants provide an insider perspective which supports detailed and unique understanding of the research area. Participants are also able contribute in respect of interpretation of the findings, giving voice to the particular group and bridging the gap between practitioner or participant understanding (Given, 2008).

Action research is very beneficial in terms of making changes and improvements to organisations and services. The focus is upon developing practice for the better and can make a significant contribution to the current state of knowledge but also for those working within that particular field, environment or organisation. The approach is less formal, more accessible (Stringer, 2007) and publication of findings is less likely to be a desired aim of the research, leading to less pressure for researchers. However, the control provided to participants during action research can also be a limitation. Meaning this type of research is

more likely to deviate from the initial aims of the study. Furthermore, action research and its outcomes are largely unpredictable, meaning that there may be undesired consequences in terms of the actions taken following. Changes may be unwanted and irreversible.

Dennehy et al., (2018) used an action research approach with children to support their research relating to cyber bullying. Findings from the research suggests that children's involvement helped to ensure that the research was relevant and reflective of the experiences, interests, values and norms of young people. This is because failures to ascertain the perspectives of children and young people could lead to a misinterpretation of their needs and misguided prevention and intervention strategies (Spears, Slee, Campbell & Cross, 2011).

Quantitative Methods

Quantitative research aims to generate knowledge and create understanding in relation to the social world. Quantitative methods primarily rely on the collection and analyses of numerical data using standardised measures and statistical methods to understand social phenomena (Bryman, 2012) within a sample population. Quantitative research answers questions about the frequency or magnitude of a phenomenon and the effects on the sample population through quantifiable, measurable data and statistical analysis. Furthermore, quantitative research allows information about a sample population to be generalized to a wider population.

Research employing quantitative methods is expected to demonstrate internal and external validity, and reliability (Frey, 2018). Quantitative researchers tend to prefer explicit and detailed definitions as they plan their studies. They are very clear about the research questions being asked, exactly how the data is being collected, the reliability of the data collection methods and the hypotheses being tested in order to analyse and interpret data, usually through the use of statistical tools and software. The analyses used will depend on various factors such as the type of research question being asked and the type of data collected (Drew et al., 2008).

There are two main types of quantitative research designs: experimental and nonexperimental research design. There are four main methods of data collection (Allen

(2017) which are utilised in the quantitative research. These include surveys, experiments, field research, and public data with open access. Despite the type of method of data collection used, quantitative research is united by a focus of answering a specific question or questions to find out more about a sample population and come to an understanding of how a larger population also experiences the phenomenon similarly. Experiments manipulate conditions to see how participants respond under different conditions, making observations about how someone might be likely to act when the conditions naturally occur. Field research allows for a natural observation, recording how a group of people normally behaves. Surveys allow for the collection of self-reported data and ultimately leads to numerical analysis.

The application of quantitative methods within study four enabled me to impact a larger scope of participants and subsequently to collect and analyse a larger amount of data than within studies one, two and three. Further allowing for access a broader subject area, to deduce more accurate and generalisable results (Field, 2013) than with smaller sample sizes. The quantitative methodology used enabled me to access participants and therefore data from afar without being present. The online survey design was employed not only to gather more data from a wider range of participants but because of the chosen sample. Participants in the chosen quantitative study were those who work in residential childcare services, those of whom tend to work long, unsociable hours. Because of this it was not expected that participants would be keen to give up larger amounts of time to engage in individual interviews and also that even if they would, individual interviews and focus-groups with those working within the same field would be difficult to organise and manage. Complexities arising from potential rivalry across private organisations and between individual children's home within an organisation could also raise issues with confidentiality and validity of responses within organised focus groups. As such, an anonymous online survey design was recognised as the most appropriate approach.

Benefits of this using this design include the speed to which quantitative data can be analysed. This method was cost effective and software to complete data analysis is readily available and generally easy to use. Unlike qualitative methods, rules for data collection and analysis outlined within literature served to support the analysis process, meaning that data could be gathered and analysed precisely, reliably and objectively (Rahman, 2016) within the confines

of the approaches used across studies three and four. Research generally uses standardised measures that collect the same data from participants, however at the point of study design, there was limited research completed within the subject area and there were limited, if any, standardised measures available which were applicable to the aims of this research. Measures utilised within this research are not standardised. The measures used and the implications of this are discussed in more detail within the relevant chapters (6 and 7).

Positively, due to the use of numerical data studies three and four this aids accuracy and prevents misinterpretation. Data can be checked for outliers and errors unlike qualitative research where errors are more difficult to distinguish. i.e., where the participant may have misinterpreted the question or where one participant has particularly extreme views. Furthermore, the quantitative methods employed potentially allow for more honest, reliable data due to increased anonymity. This design also increases the likelihood of disclosure. Unlike many qualitative methods, the online survey designs and quantitative questionnaire used within study three allows participation without having to see the researcher face-to-face and without even having to provide a name.

Survey's

Surveys allow participants to share information anonymously which they may otherwise be unwilling to share with an interviewer and generally involve a researcher distributing a web-link to an online survey by email, face-to-face and/or advertising the study on webpages or social media (Groves et al., 2011). This method has been used in previous studies investigating online sexual victimisation. For example, Davidson et al. (2016) used this method to collect data from police officers from the United Kingdom, Netherlands and Italy. Using online surveys has many benefits. This method is cost-effective as paper copies are not required and survey building software or websites are relatively cheap or free. This method may also save time as I was not required to be present to disseminate hard copy questionnaires. In addition, proximity is not an issue so a wide range of participants can be recruited from a large geographical area. Furthermore, Lee and Croft (2015) suggested that the anonymous nature of the online environment may lead participants to feel more comfortable providing data about sensitive issues. An online survey methodology was utilised for study 4 because of the wide-reaching benefits.

Experimental and non-experimental design

Broadly speaking, there are two main types of quantitative research designs: experimental and nonexperimental research design. Experimental research design utilizes the principle of manipulation of the independent variables and examines its cause-and-effect relationship on the dependent variables by controlling the effects of other variables (Frey, 2018). Experiments with research generally attempt to isolate cause and effect and eliminate alternative explanations. Experimental designs manipulate the independent variable and other variables are controlled for in order to observe the effects on the dependent variable. Experimental designs are considered a powerful tool within research because of their ability to eliminate other explanations which cannot be done with other types of research and is more likely to demonstrate cause and effect. Some examples of experimental design are; independent samples, repeated measures, matched pairs and single participant. Experimental designs allow for increased control, allowing researchers to observe direct events or actions directly.

In contrast to experimental designs, nonexperimental designs are research designs that examine social phenomena without direct manipulation of the conditions that the subjects experience. There is also no random assignment of subjects to different groups. There are two main types of non-experimental designs: comparative design and correlational design.

In respect of research examining online child sexual exploitation online and in particular when exploring the aims of this study the use of an experimental design is not appropriate as it does not allow for unique contributions from participants and limits the kind of phenomena that can be investigated. The non-experimental methods employed investigate variables that exist irrespective of any researcher intervention often by correlation of variables or by the investigation of existing group differences. In these studies, no independent variable is manipulated. Non experimental designs can be used to eliminate hypotheses and support theories but are however subject to issues arising from validity.

Data Analysis

Correlational Analysis

Whilst there are some limitations to correlation analysis such as the lack of causality in relation to the relationships that exist in the data. Furthermore, the findings are not free from influence from extraneous variables. Correlational analysis was employed to explore and establish potential relationships between variables within this sample. As opposed to experimental methods, correlational design does not focus upon making distinctions between variables, but rather exploring the relationships. Given the distinct lack of research completed with residential care workers in this type of analysis was appropriate as an initial exploratory method to inform further research. Its data also provides a useful starting point for researchers exploring phenomena for the first time (Curtis et al, 2016). It can establish the strength and direction of the relationships between variables, enabling future studies as needed to determine causation experimentally as needed.

With this type of analysis, it is important to consider and effectively plan for sufficient sample sizes prior to conducting it to ensure the results derived reach the desired minimum correlation coefficient value with sufficient power. Sample size determination for correlation analysis is dependent on the research objectives and the statistical test being used (Bujang & Baharum, 2016). To complete this type of analysis the researcher aims to gather data from a minimum of 100 participants.

Thematic Analysis

Thematic analysis is a method for analysing qualitative data that entails searching across a data set to identify, analyse, and report repeated patterns (Braun and Clarke 2006). Thematic analysis supports the description and interpretation of through the use of codes selection and theme construction. This method was chosen over other potential qualitative analysis methods such as grounded theory and discourse analysis (Watling & Lingard, 2012; Taylor et al, 2012) because of its flexibility and lack of theoretical bounds. This chosen analysis offered a more realist method in which participants realities and experiences could be explored.

Thematic analysis is an appropriate and powerful method to use when seeking to understand a set of experiences, thoughts, or behaviours across a data set (Braun and Clarke 2012). Themes generated within thematic analysis also do not always reflect the questions asked of

participants when taking an inductive approach as per the thematic analysis across this study as the analysis is data driven but provides a broader, more expansive analysis.

Demographics

The three qualitative studies (studies 1, 2 and 3) used female participants only. Within studies 1 and 2, being female was not a pre-requisite for participation however the sample gained through opportunity sampling methods was solely female. Because of this and the fact that Study 3 was informed by studies 1 and 2 I chose to request participation from female participants only.

Sample size

Unlike quantitative research, there is no specific formula that clearly determines how many participants or groups are necessary for effective analysis. Determining the correct number of participants or groups completed to ensure qualitative data is sufficient is generally based upon data saturation. Data saturation occurs when there is no new information being derived from the data. Within qualitative research, it is preferred that data analysis ceases when no further themes are identified and it is considered that further changes or refinements made are not making any further significant contributions to the data set. Researchers however have made recommendations about reaching saturation although these do have some variances. Saturation occurs when no major new themes can be generated across groups. (Coglan & Brydon-Miller, 2014) propose that researchers conduct a minimum of three focus groups with similar groups of participants to acquire diverse perspectives and to reach saturation.

The extent to which smaller or larger sized groups are truly focus groups is open to question (Morgan, 2019) however researchers have made recommendations based upon the approach and intended analysis. Braun & Clark (2013) endorse appropriate sample sizes when completing thematic analysis and as such suggests that 4-8 participants should be used within a focus group and furthermore that between 3 – 6 groups to be completed where the analysis forms only a part of the whole research project. Morgan (2019) supports this suggesting groups usually operate in a size range from four to ten or twelve participants, leaving room for experimentation with both larger and smaller sized groups. Although it is further

suggested that the larger the sample size within this method, the more difficult it is to sustain meaningful interaction (Morgan, 2019). Participants included within smaller groups (around 4 or 5 participants) have more opportunity to engage, talk and also to get to know each other, ultimately leading to more valuable contributions (Morgan, 2019). Researchers are encouraged to reflect carefully about selection and generalization in terms of sample size within qualitative data analysis (Flick, 2018) as smaller groups may have trouble maintaining discussion. This can be particularly problematic if topics are mundane or difficult.

In quantitative research sample size in relation to the population is crucial for statistical generalisation. Quantitative research designs, including those which are correlational use large samples that have been attained through a specific or precise process. The importance of this purposive sampling is so that statistically representative data is produced in order to permit generalisation of the findings to the chosen population (Norwood, 2010)

Considerations

The following section provides information that is relevant across the thesis and is not included within individual chapters. The following information aims to provide a more contextual and detailed explanation for the general process followed across the thesis and largely relates to qualitative aspects of this thesis as well as considerations for the methodologies employed whilst completing research with children. Where information is specific to one individual study this is included within the relevant chapter.

Facilitation

I used the organisations in which I worked to access the sample of children looked-after. In order to control for my personal influence as the researcher only children unknown to me were offered the opportunity to participate.. Consent was gained directly from the organisation in order to approach participants and an additional recruitment protocol was devised for children looked-after in order to account for perceived, increased vulnerability. Facilitators should be trained to probe participant statements and create a safe space for sharing different views (Forrester, 2010). As such I have prior experience, skills and training in safeguarding and receiving disclosures of a sensitive nature from children. I also have experience of working directly with vulnerable children and young people which supported

in ensuring participant comfort levels during individual interviews and effectively managing the interview process. My previous experience working with children will ensure a non-judgemental empathetic and respectful approach to the views and opinions presented by children in line with suggestions made by Coglán & Brydon-Miller, (2014) who suggest that an effective facilitator will demonstrate respect, an anti-oppressive and strengths-based approach, empathy, objectivity, awareness of the importance and objective of the study and the ability to be non-judgemental.

Validity

When conducting qualitative analysis, the transcription of participant interviews and focus groups is viewed as an integral part of data analysis. As such, in line with the processes suggested by Braun & Clark (2006) I completed data transcription of all interviews held. This served to increase accuracy of data and the initial data familiarisation. It further increases the likelihood of understanding certain nuances within conversations (Braun & Clark, 2006) Manual coding was conducted on all occasions following interview transcription as a means to further increase familiarity with the data set and to ensure clear and concise transcription to maintain meaning. Full details of qualitative analysis are provided within the relevant study chapters however all qualitative data was analysed using reflexive thematic analysis (Braun and Clark, 2006) which was adapted to suit the individual aims of the studies and data collected. Whilst validity can be increased through triangulation such as the comparing of coding by two or more researchers (Sullivan, 2018) this research was completed as part of a thesis for submission for a PhD award, as such, opportunities for triangulation in respect of coding were not available.

Positionality & Reflexivity

Positionality refers to the researcher's justification of methods used and their position within the research. Creswell and Poth (2018) say that the positionality of the researcher influences all aspects of the research study as experiences shape how data and meaning derived from it is understood (Smith et al, 2009). The concept of reflexivity prompts exploration of our own involvement and influence within a particular study and how this acts to inform the research (Nightingale and Cromby, 1999) and is of particular importance when personal reflexivity plays a crucial role in the analytic process. Mindful of any biases or preconceptions that may

impact findings, personal beliefs, attitudes, and relevant experiences of the researcher were noted throughout the entirety of the research journey as suggested by Quayle & Chui, (2022) in their own qualitative analysis of children's lived experiences. Researchers should take into account their own background and social position, a prior knowledge and assumptions that could affect aspects of research such as development, design, data collection, analysis and interpretation (Jaye, 2002). As such, it is recognised that my own values, previous and current experiences, beliefs, culture and expectations were likely to influence the research process (Bourke, 2014).

The subjective nature of qualitative research is recognized by establishing how one's identity (i.e., gender identity, gender presentation, class, education, sexual orientation, race, ethnicity, age, language, culture, etc.) and contextual (i.e., immigration status, etc.) positionality contribute to the construction of the research process and findings. This positionality can be explored through the use of reflexivity (Swaminathan & Mulvihill, 2018). The process of reflexivity aids better understanding and serves as a tool for more methodologically sound research. Because of this I explored my positionality to assess trustworthiness of the data established through credibility, transferability, and dependability. Credibility relates to how compatible are the findings with reality. Transferability, on the other hand, is about the reader or user generalizability. Moreover, dependability in qualitative research is not about the replicability of findings but about consistency between the findings and the data collected. Each of these trustworthiness components (credibility, transferability, and dependability) can be achieved by using various approaches. Engaging in reflexivity would contribute to enhancing the credibility of the study. Ultimately, how a researcher engages in reflexivity should add to the meaning made of the data, participants, documents, and observations that inform the research question.

In this section I reflect on my role within Residential Childcare and within the Office for Standards in Education, Children's Services and Skills and the impact of this across all aspects of the programme of research. Including the choice of the methods, how questions were presented and framed and the interpretation of analysis. In order to transparently consider my impact on the study a statement of subjectivity was completed. This helped me to reflect upon personal experiences and characteristics were shaping the formation of the programme

of research, methods used, data collection, researcher influence and analysis and interpretation. This statement was regularly updated prior to each individual stage within the research to ensure continual reflection. Furthermore, a reflexive diary was maintained throughout. Through this I noted several factors which influenced the research and subsequently the results. Following this, the steps taken to rectify or minimise my direct impact.

Considerations held during the positionality process include first of all, that I had experience of working with children who have been directly affected by online sexual exploitation and abuse. I recognised that I have strong emotions and feelings around this topic due to seeing the direct impact of harmful adult-child interactions online and that this prior experience has shaped the whole programme of research and initial motivations for the research. Because of this experience, I may hold certain underlying expectations from the study and results, which may also have affected the direction of the questions posed to participants. At this stage of the research programme the questions asked to adults within this sample serve as a preliminary exploration of the research area.

Having worked with those who have been a victim of online sexual abuse for several years I recognise that this is a topic I am also familiar with and have become de-sensitised to. In this case, questions were reviewed following the completion of study one to ensure they were presented sensitively and to enable participants to only discuss information that they felt comfortable disclosing. The anticipation of sensitive information and potential disclosures helped to shape ethical considerations for the study and the additional safeguards in place when completing research with children. I was aware that I would need to be mindful of participant distress throughout the interviews and offer participants regular breaks or the opportunity to cease discussion should there be any signs of participant distress. Furthermore, to prevent undue distress around this topic, participants were fully informed of the topic area prior to the interviews and asked to consider the personal impact of this prior to participation.

The potential issues noted above were identified within my statement of subjectivity which was completed prior to commencing the programme of research. This helped me to reflect

upon personal experiences and characteristics were shaping the formation of the programme of research, methods used, data collection, researcher influence and analysis and interpretation. This statement was regularly updated prior to each individual stage within the research to ensure continual reflection. The maintenance of the reflexive diary throughout included thoughts, opinions and observations that occurred and were noted throughout the process. Allowing me to identify potential conflicts, gaps in understanding and researcher influence. Specific issues relating to positionality identified within reflexive practice are detailed in full in the corresponding chapters.

Ethics

Ethical approval was sought from the Research Ethics Committee of the School of Psychology and Social Care at The University of Central Lancashire. Consent was obtained in writing from the residential child-care organisations in which children looked-after were recruited prior to any recruitment taking place. Consent forms and transcription devices were stored in accordance with the Data Protection Act (1998), interviews were anonymised and transcribed onto a password protected computer. To ensure anonymity each participant was assigned a unique identifier which was used during the transcription of interviews and any identifiable information was removed or anonymised.

Studies 2 and 3 called for the participation of children and young people between the ages of 11 and 17. Both studies involved the participation of those whom likely have pre-existing vulnerabilities (children looked-after). In order to complete research with both vulnerable groups (children and children looked-after) two specific protocols were devised which outlined the steps taken to ensure potential harm was minimised (See Appendix 2c and 3c).

Prior to the recruitment of any children, the researcher completed study 1 as a pilot study with young adults, serving to pilot the questions which were later used with children and young people. This helped to check the suitability of questions as well as the general understanding and sensitivity of questions to be asked within the later stages of the research. All recruitment advertisements explicitly state the aims and objectives of the research as well as a full description of what participants are likely to expect. The overview provided indicates

that participants should not take part should they have any concerns in relation to discussing the internet and online exploitation.

In relation to study 2, similar to the processes employed by Dockett et al, (2009) a lengthy process was employed to ensure children's assent to the research process. The recruitment advertisements were given to the managers of numerous children's homes within one specific children's home provider. Homes managers (those with overall responsibility for the children's home and the care and well-being of children accommodated) were asked initially to view the advertisement and identify potential children who may be appropriate to take part and children they believed may wish to take part/enjoy taking part. Following the identification of potential participants, the researcher then approached the responsible clinician for the home (a person with clinical oversight of that particular home and children therein) to ensure suitability for participation and agreement for the identified child to take part. This was to ensure that the clinician had no reservations about the child's participation or current emotional and mental well-being. Following identification and agreement from clinical staff, the recruitment advertisement was provided to children via their 'keyworker' (an adult working in the home identified as having a close relationship with the child, who knows the child well). Agreement to participate or not was then gathered through the keyworker to ensure there was no influence from the researcher. Where initial interest and agreement was received from the child consent was then obtained from the child's social worker or social worker and parent depending on the child's legal status. A suitable date was then arranged for the semi-structured interview based around the child's schedule. Children were able to decide whether to complete the interview in their own home or within the university, whichever was their preference. The researcher then took steps to ensure participants had full understanding of the implications of the study before proceeding with the interview by reiterating the participant information sheet directly and checking understanding with children, providing children with the option to withdraw and providing children with the debrief information sheet in case of early withdrawal prior to proceeding with the interview. Children were then asked to provide formal written consent. During the interview process the interviewer observed children's welfare for any signs of distress. The researcher is also confident in, and has a significant amount of experience of working with vulnerable children and taking disclosures from children. Children were offered regular breaks

and asked about their welfare throughout the interview process and reassured that could withdraw at any point throughout. To ensure the safety of both participants and the researcher, where interviews were held in the home the relevant risk assessments were completed in line with university policies and procedures. As all children completing face to face interviews chose to complete the interviews in their own home, the researcher ensured there was a room in the home where privacy could be maintained. The researcher held a current DBS certificate and had suitability checks completed through the organisation a part of her employment within the organisation. Keyworkers were asked to wait in close enough proximity so that if the child or interviewer required support, they would be readily available. Following interviews children were given a final opportunity to withdraw and an opportunity to discuss any of the topics with the researcher outside of the interview process. Keyworkers were informed of the interview process and the sensitive topics discussed and asked to be mindful of this. This ensured monitoring of the child's welfare following the interview process. Keyworkers were also given debrief sheets including relevant sources of support and guidance should they need to support children further following the interview.

In relation to Study 3, there were two separate phases of this study. The first phase relates to the semi-structured interview and qualitative data gathering. The same process and procedure as outlined for study 2 was utilised for all children looked-after within the first phase (interview stage) of study 3. A separate procedure was employed for those children participating who were not children looked-after. In this case, the recruitment advertisement (including participant information) was distributed at the University of Central Lancashire and throughout social media to parents and guardians. Children and young people who may be interested in participation were then identified by these key adults and were asked to contact the researcher to express their child's interest. Once interest was directly expressed, children were then provided with the information sheet and access to the researcher for any further questions. As with the children who are looked-after, the recruitment advertisement and participant information sheet included all the relevant details for children and their parents to provide fully informed consent. Once verbal/email/written confirmation of interest was obtained the parent/guardian was approached and asked to provide formal consent. A date was then arranged for the semi-structured interview to be held at the participant's home or the University, whichever was preferred. All children chose to be interviewed at their home.

Prior to the interview starting, the participant information as detailed in the information sheet was reiterated verbally to participants and participant understanding checked. The participant is given a further option to withdraw and provided with the debrief information sheet for their reference, and in case of early withdrawal from the study. Formal Informed consent was then gained via the participant consent sheet. The Semi-structured interview was then held with breaks provided and further options to withdraw throughout. During the interview process the interviewer observed children's welfare for any signs of distress. Children were offered regular breaks and asked about their welfare throughout the interview process and reassured that could withdraw at any point throughout the process. To ensure the safety of both participants and the researcher where interviews were held in the home the relevant risk assessments were completed in line with universities policies and procedures. The researcher ensured there was a room in the home which ensured privacy but parents were asked to wait in close enough proximity so that if the child or interviewer required support, keyworkers/parents would be readily available. Participants was verbally debriefed and provided with the opportunity to ask questions or discuss issues in person with the researcher following the interview. Lastly, participants were given a final opportunity to withdraw from the study.

The second phase of study 3 was the completion of the quantitative questionnaire. For both the children who are looked-after and those who were not looked-after, the procedures were the same. The researcher confirmed interest with the child again via their nominated/appropriate adult following a period of time to evaluate whether they wanted to continue with the study (between 4 – 6 weeks). This enabled the participant to decline without influence or having to discuss directly with the researcher. Once further participation was confirmed, the researcher arranged the quantitative information gathering in the child's home or within the university of Central Lancashire. The researcher attended the preferred location and provided the full information sheet again as provided during phase 1. This is again reiterated verbally to participants and the researcher checks participant understanding. The participant is given a further option to withdraw and again provided with the participant debrief sheet for their reference and in case of early withdrawal. Informed consent gained via the participant consent sheet. Quantitative questionnaires were completed in the home with breaks provided and further options to withdraw throughout. The researcher asked children

to complete this in a different room at the time of the visit to reduce any pressure from direct observation. Participants were verbally debriefed following and sign-posted to debrief information sheet again. Opportunity for participants to discuss any issues raised individually with the researcher were also provided at the time of data collection and a final opportunity to withdraw from this phase of the study provided. As per previous phases, the relevant lone-working and off-site working risk assessments were completed in line with policies and procedures.

Considerations for research with children

The distinct processes and protocols noted earlier in this chapter aim to alleviate some of the tensions and challenges relevant to this project. This section explores and further tensions and challenges not addressed earlier and those relevant to this thesis. One additional challenge to overcome whilst completing both studies two and three was the issue of assent. Whilst consent can be clearly clarified verbally and formally in writing by children and those with responsibility. Cocks, (2007) refers to the researchers deliberate and vigilant observations of children throughout the research process and requires the researchers time and effort to attune to the child's unique communication.

The location of data collection both qualitative and quantitative within studies 1, 2 and 3 was considered at length. Due to the vulnerability and marginalisation of children, specifically children looked-after, the researcher believes an opportunity to offer their own home as a location to be suitable as researchers are more likely to involve marginalised children if research I carried out near their home or school (Qvortrup, 1997).

Adaptions

Initial procedures were later adapted due to requests to participate in the study from CLA to an online recruitment advertisement aimed at non-looked after children. One additional child was allowed to participate who has seen the advertisement and requested to participate. This child did not have a responsible clinician and the full procedure was not able to be followed as detailed above. The researcher did not feel it appropriate to refuse the child the opportunity to participate given their direct expression of interest and due to being over 16

years of age. The relevant amendments were made to the ethics form and approved by the University of Central Lancashire Ethics committee.

Additional adaptations were required due to the arrival of the global pandemic and a period of interrupted study. Data collection for study 3 was largely completed between May and August 2019. The researcher then began a period of maternity leave. It was the researcher's intention to return to data collection in April 2020 to complete the final 2 interviews which could not be completed prior to maternity leave however this was impacted by the global coronavirus pandemic and the restrictions imposed by the government from 26 March 2020. As such a request to adapt the face-to-face data collection and to use Microsoft teams as an alternative was submitted. In order to complete the research online the researcher ensured that cameras were turned on during the interviews. All children interviewed online were non-looked after children. This enabled the researcher to continue to assess assent and visually check for any signs of distress. A total of 2 interviews were completed via Microsoft teams. The relevant amendments were made to the ethics form and approved by the University of Central Lancashire Ethics committee and the remaining interviews were then completed between February and March 2021.

CHAPTER 4 – STUDY 1

Introduction

Technology continues to develop, and each year, new, improved and more advanced applications, devices and systems are made available to the public. For those who have the means and access, modern technology has made life easier and more efficient. Children born in more recent decades are growing up in a world where engagement in online technology and services appears almost compulsory. Thurlow & McKay (2003) appropriately coined the term 'digital natives' to describe the integration of the internet into young people's lives, suggesting that younger generations are born into this online world, with the influence of technology where perceptions and understanding of online systems may differ to those of alternative generations, explaining why children appear to be the 'early adopters' of online platforms and applications, and those who often drive internet trends that are seen with adults (Ofcom2021) The majority of children are accessing the internet daily (Lenhart, 2015) and for most of these children, they are accessing social networking sites from the privacy of their bedrooms (Özçalık & Atakoğlu, 2021) The use of smartphones and mobile devices to do so has amplified concerns by increasing children's access to the online world; providing a remote, transportable and private connection to the opportunities and risks presented online. This range of mobility and access has increased privacy, reduced parental monitoring and is likely to have increased the chances of having negative experiences online.

Despite positive associations and implications, there are equally concerning and significant risks to children that accompany the use of online systems and facilities. The development of online technologies has made some criminal acts easier; fraud, stalking, and identity theft for example, and has also given rise to new criminal behaviours such as hacking and cyber-attacks (Europol, 2016). Further risks have also been identified such as; exposure to harmful content that is violent, racist, offensive or obscene as well as access to gambling and illegal goods such as drugs, alcohol, and weapons (Berson, 2003). The lack of oversight or ability to moderate all the available content and information on the web means that misinformation is widespread and illegal and harmful activities largely go unchecked (Berson, 2003). Furthermore, the Internet introduces new opportunities for children to gain access to inappropriate content, including those that are sexually explicit, sexually harmful or

exploitative. Equally, it also provides an accessible platform for potential child sexual offenders to approach children, interact with them and form relationships. These concerns require further investigation when we consider research such as that conducted by Quayle, (2017) whose findings suggest that the majority of adolescents willingly engage in online sexual activities.

Relationships forming online has become particularly prevalent in recent decades. The forming and building of intimate and sexual relationships have gained increased acceptance and utility, even amongst adults. Concerns around online relationships and interactions is similar for children as they for adults, in that they may be unknowingly forming bonds and sharing personal information with individuals with devious intentions, such as those hoping to identify potential victims for sexual assault. Those with sexually deviant intentions can also utilise the Internet to locate individuals for online or offline sexual abuse or to engage sexual communication (Beech et al., 2008). (Kierkegaard, 2008) argues that recent advances in online technology aid those who intend to exploit children as they can access and have increased opportunity to potential victims. Cooper (2003) supports this when describing the Internet as a 'triple A engine' proposing it as a tool which provides sexual offenders with accessibility, affordability and anonymity. Further concerns arising from the increased use of the internet is the speed at which sexually explicit and abusive content can be created and distributed (Quayle & Taylor, 2002). The internet also allows for a wide access, distribution and communication, allowing those with a sexual interest in children to receive validation and connectedness with like-minded individuals (Berson, 2003). Not only has the internet increased potential offender's abilities to contact with and interact with children but it has opened up doors for new kinds of abuse such as online grooming, sexual solicitation, sexual exploitation, the creation of pseudo images and the live streaming of contact abuse.

Children's interactions with adults online are of huge concern to parents and professionals. The idea that there is an unknown adult sat behind a screen posing as a child to lure the victim into offline abuse remains a wide spread misconception. Although grooming is a particularly deceitful process (Berson, 2003) research indicates that not all offenders who groom online are deceptive about their age or intentions (O'Connell, 2003) and the majority of young victims are aware they are communicating with adults, who were seeking a sexual

relationship (Wolak, 2004). During interviews with online groomers, many made reference to the perception of anonymity the online environment provided, resulting in confidence and a 'buzz' (Webster, 2012). The anonymity and lack of face-face contact gives individuals the courage to act in ways that are dissimilar to their offline behaviour, known as the disinhibition effect (Suler, 2004). The disinhibiting nature of the Internet facilitates sexual activities and interactions online that people would less likely engage in offline (Koops et al, 2017).

If some children are knowingly engaging with an adult online whose intentions are clear questions are raised as to how these children can be further protected from harm. In order to do so it is important to ascertain which children are more likely to be vulnerable to such interactions in order to provide specific and targeted interventions. Previous research has failed to identify a single risk factor as the catalyst for sexual abuse or exploitation, and indicates that vulnerability is a result of various and intertwined risk factors and the absence of protective factors (Masten & Coatsworth, 1998). For example, adolescence is a period is a point in time where interaction, relationships and acceptance with and from peers is crucial to children, online this may be represented by increased connections and interactions with unknown others and may influence children's online behaviours (Bryce & Fraser, 2014) resulting in increased risk of being approached by adults and increased vulnerability to online abuse and exploitation. As a result, the relationship between online behaviours and interactions which young people perceive to be normal and the associated potential risk of sexual exploitation requires further research. This includes the development of a deeper understanding of the everyday utilisation of this forum by young people and the identification of factors increasing vulnerability to online abuse (Bryce & Fraser, 2014; Livingstone et al., 2012).

Parents, researchers, professionals, and policy creators are likely to struggle to keep up with such developments and the impact that these emerging technologies can have on children, their safety and their well-being as new challenges and risks continue to arise (Alsehaima & Alanazi, 2018). Social networking sites and platforms have added to concerns relating to children's online communications and interactions by providing one-to-one, one-to-many and, especially, some-to-some communication (Livingstone et al., 2013). The outcomes of children's safety rely heavily on pre-existing vulnerability factors and children's and care-

givers ability to effectively manage their online activities. Measures to protect children from online risks are in place; education, monitoring software, safety and restriction settings, support services and reporting tools but very little is known of their effectiveness or their utilisation by users (Livingston et al, 2013). Even less is known about how these protective measures are utilised by children who are more likely to engage in risky online behaviour or who are most vulnerable to online harm. There is a large amount of research which visits children's risk-taking behaviours online. The majority of which has been completed through surveys and quantitative data collection. To understand the true behaviours of those online, the understanding and perceptions of the online-world and risk in relation exploitation it is necessary that research is completed to gain a deep, contextual understanding of these issues, particularly from those whom we know to have pre-existing vulnerabilities. To support the understanding of children's online behaviours and how these are perceived at the time and also how these behaviours are reflected upon later life will provide rich insight into children's online behaviours, risk taking and exploitation online.

Other risks identified include; exposure to harmful content that is violent, racist, offensive or obscene as well as access to gambling and illegal goods such as drugs, alcohol, and weapons (Berson, 2003). The lack of oversight or ability to moderate all the available content and information on the web means that misinformation is widespread and illegal and harmful activities largely go unchecked (Berson, 2003).

Over recent years, local agencies working, particularly those relevant to vulnerable children are exposed to increasing stresses including staff shortages and reduced resources (Rocks, Fazel, & Tsiachristas, 2020). A recent study completed by El Asam et al, (2021) also signal potential shortfalls in the care provided to children looked after. The results of their qualitative investigation showed that across such services there is poor awareness of the risks presented to these children and that this is combined with the use of generic assessment tools which often specifically target grooming. The study further suggests that despite a perceived increase in online risks, data/evidence was poorly kept, with limited access and sharing across agencies. The training received was noted to be optional, poorly promoted and not specialised. In further support, Dunn (2014) cites a lack of digital skills among staff with the social care workforce as they are not considered in the social care workforce training and

qualification frameworks in any significant way. Such factors in combination indicate that it is highly likely that many children's services and practitioners are not sufficiently prepared to deal with online risks and the potential challenges arising from children's increasing online activity. This is supported by others who note; services require new digital professionalism, , procedures and tools and well-trained children's workforce and better multi-agency working (Bentley et al, 2019; Wisniewski et al, 2017).

Aims

This study aimed to examine online sexual exploitation, solicitation and victimisation through exploring participants communication, interactions and relationships online. The study was particularly interested in understanding the experiences of young adults, with a particular focus upon their experiences when below the age of 16. Specifically, several key areas were explored; online relationship formation, cyber-sexual interactions, online relationship breakdown, approaches by adults online and experiences and relationships with adults online. Participants aged 18 - 25 were asked to reflect on their current and past online interactions with others and asked to discuss what they do and have done online in order to examine potential areas of risk, vulnerability and exploitation. This study aimed to identify problem areas that adults are either currently experiencing or have experienced when under the age of 16 in order to generate a basis for further investigation with children and young people. This study contributes to the overall aims of the thesis which aimed to advance understanding of online child sexual exploitation, solicitation and victimisation online. Because online sexual exploitation, solicitation and victimisation is a complex process that might not be apparent to the individual, the questions related to behaviours, experiences, interactions and communications which are related to exploitation and victimisation solicitation rather than directly asking if participants had experienced grooming. In doing so, this study retrospectively explored how young adults perceive/d sexual solicitation and online sexual victimisation experienced during their childhood as well as current sexual experiences online, providing insights for preventing online sexual predation.

Methodology

A flexible, qualitative methodology was used in order to inform deeper understanding of participants online experiences. The study specifically examined behaviours, interactions and relationships prior to the age of 16 as well as related current online experiences and interactions.

Design and participants

Three focus groups (n=4x3), total participants (n=12) were conducted with adults aged 18-25 years whom were recruited via advertisements within the University of Central Lancashire and through a snowball sampling method. (Appendix 1a). Smaller groups were chosen in order to sustain meaningful interaction between participants (Morgan, 2019). The sample size used is reflective of that suggested by Braun and Clark (2013) where a study forms part of a larger programme of research and is suitable for later interpretation of the data using thematic analysis.

All groups consisted of 4 female participants with an average age of 23 years. Recruitment of participants was not gender limited however participants were informed that groups would be single-sex due to the nature and potential sensitivity of discussions. No additional demographic information was requested. Single-sex groups were used to promote increased information sharing and disclosure from participants with those of the same sex. Sexual exploitation, solicitation and victimisation, although not always, is largely committed by a male perpetrator. Single sex groups were also believed to help participants feel more comfortable when discussing potentially sensitive sexual information. To increase the likelihood of disclosure and to promote relationships building and comfort within the groups pre-established peer groups were also welcomed. Subsequently, three groups of pre-established female peer groups participated with the study. The use of participants from pre-established peer groups aimed to reduce the amount of time required for ice-breaking and to permit more open peer discussion. Friendship groups have already passed through stages of relationship development and this will facilitate the free expression of ideas and experiences (Lewis, 1992). Although there are potential limitations associated with this methodological approach (e.g., influence of established group dynamics), this format recognizes the importance of the peer group within their everyday lives as well as promoting shared

knowledge and experiences, thus providing deeper insight to underrepresented values, beliefs and norms of those who engage with others online (Bryce & Fraser, 2014). Morgan (2019) suggests that by using pre-existing groups that the range of consensus and diversity can be seen within the topic of interest and that this approach is beneficial as increasing homogeneity will enhance the participants' interests in sharing and comparing the things that they have in common. The research further suggests that homogeneity can aid in facilitating discussion around sensitive topics and that by recruiting participants from pre-established groups this removes concerns about being judged by outsiders and allows for increased disclosure and further suggests that these groups may even be representative of a peer support group.

The focus group methodology was also selected in order to observe more naturalistic processes of communication between groups. Kitzinger (1995) suggests that if a group is compatible and trust develops then this may result in participants feeling comfortable and sharing information. Therefore, I limited the age within groups due to ensure participants were frequent users of the internet and were more likely to be familiar with applications and platforms currently used by children and young people, and also to ensure participants were at a similar stage for technological understanding. This was important due to the speed at which technology and the internet develops over time. Participants were able to dictate whether they wanted to complete focus groups within a confidential space within their own home or a location within the University of Central Lancashire.

A semi-structured approach to data collection was employed to allow me to use necessary prompts and more structured questions during discussions. This approach was adopted to maintain focus and gather more specific data around online sexual exploitation, solicitation and victimisation participants may have experienced when they were younger. The more structured methodology and focus of the questions asked were also used to improve information power (Malterud et al, 2015). The focus group format was chosen rather than individual interviews as they also reduced associated biases in responding by requiring less focused interaction with me as the interviewer. Within this study, I acted as a guide, re-directing focus where necessary and providing the group with open-ended questions in which to explore participants personal experiences and opinions within and across the groups. This

chosen focus group methodology also aimed to broadly explore participants experiences online as an initial information gathering study for the full programme of research. It was hoped, as suggested by Forrester (2010) that by using this methodology participants may act as facilitators within this discussion and that the communication between participants may inform further insight and research questions to be address by subsequent studies within this programme of research.

Procedure

Participants were provided with full ethical information about the study via the participant information sheet in order to provide informed consent. Consent was firstly received verbally in order to start the research process and pre-arrange group discussions. Written consent was formally obtained immediately prior to participation within the focus group discussions. Participants were fully briefed about issues relating to the inability to guarantee confidentiality in the group format, and asked to consider this issue when engaging in the discussion. Sessions were voice recorded and lasted between approximately twenty and fifty minutes. Sessions were later transcribed and anonymised using a participant identifier. The facilitator also screened data for additional identifiers and removed these from the data to prevent breaches in confidentiality. Following the study, participants were provided with the necessary de-brief materials (Appendix 1e) which including the necessary contact information for relevant support services and for the facilitator.

Data Analysis

The study used thematic analysis (Braun & Clarke, 2006) to explore several pre-determined areas of interest relation to online sexual exploitation, solicitation and victimisation; cyber-sexual interactions, relationship formation and breakdown, approaches by adults online and experiences and relationships with adults online. Focus group interviews were transcribed orthographically and pauses and breaks were noted throughout the transcription. As I was the sole researcher facilitating the group, a decision was made not to note observations such as participant body language or inflections for example unless these were deemed these to be of significant value as it was not felt that this was possible or beneficial during this stage of the research. Transcripts were read a number of times in order to achieve familiarisation and in line with the recommended six stages outlined by Braun & Clark (2006).

The six stages were used to guide the reflexive thematic analysis completed. These stages were not linear and they were applied in a flexible manner to fit the data and the research questions as recommended (Braun & Clarke, 2020). I familiarised myself with the data through listening to the focus group transcripts to achieve a deeper, contextual understanding of each individual data sets and the data as a whole. Data was transcribed manually and checked several times for discrepancies in transcription. This also allowed for deeper understanding and increased familiarisation with the data set. Preliminary notes were taken which included initial observations and trends within the data. Stage two of the analysis involved preliminary coding which involved manually identifying data items that may be of value to the research question. Codes were revisited and refined within the stage. Once all the data had been coded within individual transcripts these were reviewed and refined to combine codes with shared meaning where these could be considered as part of a larger concept and whether this may generate a theme or sub-theme across the data set.

Potential themes were then reviewed to assess meaningful interpretation of the data and to ensure relevance with the research questions. Themes were appropriately revised to ensure quality, meaningfulness and coherence. The data set and codes were revisited several times during this stage to ensure full revision and accuracy with revisions and adaptations made throughout. Themes and sub-themes were checked for consistency, agreed upon and named. The data extracts to be included within the analysis were also identified. Finally, the full analysis was revised and reviewed in order to present the final analysis and discussion seen within the following section. Illustrative quotations to support the analysis and results were also identified during this process. The final stage focused on examining links between themes, and associated variations in perceptions and experiences (Bryce & Fraser, 2014) and links to previous research in the area to support or refute triangulation and reduce inadequacies and ensure sufficient depth exists within themes to explore diversity and patterns within the experiences held by participants. As per the detailed description, I analysed the data using the process outlined by Braun and Clark (2006) which was adapted slightly to suit the data collected and study aims. This is summarised in Table 1 below.

Table 1: Step by Step Process of reflexive thematic analysis of the data

Step	Example
Familiarising self with data	I completed the interview transcription for all focus groups. In doing so I repeatedly listened to the audio, read and re-read the transcripts several time to ensure familiarisation.
Initial Coding	Initial codes were formed by labelling all data with basic, initial codes e.g., anonymity, popularity, privacy. Abstract coding was also completed to ascertain more detailed understanding and meaning within the data e.g., ‘invading privacy without risk of detection’ and ‘new online experiences for children create increased risk of harm’.
Review of Codes	Codes reviewed to check meaning and interpretation against abstract coding. Codes not relevant to the research question disregarded i.e., engagement with applications
Codes grouped into themes	Codes with multiple meanings organised and highlighted. Preliminary themes generated e.g., exposure, risk, real-world implications.
Review of themes	Final six themes and thirteen subthemes generated and reflected as within Table 2 below.
Themes fully defined and named	Theme 1: Loss of Control Theme 2: Accessibility Theme 3: Relationship Formation and Maintenance Theme 4: Deceitful Interactions Theme 5: Reality and Risk Theme 6: Generational Differences
Interpretation and Reporting	Appropriate quotes from the data extracted to appropriately represent generated themes.

Positionality

The positionality of the researcher influences all aspects of the research study (Creswell and Poth, 2018) as discussed in detail within chapter 3. When considering my positionality within this study in particular, I observed that I was a similar age and of the same gender as those being recruited for the study. This is likely to be of benefit to the study as I was likely to have

shared and similar experiences of the internet with participants through the use of the same technology and applications. This is likely to aid in understanding and interpretation of the discussions held. Furthermore, having a researcher who participants are more likely to identify with and form bonds with is more likely to support increased disclosure and open communication across groups. Further details in respect of positionality were considered in respect of this thesis and the full programme of research and are detailed in Chapter 3.

Findings

Inductive reflexive thematic analysis supported the generation of 6 key themes and 11 subthemes across all data sets following three semi-structured focus groups with adult participants (total n=12). Table 2 below provides an overview of these key themes and subsequent sub-themes.

Table 2: Table of themes and sub-themes identified.

Theme	Sub Theme
Theme 1: Loss of Control	<ul style="list-style-type: none"> - Personal and private information - Online exposure
Theme 2: Accessibility	<ul style="list-style-type: none"> - Positive access - Access to others - Accessibility of personal and private information
Theme 3: Relationship Formation and Maintenance	<ul style="list-style-type: none"> - Harmful interactions and relationships - Peer on peer relationship formation and maintenance
Theme 4: Deceitful Interactions	<ul style="list-style-type: none"> - Displaying an inauthentic self - Sinister motives
Theme 5: Risk and Reality	<ul style="list-style-type: none"> - Risk and Protection - Impact and Implications
Theme 6: Generational Difference	n/a

1. Theme one: Loss of Control

Theme one, 'loss of control', explores the lack of control participants experienced in terms of their online world. Particularly the lack of control over their personal and private information as well as what individuals are exposed to online and are discussed within two subthemes.

1.1 Personal and private information

This sub-theme explicitly explores individuals' feelings of powerless and loss of control over their own personal and private information, with a particular focus upon personal images. Participants highlight throughout the discussions that the online environment can leave individuals powerless should their information come into the possession of another online. This can be through hacking, inadequate security measures across applications or through others taking content and information that is accessible to them and subsequently sharing it with others. Exploration of discussions suggests this occurs regularly, with several participants able to easily recall instances where they have witnessed personal image and information dissemination from largely anonymous others. Participants highlight that this is not limited to their experiences within young adulthood and that children are also susceptible to a loss of control over personal and private information and images, even those which contain sexual content or imagery. Technology and the use of 'tagging' also serves to increase information sharing by alerting others of content to be viewed.

P 1: Yeah, she was young, wasn't she?

P 2: Yeah, and they were bad photos.

P 4: And you could just get -- and people like were putting like the '@' you know, like their name, so that everyone could get on to it.

P 2: Like somebody could tag someone ...

P 4: So, there were just shit loads of pictures of her and her boyfriend that people had put on.

Focus Group 3, Page 11

Instances where others have taken personal images and information and distributed these to a wide audience were recalled several times throughout the three discussions. The majority of the discussion related to image sharing in respect of self-created indecent imagery of children. Discussions further highlighted difficulties in retrieving information that had been accessed by others online, which in some situations had led to repeat victimisation or exploitation online and also resulted in offline implications and repercussions for the victim.

P 1: They all had web cams when we were at school and they used to screen shot it, and there was girls at our school that all took their tops off and flashed to all these boys, and then they would screen shot it and printed it out and that was it then boobs all over school. You know, but you could, but that's what it was like but they would just do it over a web cam, but it's now you don't have to do it through web cam, they do it on their phones, so it's easier.

Focus Group 2, page 28

Generally, across groups, discussions indicated that when the person that loses control over their information is not known personally to them or the participant is not directly affected, participants found these situations humorous and did not view this as a significant risk. The risk of exploitation and the implications of privacy breaches were viewed as part of everyday online interaction and internet use. Something that participants had come to accept as a consequence of being online.

1.2 Online exposure

This sub-theme demonstrates the loss of control individuals face when viewing content online. Participants across all groups describe multiple situations in which they have had no control over the content they viewed, some of which is simply unwanted, however other content reflects that which is distressing or harmful. Participants express that content viewed can initially appear harmless or interesting but that when viewed it can be extremely distressing, inappropriate or even illegal, including the physical abuse of children. Participants also refer to the lack of safeguards in place to remove harmful and distressing content and

emphasise a general lack of control over the content posted, distributed online and available online.

P 4: and videos like with vile stuff, some horrible stuff on it.

P 1: You get some proper vile stuff like.

P 4: You do.

P 2: There was that one wasn't there with that nanny battering that baby. And I reported that and everything, I only watched about 30 seconds of it because it didn't say what it was.

Focus Group 2, pages 8 - 10

Participants also made reference to unwanted exposure to sexual content online including images created and sent by others, sent without prior contact with the recipient and without permission or pre-warning . Participants indicate that there are certain accessible platforms in which this exposure is described as a consequence of using that application or platform. This also indicated that participants were able to access platforms that were not suitable or appropriate for their age at the time of access.

P 3: POF's really bad. I went on POF.

P 2: Plenty of fish?

P 3: I went on POF and like you just get pictures of men's d***s.

Focus Group 3, Page 19

Exposure to distressing and harmful content can occur without warning and individuals online have little control over what happens to this content following viewing. It remains online for others to be exposed to and is subsequently shared and 'liked' by others which increases the

popularity of that particular content, making this content accessible to an even wider audience. Demonstrating that individuals have very little control over content available online and the images individuals are exposed to when using certain platforms. Furthermore, participants expressed that distressing was not always removed when reported to the site.

P 2: Well there was that on where that little kid made the news where the dad slapped him. They videoed it.

P 1: Yeah, yeah.

P 2: The mum was like 'watch this' and he must have been about 3, and the dad just went 'bam' on his face and the kid went flying. And that all stayed up, because they said it was, again promoting child abuse not happening.

P 3: Do you ever find out if these people get, anything happens to them?

P 4: Well no because it comes from that many different people and that many different people share it and like it, you can't get to the main source of it to try and.

Focus Group 2, Pages 11 - 12

Children, young people and adults alike are at risk of being exposed to harmful and distressing content and material. This analysis supports the notion that the internet allows for quick publication and distribution of harmful content which can lead to individuals being exposed to information or imagery which they would not routinely come across offline. This is supported in the previous research by Ofcom (2021) and El Asam & Katz (2018) which suggests that children can be exposed to harmful material whether they have directly sought this information or not. There is difficulty in ascertaining the impact of viewing this content as individuals experience harm differently. However, previous research (El Asam, 2018) shows a strong relationship between exposure to harmful content and the user's engagement in offline risky behaviour. This could be a result of disinhibition (Suler, 2004) meaning that the increased online exposure to harmful materials has led to an increased acceptance of harmful and distressing behaviours. In these instances, repeat exposure may serve to normalise

behaviours and content. This is reflected in participant discussions where exposure to harmful content and the loss of control over personal and private information and images is viewed as a 'normal' consequence of utilising certain online applications.

Furthermore, inappropriate or harmful material which has been publicised online can be shared across numerous platforms with little control over this content. Participants accept that material remains online and that despite attempts to highlight these to service providers content is not removed, potentially leading to an increased acceptance and normalisation of this loss of control. This could ultimately increase exploitation online due to a lack of reporting of harmful or abusive content shared by others and reduced repercussions for those who create and distribute harmful content or even those who act illegally online.

2. Theme two 'Accessibility'

Theme two 'accessibility' explores the services available to participants online, the access to others online and the accessibility of the personal and private information of others.

2.1 Accessible services

The 'accessible services' sub-theme relates to the scope of information and services that are available to individuals online. Participants across all groups note these benefits as one of the many positive implications of internet use. Participants enjoy searching for and gathering information and using the internet as a resource which benefits their off-line lives and provides them with fun and entertainment.

P 2: You get lots of ideas, you type something in and it gives you thousands of things like recipes and what people have done.

P 1: You can type in any keyword, can't you? We spend most of our time sending each other Harry Potter humour though [laughs]. That's what we do on it.

Focus Group 2, page 1

P 1: We look at pal pictures don't we, and...what else do we look at on it? We look at everything, anything, diet, exercise, she sends me Channing Tatum pictures all of the time as well saying "damn girl" [laughs].

Focus Group 2, page 3

The internet allows for access to a variety of applications with alternative uses and for various purposes. There is unlimited access to these and participants use online platforms and applications to gather resources, ideas and information. This demonstrates that across groups participants suggest that the internet is becoming increasingly rooted within our daily lives and routines and that adults are utilising these platforms to engage in a variety of online activities. This is also represented within research completed with children (EU Kids online, 2010; 2020) whereby the majority of children engaged activities related to communication and entertainment, and learning.

Interestingly, some risks associated with this online accessibility are that some applications automatically provide others with access to an individual's location. Furthermore, access to services is not restricted, or rather, the measures in place to prevent underage users are not sufficient. This has implications for the safety of younger users, and those who less familiar with application settings such as those who are less 'savvy'.

P 1: They all have iPhones and you can just download the apps of stuff they want to go on. They've got the Facebook app, Twitter app, and they're just on it.

P 1: It shows their location all the time and everything, they have just got their location settings on.

P 4: There's no like restrictions or boundaries either, you know like, it doesn't stop them going on Facebook even if you're not 14. There should be some way to stop you doing that.

P 4: It doesn't stop you viewing the pages either. And you can view any of the pages there are no sort of barrier to stop them. You just type in a date of birth, and that's easy enough to make up to make you old enough isn't it. There's no like proof.

Participants viewed children to be more 'naïve' and less prepared for risks online than they were themselves previously. This largely because of the ages that social networking sites became available to this group as older adolescents compared with the age at which children are accessing content online 'today' .

P 4: I think you're more mature like then, no like people had Facebook for ages and I just thought, I'm not succumbing to that like the big hype and then eventually got it and really, I only use it for pictures really but it's, I think our age, because we were that age we were mature but there's kids like in primary schools on it and I don't think they are mature enough to have it.

Focus Group 1, page 23

Participants suggest that unprotected accessibility to online applications and networking sites increases risk for children and that more effective barriers should be in place. The unrestricted, accessibility to online platforms for children can create easy access to content that is not age appropriate. Comparatively, this also have further safety implications when we consider applications that are targeted at young children online. Meaning that any individuals accessing applications online do not have to present any proof of age, resulting in access for adults to applications and platforms which are focused at, developed for and subsequently used by children.

Although some research (Livingstone et al, 2005) argues that adults often underestimate children's online skills and abilities to keep themselves safe from harm and to mitigate risk, alternative research raises concerns around the increased use and accessibility of the internet is the speed at which sexually explicit and abusive content can be created and distributed (Quayle & Taylor, 2002) and subsequently viewed. Some of which could result in immediate, direct-harm or disinhibition, normalising such content within younger age groups. This is further exacerbated by increased access to mobile devices which are being frequently used,

almost on a daily basis, by an increasing proportion of the population (Eurostat, 2019). Accessibility to positive and potentially harmful material continues to increase with the development of technology, ultimately providing individuals with private and unrestricted use.

2.2 Access to others

The second sub-theme relates to individuals having access to others through the online environment. For example, individuals are able to access like-minded others which helps them to explore their interests, some of which are alternative sexual interests. Participants believe that the online environments provide opportunities for alternative or deviant interests to be contained and explored within the online environment.

P 4: There is a lot of erm fetishy type things on there.

P 3: Yeah, I have to say though although it's not normal to us, its normal to them. A fetish people who have the fetish. So, websites that are fetish faced, are probably good because at least it contains it, they are all like-minded people.

Focus Group 2, Page 38

Participants also suggest that the online environment also allows for individuals to communicate with or attempt contact with, multiple persons at any one given time and provides seemingly unlimited access to others.

P 1: [name] gets gifts you know sometimes; I don't know whether they are from people she meets online but I know she meets a lot of lads online.

P 2: She was talking to a lot of people on Blackberry, wasn't she?

P 1: She was always talking to lads on blackberry and she talks to a lot of lads on the internet.

Focus Group 2, Page 48

P 3: Yeah, she got loads of wieners and stuff. But we were all sat there, weren't we? We all got POF, like all the single girls, and like the same guys would text the same girls –

P 2: Yeah.

P 3: Like all of us together, so we'd all get a message together like, "Eww".

P 4: Yeah, that is true, that's happened to me before.

Focus Group 2, Page 20

Livingstone and colleagues (2013) note this as a risk factor for children online, suggesting that social networking sites have added to concerns relating to children's online communications by providing one-to-one, one-to-many and, especially, some-to-some communication. However, social networking is reported to provide increased opportunities for social interaction for those who may previously have been isolated (NSPCC, 2014). Similarly, as Quayle et al, (2014) showed, participants were in agreement that there was a lack of physical limitations in the online environment allowing others to simultaneously engage in multiple conversations.

McKenna & Bargh (1998) suggest that those who lack strong offline relationships will seek them offline. This presents as both a potential positive relief from social isolation and a potential risk factor for children. CEOP (2006) propose conventional social barriers that influence behaviour appear to have different thresholds online and increase concerns for children's safety in respect of new areas for sexual expression and deviance which may result in increased risks to the safety and welfare of children that engage in this environment (CEOP, 2006).

Furthermore, individuals have access to others online for sexual interactions. This was noted within adult-adult online interactions. Participants highlight how a number of individuals use

online applications to approach unknown others to arrange offline sexual interactions, even at short notice.

P 1: That's where [name] goes. My brother goes on there all the time on plenty of fish and he says I'm not going on for a relationship he doesn't go there to meet anyone he goes on because he wants a bit of sex. He said he can just message someone and say are you up for a good time. Yep? well come round.

P 4: Yeah I know loads of guys that do that.

P 1: Yeah

P 3: My ex-husband did that, he goes on there.

P 1: Well, there you go then there all at it, they all go let's go on there and get some sex [Laughing] so I think that's mostly our age.

Focus Group 2, Pages 37 - 38

Participants also routinely discussed unwanted or abusive contact from others whilst online. This tended to be through a number of different social networking sites where requests and contact from strangers was identified as a routine inevitability of being online; particularly through others 'adding' or 'following' them via social networking sites.

P 4: I go on it a little bit, not massively, I got annoyed because I kept getting people following me all the time that I didn't know.

Focus Group 2, page 4

Those involved in the discussions accepted abusive and unwanted contact as inexorable and normalised within the online world due to the ease of accessibility to them across social networking and online platforms. This suggests that those using these services have come to

somewhat 'expect' a certain level of negative contact and approaches from others whether this is from strangers or from persons known.

This also may also be true for contact of a sexual nature and therefore, leave those who wish to contact others online for sexual exploitation more able to progress through the suggested stages of grooming as initial contact stages are somewhat normalised within this environment. Bra (2007) found that most young people who were approached with sexual suggestions online did not respond or block the person making the approach and for some, the approach led to contact online or even offline. Within discussions, participants demonstrated that they knew what to do in situations online where they are receiving negative or unwanted contact from others but continued to discuss situations where they themselves had received unwanted contact due to profiles being widely accessible. Suggesting that either this was inevitable or unpreventable or demonstrating that they are aware of protective and safety measures that could be taken such as 'blocking' but chose not to utilise these. And although some individuals could be easily removed, this did not make participants any less susceptible to others accessing them online.

Furthermore, information received from participants demonstrated that the online environment allows for individuals to access multiple persons at any one given time. This also reflected in the research by Beech et, al (2008) who suggests that those with sexually deviant intentions can utilise the internet to locate individuals for online or offline sexual abuse or to engage sexual communication with unknown others. The information provided by participants shows support for the 'triple A engine' proposed by Cooper (2003). Suggesting that the increased accessibility afforded by the internet means that it is in fact a tool which provides potential sexual offenders with increased accessibility, affordability and anonymity. Ultimately, resulting in increased risk for children and adults online despite participants being aware of risk and the protective measures that could be utilised.

2.2 Accessibility of personal and private information

This sub-theme explores the accessibility of one's personal and private information online with particular reference to personal images. Participants were also descriptive of the information shared by others online. Information typically shared is very personal and

includes names, addresses, contact information, and locality information as well as private and personal images. Participants believe others overshare information that is not necessary and have little regard for their own privacy online.

P 2: Names, phone numbers, addresses.

P 3: Naked selfies.

P 2: Pictures.

P 3: Naked selfies, I've never done it.

P 2: Their whereabouts and stuff.

Focus Group 1, Pages 10 – 11

The amount of personal information shared online was highlighted as a normal, but risky behaviour. The accessibility of key personal information is a concern when considering the online exploitation and solicitation of children. (Malesky, 2007) for example, found that in cases where sexual offenders had contacted a minor online, a large amount of this sample had reviewed profiles to identify potential victims. These offenders chose a victim based on the presence of sexual content in the minor's profile, perceived neediness or submissiveness of the child and where the child had explicitly stated their age within in their profile.

Participants also suggested across two of the three groups that they enjoyed that fact that they could observe others and access the personal and private information of others. They described this as a protective factor, enabling them to find out information relating to others personal and situational characteristics.

P 1: Oh, you can just type it in, can't you.

P 3: It turns out -- well I think, he's married.

All: [gasps and laughing]

P 3: So, you can find out loads of stuff, but through Facebook you can find out -- I find out everything, everything off Facebook.

P 2: Yeah, I'm a little detective.

Focus Group 3, page 66

Participants however, whilst they admitted to enjoying accessing other people's information, they did also explore the potential negative implications and potential harm caused by others accessing personal and private information that belonged to them. Suggesting this could be used in a negative way, such as to impersonate and deceive others.

P 1: Yeah it's a big net thing. This is the story, she said she's adopted him or whatever so she's got pictures of this little boy but I don't think this little boy is hers or this girl is who she says she is but she's got pictures of this child on her Facebook saying it's hers. But it just shows how easy it is, to grab somebody's stuff and say that's my child. There it is.

Focus Group 2, Page 60

Access to the personal and private images of others was discussed across groups. Findings suggest that self-created images of children are easily accessible and can be easily shared online. This led to offline implication and repercussions for children who had originally created the content.

P2:and she did like a naked picture and it got spread, like literally she was so depressed for a year because it got everywhere.

R: Because everyone knew it was her?

P 2: And then there was one time where these girls had a sleepover in my school, these 4 girls, and they like took photos, went on MSN chat webcam and people used to -- like they'd get their tits out, and people used to like print screen, and it got spread everywhere.

Focus Group 3, page 75

As discussed within the literature review, adolescence is a time in which children and young people are prone to risk-taking behaviours (Schoeps et al, 2020) and are more likely to exploring their sexuality and identity (El Asam, 2018). Participants acknowledge risks and consequences in respect of the creation of sexual images although suggest that this is a behaviour that children routinely participated in when they were younger. There is a large focus on sexual development for older teens and the advent of the internet and social media platforms has the potential to either support or reduce children's self-esteem and self-worth because of the increasing reliance on social reinforcement. Children who are confident and have higher levels of self-esteem may post or display more images which in turn may lead to increased communication from offenders, thus, increasing the risk for sexual exploitation. Alternatively, children with low-esteem, self-worth and confidence may be likely be more vulnerable to online advances and grooming techniques. Svedin and Priebe (2009) showed that older adolescents whom had posed naked or masturbated over webcam or mobile phone displayed worse mental health and lower self-esteem, and received poorer parental care than their peers. Increased accessibility to this imagery and repeated re victimisation could serve to further increase vulnerability as a result.

Hacking was also noted as an issue amongst online use in which individuals had had their personal and private accounts taken over. Within discussions participants referred to incidents related to hacking and loss of personal and private information online. Participants were aware of individuals who had had their accounts taken over and their personal, sexual images shared maliciously by unknown others.

P 4: Someone's Instagram got hacked didn't it and then -- or someone lost their phone or something and their Instagram was logged on, they'd put pictures on of her and her boyfriend --

P 2: Oh I saw that yeah, yeah, photos she'd taken of herself, yeah.

P 4: And those photos that she'd taken of herself, with her and her boyfriend, uploaded them onto Instagram.

P 2: Like having sex.

P 4: Like, having changed her password and stuff, and like it's still on. Is it still on?

P 1: Yeah, because they changed her Instagram password so she couldn't get back on it to delete them all, so someone had hacked into her phone.

Focus Group 3, Page 10

The information provided by participants is reflected in the research completed by Europol (2016) which suggests that the development of online technologies has made criminal acts easier (Europol, 2016). Accessibility to the personal and private information and images of others has huge implications for the safety of children who hold personal and private information online. In particular, access to children's personal images and the distribution of self-created sexual imagery of children has wider implications for enforcement agencies. For example, the exacerbates difficulties for agencies to continue to monitor and respond to sexual imagery of children online and which relate to current sexual abuse and which is self-created content that is exploratory. Furthermore, in the hands of a sexual offender or those with malicious motives it is possible to use images to coerce or blackmail children. The accessibility to and potential distribution of images can further lead to repeat revictimization of children and individuals online which leads to repeat and increased harm. Those who share their personal information with others online are more likely to be at risk from sexual exploitation and the details of which are often used by sexual predators as victim directories (Wolak et al., 2008) again, leading to further risk of solicitation, exploitation and abuse online.

3. Theme three: Relationship Formation and Maintenance

Theme three focuses upon interactions between individuals online, how these develop and how relationships are maintained. The first sub-theme within this section focuses upon the harmful interactions observed online including those between adults and children. The second sub-theme focuses upon peer-peer interactions or 'age appropriate' interactions and relationships.

3.1 Harmful interactions and relationships including adult-child interactions

The first sub-theme within this section focuses upon the harmful interactions observed online including those between adults and children. Across all groups participants were aware of children who were in contact with an adult and whose relationships with that adult largely reflected the grooming process.

P 2: People that I've worked with in the past. The young people I've worked with. Er, we've known like for definite that they've been speaking to people and that they are actually getting groomed. Which then goes on to them sending pictures.

P 3: God that was horrible when we found them in her e mail box, that was nasty, it makes you feel sick.

Focus Group 1, Page 14

Participants were able to recall several children whom were in contact with adults when they were younger. This interaction and relationships were not viewed as abnormal. Participants do not refer to questioning or reporting these interactions at the time, rather, allowing them to continue with viewing them as regular occurrence for others which they had observed and were aware of.

R: When you were all younger say below the age of 16 did you know anyone who was in contact with someone online that they knew were older than them?

P 1: Yeah loads of people.

P 4: Loads of girls online yeah.

P 2: It was like a known thing wasn't it I suppose, they were like oo I've got a boyfriend.

P 1: Older boyfriends yeah. Everyone had an MSN boyfriend, everyone.

Focus Group 2, Page 45

Online relationships with adults discussed by participants did escalate to grooming behaviours in several incidents recalled, ultimately leading to physical contact with those adults amounting to child sexual abuse or the stages prior to abuse. Upon reflection, participants can see that these behaviours and interactions are not appropriate yet children did not disclose this at the time, despite not being directly involved. This mirrors the recent findings from research with victims of grooming which suggests that participants were 'keenly' aware of their past oblivion to online stranger danger (Quayle and Chui, 2022).

P 2: Yeah, but I'm sure I spoke to... but I knew them, but they was older but now thinking back on it there was quite a big age gap and probably was wrong.

P 3: My sister did it and it was rank. I think she was about 13 or something and my parents used to send me to this youth camp in summer every year in Ireland and this guy, I think he was like 26 he was called [name] and he was like speaking to her loads and he only spoke to her cause he'd like met me there and stuff and she'd been like too young to go and you could only go at 13, so he'd been speaking to her before she came and it transpired that he's had her down in this barn area and I don't know if I'm allowed to say this?

R: Yes you can say.

P 3: He used his fingers in her vagina.

P 3: I'm nervous that's why I'm laughing. He was 26 and she was 13 and they got speaking because he knew me and he knew she was coming out the following summer so he'd already put in the ground work before she got there which I think's sick.

Focus Group 1, Pages 15 - 16

Although this did not happen for all children and some children had protective measures in place which prevented offline interactions. Protective measures related to family members stepping in and participants believing they could speak with parents openly. Participants reflected on these potential situations as risky, yet humorous.

P 1: He probably was. Trying to coax me to go to [location] to his house. He was like get on the train, get on the train and I will meet you at the station.

P 2: I remember that

P 1: Mm and I was, yeah alright then, then I said to my mum can I have money, can I go on the train, and she said "why? Where you going?" "I'm going to meet [name]." "Who's [name]?", "[name], he's on the internet". "No, you're not". "Why mum?" And I was like you're ruining my life (laughing). I was like his parents said I could stay over and everything and she was like "no, no". It's a good job she's here isn't it? It's a good job I tell her everything [Laughing].

Focus Group 2, pages 19 - 20

Focus groups discussions show support for research such as that completed by Quayle, (2002) and Webster et al., (2012) which suggest that the internet has enabled sex offenders to select, target, groom and sexually exploit children and young people in a way which was not possible prior to its development. Discussions also give rise to questions around vulnerability as some participants were subject to increased monitoring and discussions with parents and as such, these protective factors prevented potential offline abuse. Other online interactions and potential meetings were not intercepted. These were where an offender was known to the child or family previously, but the internet had been used to facilitate the initial grooming stages.

3.2 Peer on peer relationship formation and maintenance

This sub-theme explores those relationships which are age-appropriate and that occur between peers. The stages of relationship forming online are also discussed by participants suggesting that there is an online 'etiquette' to relationship forming within both friendships and intimate relationships. When exploring relationship formation, participants, when younger, would explore relationships and friendships with others that they did not know offline.

R: So. Have you ever spoken to anyone online that you didn't know offline?

P 4: When I was younger, I used to, but it'd be like friends of friends. And then I get to know them through there and then obviously meet them.

Focus Group 1, Page 5

The findings from this are consistent with those from Sklenarova et al, (2018) which identifies that children's online friends often consist of individuals that the child or young person has never met, or has only a peripheral acquaintance with, in real life. Participants discuss these benefits and additional steps taken when forming relationships online. Relationships can initially remain impersonal. Those who we interact with do not require telephone numbers or personal information to make contact. Individuals tend to ask for social networking site details, which allows them to make contact online and view images of the person of interest. Relationships form initially through online social interaction by interested parties showing interest through 'liking' photographs. Following this, relationships escalate to direct-messaging.

P 1: That's how it like spreads like conversation, doesn't it, because then someone will follow you on your Instagram and they automatically think they can ask for ... Then they don't want to ask for your number, so they ask for your WhatsApp, because they don't see it as bad as asking for your number.

.....

P 2: It's like Instagram or Twitter to liking photos to then direct messaging to then meeting.

There are acknowledged differences in the forming of relationships online and offline. Additional stages within relationship formation allowed participants to ascertain mutual interest prior to one-one discussions. Allowing participants to review a person's social networking account and images before committing to conversation or declaring a romantic interest. Participants also highlighted differences in what individuals discuss when online and offline. They are able to be more upfront when not in a face-to-face situation, suggesting that the anonymity the internet provides, increases confidence. These findings suggest support for the disinhibition effect noted by Suler (2004), particularly benign disinhibition by giving providing children with 'invisibility', allowing for more confidence or courage to act in way which they would not do in a face-face situation.

P 1: Yeah, because if you met somebody for the first time, like you'd met them through a friend and you agreed to meet up with them without knowing them, in a bar you'd speak about different things than you would if you spoke over the Internet. So, a boy would ask you different things over a text than he would to your face. He'd be more up front over a message I think than your face, so it forms a different relationship, doesn't it?

Relationships formed online are not always authentic, participants across groups suggest there are underlying motives by those making and maintaining relationships. Participants evaluate a number of relationships online to be insincere, suggesting that these are formed in order to increase the number of connections held online and to increase popularity. Individuals continue to maintain connected to those relationships online despite their lack of meaning.

P 1: Girls don't tend to find friends, they tend to find friends that like popularise them on Instagram, like girls that have a lot of followers will respond to another girl with lots of

followers, and like popularise themselves but they won't like do it for a friendship. I don't think they really make friendships out of it.

P 4: They do it to better themselves.

P Un: Yeah, to get more popular

Focus Group 1, Page 25

Discussions across groups demonstrate that relationships forming online is part of every-day, normal life and is in line with previous research suggesting that the 'online' and 'offline' distinction in young people's interactions is blurred (Child Exploitation and Online Protection Centre, 2010). However, particular concerns around online relationships and interactions remain in respect of children's potential vulnerability to unknowingly forming bonds and sharing personal information with individuals with devious intentions, because of an increased need for popularity. Online connections were observed on some occasions to override the necessity to be safe. This has the potential to increase relationships and interactions with those hoping to identify potential victims for sexual assault. Those with sexually deviant intentions can also utilise the Internet to locate individuals for online or offline sexual abuse or to engage sexual communication (Beech et al., 2008), particularly those who are more susceptible to strive for popularity through increased connections. The safety implications of this are also highlighted by Ybarra et al., (2007) whose findings suggest that those with multiple unknown friends were significantly more likely to experience interpersonal victimisation online.

4. Theme four: Deceitful interactions

Deceitful interactions were discussed across all groups. Sub-themes identified relate to deception in terms of others online displaying a deceitful persona, one which does not represent the individual's true-self. There were a variety of reasons for this described by participants such as increasing popularity. The second sub-theme focuses solely on deceitful behaviours which are believed to have more sinister motives such as grooming and exploitation online.

4.1 Displaying an inauthentic self

Within this sub-theme participants described the need for popularity and 'likes' from unknown others to achieve a higher social status online. To do so, individuals present their lives online in a way which they perceive to be more desirable to others. This includes presenting the images of others as their own.

P 1: Yeah, you'll see like a lot of people put like a picture of shoes on that some actual celebrity's put on, and then a normal person will put these on pretending they've got them but just cropped out like the actual person in the photo, and they'll pretend they've got them to try and get their followers up on Instagram and then as soon as you have your followers up people automatically think you're something better, so then it like attracts like the interest in you, doesn't it, and then it's attracting ...

P 4: Then you've got more followers, which is more followers.

Focus Group 3, pages 54 -55

An increased need for personal appreciation by others online may be indicative of lower levels of self-esteem and an increased need for acceptance or reinforcement. Research suggests that those with low self-esteem are more at risk from online grooming (Webster, 2012). Additionally, the need for popularity and reinforcement from others denotes a less restricted or private online social networking environment. Research suggests that young people are likely to want attention, validation, and acceptance (Dombrowski et al., 2004) and compete with one and another on social networks to achieve the largest number of 'friends' (Webster et al., 2012). This may be characterised by individuals having reduced privacy settings and the further sharing or availability of their profiles and personal information. Furthermore, Sanderson (2004) suggested that child sexual offenders are more likely to target children who display vulnerability. Vulnerable children identified as most at risk are those who feel unloved and unwanted, or those who are unpopular, lonely, and friendless or are being bullied. Due to their loneliness and isolation, lack of confidence or low self-esteem, these children may

crave attention and/or affection which further increases the likelihood of needing to fit in or be popular online and subsequently increasing vulnerability to online exploitation and abuse.

4.2 Sinister motives

This sub-theme explores those individuals online who use deception as a means of harm, particularly to children online. Participants believe that by using deception others have increased access to children through the use of creating a new persona in which they pretend to be something else.

P 4: I think they have easier access to children online.

P 3: Yeah, they can be who they want to be can't they and like invent a whole new persona and stuff.

Focus group 1, page 13

Participants are able to recall direct experiences and the experiences of others online in which they were deceived or believed they were deceived by others online. At that particular time, this deception was not recognised. On reflection, when older, participants were able to reflect and see that these relationships and interactions were likely to have been deceitful and potentially harmful.

P 1: Yeah I know yeah. He was like come up to mine, and I was like 'yeah, he's a footballer' but, he probably wasn't, he a footballer could have been a paedophile, but at the time because he had like you know a little picture on and everything didn't he.

P 2: And he was nice.

P 1: And he was dead lovely and everyone was like oh he's so [inaudible]

P 2: The picture was obviously someone else.

P 2: He was probably a fat bald man.

Participant's discussions also highlighted that they were very aware of potential 'cat-fishing' and individuals impersonating others online, using pictures from victims to create these personas. This is reflected in previous research where false videos (Whittle et al., 2014), fake profiles (Quayle & Taylor, 2001), and stolen images (Bergen et al., 2014; Quayle & Taylor, 2001) were all used to deceive victims. Participants also referred to individuals who pretended to be a more appropriate age in order to interact with children. Such online relationships escalated into contact off-line where deception was uncovered and where these relationships remained unchallenged.

P 1: My friend had like a catfish experience. Again, she was younger she was about 14 or 15 and started going out with this lad off the internet who lived in [location], who said he was 16. He wasn't, he was 21. When he came down to stay over for the weekend, her Mum said it was ok, and when he came, they said there's no way the he's 16 and it came out that he was 21. She still carried on going out with him though.

R: How old did you say she was?

P 1: She was 14 or 15 but he'd said he was 16 but they got to know each other, it turned out his little brother was 16 and he was 21 he actually found her through his little brother's contacts. Which I thought was really creepy anyway but

P 2: You just don't know them at all.

P 1: No.

P 1: Yes, he was a creep and he actually didn't even live in [location], he lived in [location]. And he was holidaying in [location]. [Laughing].

Findings from this study are contrary to previous research which generally suggests that those who contact children online do not hide their age or identity (Wolak et al., 2004) Concerning, following to creation of a respected grooming typology, O Connell (2003), suggests that deception is often exhibited by child sexual offenders and has been noted by researchers to play a part in the grooming process (Suler, 2004). By not revealing true identities online those who perpetrate or attempt to perpetrate sexual offences against children online are able to use this as an effective tool in the grooming process. It enables them to complete parts of the process such as engaging young people in communication by exhibiting positive traits or by using this change in identity to improve confidence and or take, less responsibility for one's actions online.

The use of deception by others online in terms of impersonation and assuming different identities was reflected in the participant discussions; further highlighting a number of scenarios in which participants themselves or others known to them had been directly impersonated and their identities exploited. Participants were also in agreement surrounding the prevalence and ease of copying personal information such as pictures and profiles to invent a new persona or pose as that person online. Despite deception not being linked to grooming in all cases, for those potential offenders who do assume different identities, those who have sexual motives towards children may be perceived more positively by a child or young person (McAlinden, 2006). This was also mirrored in more recent research offline in which deception took the form of ruses used to gain the victim's trust and physically isolate the victim (Chopin & Beauregard, 2020). Furthermore, anonymity online, may also serve to decrease the offender's external inhibitors towards online offending due to a pre-conception that their true identity is more difficult to decipher, leading to a lower chance of detection (Loughran et al., 2011) and therefore, put children at increased risk of exploitation.

5. Theme five: Risk and Reality

This theme relates to the risky behaviours displayed and observed by participants online as well as how the internet and online interactions can have implications within for individual offline.

5.1 Risk and Protection

This sub-theme explores the risk-taking behaviours of individuals online and the risks that they may come across when engaging in an online environment. One of the most prominent risks faced comes from the deceitful behaviours as described in the theme four. Deception is recognised as a risk for exploitation towards children. In respect of this, participants were 'risk aware' but were also conscious that others interacting online may not have the same awareness, it was felt that those who were more at risk were generally children or those younger than themselves. Participants generally related to being safe online and felt that they had been safer than others despite indicating several occasions throughout the discussion where they themselves had engaged in risky online behaviours. It was only when participants reflected back that they could see that their behaviours at that time were in-fact risky.

P 1: MSN messenger, I had a boyfriend on it, I had a boyfriend on it and I think everybody was his boyfriend. Everybody was, can you remember [name] and everybody was going out with him. You were probably going out with him as well.

P 2: Yeah Yeah

P 1: All the girls at school were going out with him because he was apparently on a football contract.

P 4: Yes he was probably a fat bald man.

Focus Group 2, Page 18

When talking about interactions between children and adults, participants within two of three groups perceived benefits to risk-taking behaviours, particularly in relation to interacting with adults online. Participants suggest that children were aware of potential risks and took some protective measures but engaged in behaviours regardless due to the benefits.

P 2: At least she got some pretty shit out of it.

P 4: Insta-Message is like that though, isn't it?

P 1: She got loads of free stuff.

P 2: But she's lucky that stopped it at that point, because some people could get sucked into that.

P 1: I remember thinking at the time I was jealous of her.

Focus Group 3, pages 43 to 44

(Löof,)outlined various individual and environmental factors associated with children and young people becoming victims of internet related sexual abuse. The most prevalent association found in the study was that of risk-taking behaviour, which is synonymous for further vulnerability. Devices with mobile internet access such as smartphones, tablets, laptops are frequently used, almost on a daily basis, by an increasing proportion of the population (Eurostat, 2019). More advanced technologies are providing increasing opportunities for children to establish and maintain intimate relationships, as well as exploring their sexuality. Participant's discussions support the notion that all internet users, regardless of age, can encounter risk online however risks were better understood and mitigated later in life where participants believed they were more mature and less 'naïve'. Ultimately, adolescence is a stage of development, well-known for increased risk-taking. It is within this stage that young people experiment with identity, self-expression and sexuality. Increased risk-taking during this time has been attributed to differences in perceived risks and benefits and is a relevant stage for considering contributory factors for risk and vulnerability. During this stage, adolescents are particularly vulnerable to becoming victims of abuse online (Hernandez et al, 2021) because they are less able and equipped to manage difficult and negative experiences and as a result, find these scenario's harder to navigate than adults (NSPCC, 2014).

Although children are aware of online risks (CEOP 2013) it appears that there are still factors which encourage children to engage with unknown adults regardless. Research demonstrates that the online world may cause us to act in unexpected ways, outside the realms of our normal characteristics (Whittle, 2013). Participants generally perceived themselves as risk-aware to potential exploitation through forming relationships online and cyber-sexual interactions. This supports research by Jonsson et al., (2009) which indicates that young people seem to be well aware of the fact that there are safe and risky behaviours connected with the use of the Internet. There was also a general awareness and expectation from participants that certain online behaviours would possibly lead to increased risk of exploitation or abuse and had an outdated view that victims had somewhat 'willingly' engaged. This further feeds into the offender's cognitive distortions and beliefs which will in turn, exacerbate that cycle of abuse and that of more potential victims.

5.2 Impact and Implications

This subtheme explores the real-world impact of online activities, in particular the consequences of what could happen offline due to information and activities completed and shared online, these include physical, emotional and mental implications.

Participants referenced the risks posed by location availability online. Participants note the oversharing of location information and also issues with applications and settings which automatically share an individual's location.

P 4: I always think like if I'm at home on my own, like, I see some people putting like – ah in the house on my own and I think like I'd never do that.

P 2: Yeah, or like I'm going on holiday for two weeks.

P 3: Or they'll say like – feeling lonely and or whatever or like just watched this film and feeling really scared like at my palace and you click on it and it says where they frigging address is it's like why don't you just beg them to come round and steal from you.

Focus Group 1, page 11

Findings suggest that participants believed the online environment to be different now and that children and young people are now are at more at risk than participants perceived themselves to be at the same age.

P 4: Yeah even things like Instagram and things like that, there's a lad that I've looked after since he was a baby from a nursery and I'm really good friends with the family and like I've got him on Instagram and some of the pictures are like stuff like 'like for like' and you know and things like that and I think god you know, some could get a really bad complex off that and you know I see some comments that the kids are writing underneath it and I think god, you'd be actually tortured if you was a kid like at school now.

R: Like open to loads of scrutiny from loads of people?

P 4: like I thought it was bad when I was in school but it's getting even worse like.

P 2: Like with all this stuff with kids hanging themselves because of stuff going on with Facebook, bullying and twitter and whatever else, there's loads or people killing themselves and whatever over it at the minute.

Focus Group 1, Pages 20 - 21

Contact from others and bullying-type behaviours were said to have a significant impact on individuals' self-esteem later in life.

P 2: And I think that's why she's got really low self-esteem now, because back in the day when, you know, you used to go on like commenting sites where you could say something or ask me a question, people used to give her that much shit, I think now that's really like made her self-esteem quite low.

Focus Group 3, page 49

Furthermore, references were made regarding the sharing and posting of information online and how individuals are unable to retract this information. Including references to self-created content and images.

P2: I don't think they realize the consequences, do they? That that's going to follow them all the way through then.

P 1: They don't realize it's on there forever and that once it's on the internet, you can't get it back, once it's on the internet you can't get rid of it.

P 2: Or they think they are sending it to the boyfriend they love and they love them then they split up a week later and he's plastered it everywhere.

Focus Group 2, page 29

6. Theme six: Generational Differences

Theme six explores the generational differences observed by participants over time. Participants were able to reflect on their experiences as a child using the internet and also their experiences as an adult and their observations of children's experiences at the time of the focus groups. Subsequently, the analysis highlights the technological advances which have occurred over time and the implications of such. It also explores participants views in respect of the impact of new technology and how this affects children. Participants were aware of the increase of access to the internet through the development and availability of devices to children. In some groups, they reflected upon the lack of access they had to devices and were clear that social networking sites and platforms could not be accessed from several available devices when they were younger. This meant that participants were faced with taking several time-consuming steps in order to upload an image. Children now can take a picture and quickly distribute this with the need of only one device.

P 1: It's got more, what's the word? Technologies developed more hasn't it? So they've not only got it on their computers they've got it on all their phones and everything haven't they?

P 4: Yeah like you could just take a picture and just send it to somebody but like when we was younger, even if we had MSN you'd have to take a picture on your like digital camera then upload it to the computer and then send it through MSN but like now.

Focus Group 1, Pages 21 - 22

Participants also explore the level of monitoring completed by parents in comparison with the current monitoring undertaken by parents and care givers. Previously, there was a fear of parents and care givers and them discovering what individuals had been doing online, resulting in children being mindful of their behaviours and conduct when online. Participants do not believe the same fear is instilled in children currently; suggesting that children now have increased privacy and security on devices and the ability to 'lock' and secure devices which has been developed over time. Therefore, parents do not have the same autonomy over children's devices, and behaviours and interactions can be easily hidden or 'deleted'.

P Un: I think parents are naive I don't think parents know, especially the older ones, that don't know the technology themselves, and they don't know how to access it. There is a big generation gap, the kids teach the parents what to do. So how can they have control over it, if they don't understand it. They don't have a clue.

P 1: I had to teach my mum and dad to use an iPad.

Focus Group 2, page 69

Social networking sites have added to concerns relating to children's online communications by providing one-to-one, one-to-many and, especially, some-to-some communication (Livingstone et al, 2013). A quarter of young people who use social networking sites report that they converse on the internet with others who are unconnected to their everyday life (Livingstone et al, 2011). Participants believe that as technology has improved and developed,

the ability of parents and care givers to monitor children has declined. As suggested previously, the outcomes of children's safety rely partially upon care-givers ability to effectively manage children's activities online. Participants suggest that adults do not fully understand new technologies used by children furthermore, even if they did, access to children's devices can be limited.

Areas of interest

One further area of interest explored within this analysis, although not present across all groups was the issue of potential victim blame. During discussions, participants were found to have a tendency to refer to victims of online abuse and exploitation negatively, referring to those who were involved with adults as naïve, immature or 'free-spirited' as oppose to referencing or paying attention to potential online grooming or exploitation.

P 2: Yeah she's naïve isn't she?

R: Is this when you were younger?

P 1: No now, this is my boyfriend sister, she's a bit of free spirit let's just say.

Focus group 2, Page 48

P 2: But then she got to like it and was liking the fact that she was getting money put on her phone so she was carrying on doing it to get money on her phone and to get the attention.

Focus Group 1, page 14

The descriptions and wording used by participants across discussions are of particular interest in generally to the full programme of research, whilst these do not represent a theme these descriptions may represent a core set of beliefs across these particular participants or groups. This has serious implications for all aspects of children's safety online. Participants believe that children have benefitted from grooming to a certain extent. Suggesting on several occasions that children have benefitting from material gains and attention. Further suggesting

other young people who are potentially being groomed and whom are communicating with multiple others online are 'free spirited', almost suggesting young people are acting in a way that is promiscuous. Little reference is made throughout groups to children being 'victims' or being subject to abuse. Outdated language and outdated thinking hold serious implications for children's safety and the way in which online grooming and exploitation is viewed by others. Subsequently, this is likely to lead to offences and abuse being minimised and under-reported as well as an increased risk of repeated abuse and revictimization for children and young people.

DISCUSSION

Summary of Findings

This study sought to explore both the current and retrospective online experiences, behaviours, interactions and relationships of young adults in order to more specifically examine online sexual exploitation, solicitation and victimisation. It further aimed to inform the development of materials to be used within a later, related study included within this thesis. The preliminary findings from the study show that six key themes were generated from the analysis relating to; loss of control, accessibility, relationship formation and maintenance, deceitful interactions, Risk and reality, and generational differences. Themes generated do provide increased insight and understanding of child sexual exploitation, solicitation and victimisation online.

The first theme generated indicates that children experience a loss of control, particularly in relation to personal and private information and exposure online. Findings generated in this theme indicate a powerlessness over personal data and acquisition of personal imagery, content and personal information which is difficult to retrieve once online, leading to repeat victimisation and repercussions for children. As well as a lack of control over what children view online, findings indicate that is difficult for children to steer clear of unwanted and harmful content, sometimes depicting abuse to children or sexual imagery. Despite the wider-reaching impact of personal data sharing and the viewing of unwanted content, findings suggest this was acknowledged as a known consequences of engaging in the online environment and was accepted.

The second theme generated relates to accessibility, particularly access to positive resources, access to others and the accessibility of personal and private information. In line with previous research findings, this study confirmed that the internet and online environment creates a space for learning, socialisation and communication (ref). Indicating that the internet can be used positively and can provide enrichment to children's and young adults' lives.

The third theme relates to relationship formation and maintenance online including relationship forming with peers as well as harmful interactions and relationships. The results also show support for the amalgamation of the online environment within our offline lives, bridging the gap between both online and offline worlds and creating an environment where these previously individual concepts are considered as suggested by Bryce, (2010). The benefits attributed to the use of the internet and online platforms detailed in the analysis appear to outweigh a series of negative consequences that arise as part of its use as results suggest that children are likely to face a variety of risky, unsafe and potentially harmful situations, interactions and consequences online.

The fourth theme generated; Deceitful interactions is characterised by the use of deception online and the creation of an 'inauthentic self' for popularity or for more sinister motives such as grooming and exploitation. Findings suggest that others present themselves online in a way which they perceive to be more desirable to others. To do this they may use deception and or other people's imagery which is passed off as their own. There are a number of concerns relating to these findings such as the need for personal appreciation by others which potentially indicates lower levels of self-esteem, increasing the risk for online grooming as highlighted with the model and victim characteristics observed by Webster et al, (2012). Additionally, the need for popularity and reinforcement from others denotes a less restricted or private online social networking environment. Research suggests that young people are likely to want attention, validation, and acceptance (Dombrowski et al., 2004) and compete with one another on social networks to achieve the largest number of 'friends' (Webster et al., 2012). This may be characterised by individuals having reduced privacy settings and the further sharing or availability of their profiles and personal information.

Deceitful interactions were also found to come from those with sinister motives, utilising deception as a means of harm towards children in the form of pretending to be someone else or altering personal characteristics online to better suit the child/children they are interacting with showing support for the model of cybersexual exploitation (O Connell, 2003) which suggests that deception is often exhibited by child sexual offenders and has been noted by researchers to play a part in the grooming process (Suler, 2004). Concerningly, findings indicated that when the true identities were revealed during offline contact, these relationships then went unchallenged. It enables them to complete parts of the process such as engaging young people in communication by exhibiting positive traits or by using this change in identity to improve confidence and or take, less responsibility for one's actions online. This was also mirrored in more recent research offline in which deception took the form of ruses used to gain the victim's trust and physically isolate the victim (Chopin & Beauregard, 2020). Furthermore, anonymity online, may also serve to decrease the offender's external inhibitors towards online offending due to a pre-conception that their true identity is more difficult to decipher, leading to a lower chance of detection (Loughran et al., 2011) and therefore, put children at increased risk of exploitation.

The fifth them relates to 'risk and reality', particularly risk and protection and impact and implications. Deception was notably used in a number of ways and was seen as an inevitability of being online in general. Participants highlighted instances where they had been a victim of, or had witnessed within their social network attempts to deceive for exploitative purposes, most of which surrounded the forming of relationships or to impersonate others or display and inauthentic self in order to increase online interactions with others and also to increase popularity. Participants discussed ways in which they were 'risk aware' and identified online safety precautions in order to prevent exploitation. Despite this, participants failed to attribute their own behaviours to risk-taking at the time and it was only upon reflection that participants could see they were being deceived or were likely to have been deceived. As such, it could be suggested that participants actually are not risk aware, despite on a surface level appearing to be and holding knowledge of protective measures. Lastly, analysis reveals that applications are flawed and do not serve to protect children in respect of their default settings and features which could support children's privacy and safety online. Participant's discussions support the notion that all internet users, regardless of age, can encounter risk

online however risks were better understood and mitigated later in life where participants believed they were more mature and less 'naïve'. Although children are aware of online risks (CEOP 2013) it appears that there are still factors which encourage children to engage with unknown adults regardless.

The final theme expressly relates to generational differences. Generational differences serve to reduce the practicality and efficacy of parental monitoring because of technological advances seen across online applications and platforms. Participants not only pointed out differences in access retrospectively to the access children had at the time of the interviews. Findings also suggests that there are generational differences in the monitoring and supervision, suggesting that technological advances in devices and sites meant that monitoring from parents at present is much more difficult due to increased privacy and security.

Further areas of interest but not full identified as a theme is that of 'victim blame' in which participants were quick to describe those who had been at risk of harm or whom had been harmed as an active participant in online and offline sexual abuse. Harm we generally related to the child or persons own actions with little reference to the offender's behaviours. whilst these do not represent a theme these descriptions may represent a core set of beliefs across these particular participants or groups. This has serious implications for all aspects of children's safety online. Participants believe that children have benefitted from grooming to a certain extent. Suggesting on several occasions that children have benefitting from material gains and attention. Further suggesting other young people who are potentially being groomed and whom are communicating with multiple others online are 'free spirited', almost suggesting young people are acting in a way that is promiscuous. Little reference is made throughout groups to children being 'victims' or being subject to abuse. Outdated language and outdated thinking hold serious implications for children's safety and the way in which online grooming and exploitation is viewed by others. Subsequently, this is likely to lead to offences and abuse being minimised and under-reported as well as an increased risk of repeated abuse and revictimization for children and young people.

Limitations

This study is not without limitations and the results should be considered within this context. Firstly, the study used a focus group methodology. In comparison with other methodologies such as individual interviews, the group dynamic may not have allowed some participants to express their opinions, views or thoughts because they felt shy, unconfident or lacked social, cognitive and communication skills (Gill et al., 2008; Kitzinger, 1995). Furthermore, participants may not have been willing to talk about sensitive, intimate and personal information because they do not feel comfortable within this environment, despite participants participating within pre-existing groups (Flick et al., 2004). The use of pre-existing groups within this study due to opportunity. Whilst some researchers suggest the use of such groups can lead to more lively discussion (Kitzinger, 1995) others suggest that those who are not acquainted will make more attempts to explore other participants thinking (Morgan, 2019) it is possible that the use of these groups lead to ‘flatter’ discussions (Leask, Hawe, and Chapman, 2001) than they may have done if participants were unknown to each other. I was aware of potential difficulties which may arise from interviewing pre-existing groups such as differences in hierarchy or power among the participants and was mindful of this during the interview process and planning however, it is still possible that there were certain parts of the discussions where some individuals may have not disclosed information that they would have been more likely to within an individual, confidential interview.

Generalisability cannot be inferred through the applied research methods. Also, the study did not make attempts to gather an ethnically diverse sample thus limiting the findings to the experiences of the sample population. However, it was important that a group was assembled which reflected the population of interest (aged 18 – 25 years and internet users). The study did not initially intend to access a female only sample, although the intention was to create same-sex groups. Same-sex groups were chosen in order to facilitate increased discussion around the sensitive topics discussed. However, due to those volunteering for participation the sample consisted of a full female sample, which restricts and does not account for the opinions and experiences of those who are male. As noted above, participants were also intentionally restricted in age (18 to 25 years) in order to gather the views and experiences of those who were more likely to have increased use of the internet and whose experiences more closely represent those between 12 and 17 years. Whilst this was necessary, it does not

account for the views and opinions of a wider age range where alternative views may have been demonstrated. Furthermore, asking adult participants to report past experiences during youth introduces the potential for recall bias, which could diminish the validity of the responses.

Furthermore, participants were recruited through advertisements placed within the University of Central Lancashire, meaning groups were likely to be homogenous, and as such a more heterogenous sample may have brought different perspectives and experiences. However, participants are more likely to disclose information and feel more comfortable with others when group members have similar traits and characteristics as themselves (Morgan, 1988).

It is recommended that researchers conduct a minimum of three focus groups with similar groups of participants to acquire diverse perspectives and to reach saturation. Saturation occurs when no major new themes emerge after conducting several focus groups (Coglan & Brydon-Miller, 2014). Three focus groups were completed with similar participants which is within the recommended range, although it was not possible to reach data saturation within this preliminary study due to the vast number of topics discussed and limited number of participants available.

Strengths

First and foremost, the study has contributed to understanding of children's online experiences through analysis of young adults current and retrospective online experiences. This study gathered a number of young adult perspective in relation to this area of research. Data gathered was detailed and has provided valuable insight into young adult's prior experience of online sexual victimisation, exploitation and solicitation online.

This study begins the process of the child's contribution to this area of research. Research completed with children, in consultation with children is a way of finding out about the lives of children and young people and exploring their perspectives. Involving children in the process has supported the identification of key issues and concerns, enabling the researcher to rectify them. Bringing about meaningful change in children and young people's lives

involves asking them about it. Without involving children in all stages of the research process we do not

Furthermore, through the use of reflexive practice the researcher identified both strengths and shortfalls within the approaches used during focus groups interviews covering the topic of interest. For example, I identified several occasions where participants became loud and were taking over each other, this appeared to be at times where sensitive subjects were discussed and all participants were keen to contribute. However, I also observed that the use of pre-existing groups was beneficial to the research. Participants were able to 'fill in gaps' for others when some details could not be recalled or remind each other of pertinent information of value to the study.

Implications for researchers, policy makers and professionals

This research may support reflections from policy makers and professionals in relation to online safety education which may wish to consider educating parents and caregivers. Not only in relation to online risk but in respect of information technology also. Analysis suggests that where children were potentially at risk of online abuse, parental monitoring and questioning of children's behaviours increased participants safety and prevented physical contact with adults when participants were younger. Participant experiences and views also demonstrate a lack of understanding and knowledge in respect of online applications and functions for older generations. Professionals would benefit from learning about online applications in more detail or from children themselves in order to gain full understanding in respect of how these current applications are utilised.

Further consideration should be given by site regulators and owners. Participants within this study clearly identified harmful content online which was not removed following reporting. As such there is a call for those in positions to review policies around medication in order to protect children from harm. Furthermore, this study also calls for a review of the accessibility of unsuitable or age-inappropriate sites. Children were able to access adult content and sites intended for adults with ease, leading to further access to harmful and sexual content.

Furthermore, research and preventative information seems to have moved away from the notion that adults online pose as someone else and more recent messages indicate that this is not usually this. However, this study highlights significant incidents where children were subject to deception online by adults and this could have or did result in sexual harm. Safety messages should be mindful to disregard this notion and utilise the views and voices of those within this study.

Direction for future research

Finally, although focus groups were semi-structured the findings from this study are broad. The area of interest also allows for a wide range of information to be shared. Further research in this area should consider more focused and specific research on the individual topic of interest i.e., interactions with adults alone in order to gain even deeper insight. Further studies would benefit from increasing the amount of focus groups used within this initial study to fully ensure saturation.

Future research may want to examine the potential differences between participants' opinions of self and the opinions of others. Participants generally rated themselves as safer online than others, they did not view their behaviours as risky or unsafe until these topics and experiences were reflected upon within the group. Indicating that with this area of research participants were potentially subject to the 'third person effect'. When considering results from further studies, which do fully investigate participants' experiences in a way which gathers deeper more contextual data from participants such as survey data, research should try and account for this effect to gather a more accurate examination of actual risks and risky and harmful interactions online.

This increase concerns surrounding increased exposure to exploitation and victimization. Further research should be conducted to examine the full extent of attitudes and beliefs towards online behaviours, relationships and interactions with others online within a younger sample. It should explore the extent of normalization within children and young people as well as to consider how this may relate to self-reports and attributed risk. With these factors in mind, evaluation and identification of potential 'at risk' young people should be explored further as well as protective factors that may counteract sexual exploitation.

Further research may benefit from broadening investigation to not only approaches which require self-reported data or information but to explore instances of online exploitation of known others to get a more accurate reflection of the scope of risk-taking behaviours. and online exploitation given these do not appear to be fully recognised by participants when being questioned about their own experiences. As such, further research may also take into account differing perceptions and beliefs about one's own risk and account for factors such as core beliefs and the third person effect as this may establish a more accurate reflection of online exploitation.

Conclusions

This study aimed to explore both current and retrospective online experiences, interactions, behaviours and relationships of young adults. As well as gathering retrospective and current views in respect of online interactions and relationships with adults online with a specific focus upon sexual interactions, exploitation and victimisation. Furthermore, the study aimed to inform the development of semi-structured interview questions and the questions to be included in the quantitative questionnaire used with children in study 3.

It is clear from the findings that the behaviours and views of those interacting online is adapting with new technologies, interactions and experiences. Results indicate that there is an increase in behaviours which are normalized, which were viewed as abnormal prior. This is demonstrated across interactions where participants reflect on their retrospective activities and attitudes as a child and those of children today.

This research provides rich contextual information in respect of young adult's retrospective and current experiences online in relation to the aims of the study. Questions delivered to participants led to large but focused areas of discussion and provided interesting findings which both contradict and complement the current state of literature available. Whilst findings should be viewed tentatively and the study is not without weakness it provides valuable insight in the form of the direct experiences of participants and provides the researcher with a solid foundation for research to be conducted in the latter stages of this programme.

CHAPTER 5 - STUDY 2

Introduction

Children are a particularly vulnerable group in terms of online safety. Advancements in technology and the increase in use of social networking sites and applications is increasing this risk further by presenting new challenges and risks which parents and carers appear to be unaware of and simply cannot keep up with. The majority of recent, relevant research completed with children in the area of online sexual exploitation and victimisation has been designed and formulated by researchers and professionals. Little, if any of this research is fully informed by the views and opinions of children themselves. It is of particular importance to hear and listen to the voice of the child if we are to gather in depth, relevant and well-informed data from children and young people, particularly those who may have pre-existing vulnerabilities. Within the area of child sexual exploitation online there has been large surveys (Quayle et al, 2012) and qualitative research completed with children despite a lack of action research completed with children which fully informs the process. In order to fully investigate the online experiences, behaviours, interactions and vulnerabilities of children within the general population and with children looked-after it is imperative that children are included in the research process. By asking children about, and including them in research design this helps researchers to ensure that questions posed are understood, relevant and that meaningful data can be derived from such research.

The recognition that children can play an active role in their own protection has seen changes in policy and law. The ratification of the United Nations Convention on the Rights of Children (CRC) has promoted the concepts of children's rights and of children as active citizens who can make decisions about their best interests. The CRC encompasses 'participation', 'protection' and 'provision' as part of the three P's approach however it is still not clear as to how these can supplement each other and contribute to better well-being for children (Kosher & Ben-Areih, 2020). This interaction is especially relevant in cases of children in vulnerable situations, such as child sexual exploitation and abuse and making children's participation in the decision-making process in care and protection cases instrumental in facilitating better outcomes and the success of interventions (Cashmore, 2002; Vis et al., 2011). Wernick et al, (2014) talk of 'establishing accessible practices' that foster participation

of youth with diverse backgrounds and experiences, which is particularly important for marginalised youth. Children are now likely to be seen as having experiences and possessing knowledge that differ from those of adults and as being competent social actors who are involved in responding to and shaping their social worlds (Christensen & James, 2000; Prout & James, 2015). Suggesting researchers need to seek to explore childhood, children's relationships, and children's cultures from children's own perspectives (Prout & James, 2015).

Recent years have seen a growing body of research that has developed inclusive and participatory child-centered methodologies and has placed the voices of children at the center of the research process (Dennehy et al, 2018; Ben-Arieh & Kosher, 2019). Researchers have employed this tactic and have reported positive outcomes resulting from children's involvement in the research process. Törrönen and Vornanen (2014) report that the co-researchers in their study were deeply involved in the same experiences as the young people they interviewed and that this created opportunities for positive contributions. Dennehy et al., (2018) used an action research approach with children to support their research relating to cyber bullying. Findings from the research suggests that children's involvement helped to ensure that the research was relevant and reflective of the experiences, interests, values and norms of young people. Furthermore, Bradbury-Jones et al, (2018), completed a systematic literature review of thirteen papers. The researchers were able to explore core ethical and methodological issues involved in carrying out participatory research with vulnerable children and young people and report on three themes: 1) The extent to which participatory spaces could recalibrate opportunities and attention given to marginalised and silenced groups; 2) The ways in which these children and young people could develop skills and exercise political and moral agency through participatory activity, and, 3) How to facilitate meaningful engagement with individuals and groups and reconcile this with a critical appreciation of the important but limited nature of research as means of political and social change.

Positive implications for participants also noted in terms of feelings of value and worth have also been noted by children. Thomas-Hughes (2017) reports how her relationships with young women in her study were instilled with intense value and argues that this is important for a young person, particularly one who has experienced trauma, because being valued is often

something that is missing in their lives. This is also likely to be particularly relevant for children looked-after who are likely to suffer from lower self-worth and reduced self-esteem.

Alongside the positive implications Aldridge (2012) suggests caution should be exercised and that there is a danger that vulnerable children will be excluded from studies if methods are not adaptable and if researchers do not understand or employ appropriate methodologies to allow such children to participate. Completing research with children, particularly those who are vulnerable is not without risk. In relation to this study, it is particularly important to consider the vulnerability of peer researchers as having the same risk factors or vulnerabilities as those they are researching (Taylor et al., 2014). There is also a concern, as shared by Thomas-Hughes (2017) that participants may regret sharing their stories publicly at a later time. There are strategies to promote safety and protection, including debrief and the presence of a known and trusted support worker (Taylor et al., 2014; Törrönen and Vornanen, 2014).

Whilst recent years have seen an increase in researchers pushing for more participatory research with children in general there is also an emphasis upon the need for the inclusion of those from more vulnerable and marginalised groups as these children. Those who are disabled or in care for example are less visible in participatory research (Lundy et al., 2011). Children looked-after are a vulnerable group within society (Children's commissioner, 2020) and as such have poorer educational attainment and diminished outcomes when compared with their non-looked after peers (DfE, 2021). Previous studies with these groups appear not to have fully considered their approach from a child's perspective when interviewing or completing focus group research which does not ensure the such questions or materials are fully suitable and that meaningful data can be derived. It is important that this group are not only given the opportunity to have their voices, views and opinions heard but that they are able to support and inform research to be completed with those from the same vulnerable group. It is particularly important for understanding as research pitched at those children with consideration to their development and understanding.

Failures to ascertain the perspectives of children and young people could lead to a misinterpretation of their needs and misguided prevention and intervention strategies (Spears, Slee, Campbell & Cross, 2011). Furthermore, Aldridge (2012) warned that there is a danger that vulnerable children will be excluded from studies if methods are not adaptable and if researchers do not understand or employ appropriate methodologies to allow such children to participate. Young people can contribute a unique perspective to the research process that is otherwise not accessible to adult researchers. Further details relating to specifics of the employed methodology are provided in more detail with chapter five however this methodology aims to include a rights-based approach to collaborating with children in the qualitative exploration of online child sexual exploitation, solicitation and victimisation.

Aims

The definitive aim of this study is to contribute to the overall aim of the programme of research and as such, to advance understanding of online child sexual exploitation, and identify characteristics increasing the vulnerability of children and young people to such experiences. This includes the processes by which young people are targeted, their experience of online sexual approaches, online relationships and online interactions with others online, particularly with adults. As such, this study aimed to gather children and young people's views and opinions on individual interview questions and a follow up questionnaire to be used with young people in study 3. This includes children who are and who are not children looked-after. The action research study gathered specific views, thoughts and opinions from participants about the language and questions used in study 3 in both the interview questions and the questionnaire to ensure clarity, understanding and relevance for participants. The research also intended to identify potential gaps in the research questions and obtain feedback about the content of such questions. This aim is underpinned by a commitment to include vulnerable children and young people in ways that were both meaningful and that promotes inclusion in future research processes.

Methodology

A flexible, qualitative, action research methodology was used in order to inform deeper understanding of the thoughts, views and opinions of children and young people. This methodology is more appropriate for gaining contextual and insightful data regarding the

view and opinions of participants in line with the aims of the study. The aims of this study were primarily concerned with improving the research to be completed with children looked-after) and as a stage in which the proposed research could be explored and potential problems could be identified and subsequently rectified. The study further aimed to contribute the current state of knowledge in gathering children's views upon research processes and procedures and general views on participating with a research project in order to provide outline implications for future research with children. Participants were utilised as 'informants' and it was hoped that their involvement in the research process would support a more detailed and unique understanding of children's views and how the proposed research may work in practice and subsequently improve the overall effectiveness of the research and that which . Furthermore, this chosen methodology will help in giving children a voice and bridging the gap between children and those designing and carrying out such research (Given, 2008).

Action research is a relatively broad label for methods which emphasise collaboration between the researcher and participant and they are usually described as 'co-researchers' (Given, 2008). This methodology is largely used to improve practice or organisational structure, often used within education, social and health care sectors or community-based projects to inform development and change. Action research is primarily concerned with solving practical problems which are experienced in specific contexts by particular people (Stringer, 2007) such as improving practice within a university to better engage students. There is no one theoretical framework overriding action research and no fixed formula for designing or implementing it (McIntyre, 2008) however, more recently, researchers have utilised frameworks such as Lundy's model of participation (2007) to complete action research with children (Dennehy, Cronin & Arensman, 2018).

By utilising participants as co-researchers they have significant involvement in the research process. Participants provide an insider perspective which supports detailed and unique understanding of the research area. Participants are also able contribute in respect of interpretation of the findings, giving voice to the particular group and bridging the gap between practitioner or participant understanding (Given, 2008).

Action research is very beneficial in terms of making changes and improvements to organisations and services. The focus is upon developing practice for the better and can make a significant contribution to the current state of knowledge but also for those working within that particular field, environment or organisation. The approach is less formal, more accessible (Stringer, 2007) and publication of findings is less likely to be a desired aim of the research, leading to less pressure for researchers. However, the control provided to participants during action research can also be a limitation. Meaning this type of research is more likely to deviate from the initial aims of the study. Furthermore, action research and its outcomes are largely unpredictable, meaning that there may be undesired consequences in terms of the actions taken following. Changes may be unwanted and irreversible.

Design and Participants

The study used an individual interview methodology to advance understanding of the materials and research processes proposed for study three. Three individual participants were asked to provide feedback (n=3). Participants were between the ages of 11–17 and were all female. Children were recruited via advertisements (Appendix 2a) within a large children's residential services provider. All children and young people participating were children looked-after (those in the care of the local authority). Ethnicity was not recorded. Recruitment occurred within a large children's residential services provider and subsequently within the organisation in which I worked. For this study a decision was made prior to recruitment that known children, who actively verbalised that they would like to participate in this study, would be accepted whether known to me as the researcher or not. Children were made fully aware of who the researcher was prior to any informal or formal agreement to participate. This was to ensure that all children within the organisation were able to participate on some level within the research and were not isolated from all studies which contribute to this thesis. Due to the potential vulnerabilities of those children who would be provided with the information sheet a specific research protocol was put in place and utilised for this and study 3. Detailed information in relation to this included in the methodology chapter. Subsequently, two known children actively vocalised their wish to participate. The context of this relationship is that these children may have met the researcher prior but did not have any direct involvement in their care.

A semi-structured individual interview approach was chosen on this occasion so that I could gather children's views on the proposed materials and processes to be used within a subsequent study. This methodology was chosen to allow for less formal discussion with children whilst enabling the research to focus upon the topic of interest and preventing any significant deviation from the topic. Individual interviews were also chosen as opposed to group interviews due to the potential histories of children participating. Whilst all children can be considered vulnerable, it is acknowledged that children looked-after are likely to be increasingly vulnerable in comparison with their non-looked-after peers. With this in mind, individual interviews were completed to reduce potential worries and anxieties potentially held by children and therefore promote increased disclosure and discussion. Furthermore, I wanted to understand how children felt individually. As noted within the literature review, adolescence is a point within children's development where peer relationships are crucial. Although research suggests that face-to-face interviews can cause social desirability (Grimm, 2010) it was thought that at the point of adolescence children may also be likely to provide more socially desirable responses in the presence of their peers.

The individual interviews were completed face-to-face with participants. This method was chosen again, due to the vulnerability of participants. Face-to-face interviews allowed for careful monitoring of participants, allowing me to observe facial expressions, hand gestures and body language. As such, this approach enabled me to more carefully monitor participants feelings and signs of distress should this be an issue, and to subsequently manage their welfare. This did restrict access to participants however a large group was not necessary for this phase of the research due to the focused aims, specific research questions and nature of the action research. Individual interviews were held in a location of the participants choice; either a private area in the participants residential home or within a confidential environment within the University of Central Lancashire. All participants chose to complete the interviews within their own home.

There are recognised difficulties in using this chosen sample such as struggles in engaging adolescents in a lively discussion, in which an unknown adult is expected to lead a free-flowing discussion. Potential difficulties are gaining participants trust and allowing children and young people to feel comfortable (Morgan, 2018) particularly when the interviewer is a stranger. I

had extensive experience in working with vulnerable children and young people and believed that this experience provided me with the confidence and skills to quickly and appropriately engage children and build trust to facilitate discussion. Furthermore, I was known to two participants included within the study which supported rapport building and trust.

Materials

Participants were recruited via a recruitment advertisement distributed to key-workers working within children's home (Appendix 2a). Prior to participation consent was gained formally, both verbally and in writing, from children (Appendix 2d) and those whom held parental responsibility (Appendix 2e). A semi-structured individual interview approach was taken using an interview agenda which included a number of pre-determined questions (Appendix 2f). This enabled some structuring of the questions to be asked but also enabled other relevant issues to be raised by participants and deeper discussion around pertinent issues or topics raised within discussions. This also enabled me to re-direct discussion where necessary and to act as a prompt for potential gaps within the discussions. Individual interviews were voice recorded for later transcription and analysis. Following completion of the research participants were provided with the necessary de brief materials (Appendix 2g) including the necessary contact information for relevant support services and for the facilitator. Debrief materials were also distributed to participant key-workers (those assigned to specifically support the child in the home). This provided the residential workers with key information to support the child should any concerns arise following interviews and also at a later date.

Procedure

I facilitated each individual interview, ensuring participants had a confidential space within their home where discussion could be facilitated, uninterrupted. As part of this process, I held the relevant DBS and police checks to enable her to enter participants homes. Participants were provided with full ethical information in relation to the study in order to provide informed consent. Full details were disclosed to participants in order to minimise any potential harm or distress caused by taking part. Participants were given full information about the aims of the study and asked to carefully consider any potential impact upon taking part and given the option to withdraw. The protocol for recruitment was also included in

order to avoid children who may be very vulnerable or to which the nature of the topic may cause distress. This was done by discussing potential participants with the organisations clinician to see if it was suitable to initially to provide these participants with the recruitment advertisement. Those excluded from being approached were those who were those at significant risk of self-harm or suicide or those likely to be extremely distressed due to the content of the materials or within an individual interview situation for example. Interviews lasted between eighteen and fifty-seven minutes with an average interview time of forty-three minutes, with frequent breaks being offered to participants in between. Participants were able to remove themselves from the interviews at any point without judgement and were able to withdraw from the study at any point prior to leaving the interview. Participants were also informed that following completion of their interview they would not be unable to withdraw due anonymisation. Following completion of the individual interviews, participants were debriefed and supplied with supporting debrief information. Sessions were then transcribed, anonymised and analysed.

Data Analysis

Data analysis followed the same thematic analysis processes employed within study one (Braun & Clark, 2006) to explore participants thoughts, views and opinions in relation to the materials, questions and processes proposed to be used in study 3. Individual interviews were transcribed orthographically and pauses and breaks were noted throughout the transcription. Because of the nature of the action research and due to being the sole researcher, I did not deem it necessary to note observations such as participant body language or inflections for example unless these were deemed to be of significant value as this could potentially reduce the necessary engagement and focus upon the participant required to facilitate interviews most effectively. Transcripts were read a number of times in order to achieve familiarisation and in line with the recommended six stages outlined by Braun & Clark (2006).

The six stages were used to guide the reflexive thematic analysis completed. These stages were not linear and they were applied in a flexible manner to fit the data and the research questions as recommended (Braun & Clarke, 2020). I familiarised myself with the data through listening to the individual transcripts to achieve a deeper, contextual understanding of each individual data set and the data as a whole. Data was transcribed manually and

checked several times for discrepancies in transcription. This also allowed for deeper understanding and increased familiarisation with the data set. Preliminary notes were taken which included initial observations and trends within the data. Stage two of the analysis involved preliminary coding which involved manually identifying data items that may be of value to the research question. Codes were revisited and refined within the stage. Once all the data had been coded within individual transcripts these were reviewed and refined to combine codes with shared meaning where these could be considered as part of a larger concept and whether this may generate a theme or sub-theme across the data set.

Potential themes were then reviewed to assess meaningful interpretation of the data and to ensure relevance with the research questions. Themes were appropriately revised to ensure quality, meaningfulness and coherence. The data set and codes were revisited several times during this stage to ensure full revision and accuracy with revisions and adaptations made throughout. Themes were checked for consistency, agreed upon and named. The data extracts to be included within the analysis were also identified. Finally, the full analysis was revised and reviewed in order to present the final analysis and discussion seen within the following section. Illustrative quotations to support the analysis and results were also identified during this process. The final stage focused on examining links between themes, and associated variations in perceptions and experiences (Bryce & Fraser, 2014) or within this study, children's opinions. Links to previous research in the area to support or refute triangulation and reduce inadequacies and ensure sufficient depth exists within themes to explore diversity and patterns within the experiences held by participants. As per the detailed description, I analysed the data using the process outlined by Braun and Clark (2006) which was adapted slightly to suit the data collected and study aims. This is summarised in Table 3 below.

Table 3: Step by Step Process of reflexive thematic analysis of the data

Step	Example
Familiarising self with data	I completed the interview transcription for all individual interviews. In doing so I repeatedly listened to the audio, read and re-read the transcripts several times to ensure familiarisation.
Initial Coding	Initial codes were formed by labelling all data with basic, initial codes e.g., wording, format, understanding. Abstract coding was also completed to ascertain more detailed understanding and meaning within the data e.g., 'children understand what is being asked', 'confusion caused by technical language'.
Review of Codes	Codes reviewed to check meaning and interpretation against abstract coding. Codes not relevant to the research question disregarded i.e., 'time spent online' and 'location concerns.'
Codes grouped into themes	Codes with multiple meanings organised and highlighted. Preliminary themes generated e.g., 'Questionnaire structure and style' and 'Research engagement'.
Review of themes	Final five themes and two subthemes generated and reflected as within Table 4 below.

Positionality

I maintained reflexivity through this study as within study one through the use of a reflexive journal and frequently updated statement of subjectivity. Full details of this are held with Chapter 3. In respect of this study in particular, I positively observed that those children known to me to appeared very comfortable in demonstrating their views and opinions during interviews whether these were positive or negative and were in fact the longest two, of the three interviews. Demonstrating that children likely felt at ease and were comfortable in expressing open and honest opinions about the content discussed and that the pre-established relationships and trust were likely to have had a positive impact on the data gathered from discussion. Additionally, I noted that on occasions, due to knowing the child, I did attempt to fill in the gaps when the child was struggling to find the words to describe their thoughts. This was observed at the time of the interviews and steps were taken to address this. i.e., by asking the child to confirm that this is what they were trying to say and reiterating

to the child the importance of their honest views and opinions being imperative to the study. On these occasions children were then able to clarify their initial thoughts and intentions.

I also identified within my reflexive diary that it was possible that some participants provided contradicting answers throughout the interview depending on how I phrased the questions. This is likely due to participants responding in a way in which they believed I wanted them to respond by providing socially desirable answers. Throughout the interviews, I demonstrated reassurance and requests for honest opinions, relaying the key aims of the study which is for participants honest views and opinions to be heard. It was not possible due to this research being completed by one sole researcher as part of a PhD project to get a second interviewer to complete these interviews.

Findings

Inductive reflexive thematic analysis supported the generation of five key themes. Table 4 below provides an overview of the key themes and sub-themes and their subsequent labels.

Table 4: Table of themes

Theme
Theme 1: Design, Style and Structure
Theme 2: Contribution and Insight
Theme 3: Developing Language
Theme 4: Engagement & Disclosure
Theme 5: Progressive Technology

Responses from participants regarding the individual materials (semi-structured interview questions and quantitative questionnaire) and data gathered surrounding the research process have been included together within the following sections. Where comments refer to an individual item only this is clearly stated within the interpretations below.

Theme 1: Design, Style and Structure

Theme one refers to participants views, thoughts and opinions in relation to the overall formatting of the quantitative questionnaire specifically. Across data sets, participants paid most attention to the design, style and structure of the questionnaire. In general, findings suggest that the questionnaire was received well and participants found minimal issues with its design and general appearance.

R: So, you've said that the questions make sense to you. Is there any way that you think I could make that questionnaire easier to understand or more appealing to kids?

P: No, it's good, yeah.

Interview 2, Page 17

Participants did however, make suggestions about making this more visibly appealing to children which they believed would support increased engagement in the research. This included making the questionnaire appear more child-friendly by making it more colourful in order to appear less-formal and more eye-catching. One participant provided an example of these preferences by demonstrating that she had recently sought out more colourful materials when recently being given some handouts and suggested that the colours included had immediately caught her attention and made the handout more appealing.

P: Yeah, because like when we were at the gay group yesterday, they handed out these things and some of them were black and white and some of them were colourful and I was like, "No, I want the colourful one".

R: Ah, yeah, okay. Right, so that's maybe one thing that you don't like about it, that it's not colourful.

P: It makes it seem dead formal.

Interview 3, Page 50

Participants did not suggest that the questionnaire was too long or needed to be shorter however it was suggested that children may put-off by the perceived length of the questionnaire. Suggesting it would be beneficial if this appeared shorter by removing items such as instruction pages and signature pages to reduce the length, suggesting that children will be initially more likely to engage if the questionnaire appeared like a smaller task.

P: Yeah. I'd try and like see if you can make the writing smaller and fit more on one page

R: So it's not as many pages?

P: Because if a kid looks at that, it's not big, but if a kid looks at that they are going to be like, 'f**k off'...

Interview 3, Page 51

Participants also commented about the repetition of the questions and organisation of the questionnaire. There were a number of sections where they found that the repetition made the document a little confusing or appeared to children like the aim of such questions was 'trying to catch them out'. I noted that some questions within the questionnaire which appeared repetitive at times where I had tried to cover all areas in respect of exploitation. The questionnaire also needed to be clearer within different sections as some questions were very similar to those previously asked, although these related to their peers.

P: So some of these questions are like repeated and kids don't like that, because I answered them the other day, didn't I, at CAMHS and I hate it when the questions are repeated, because I'm like, "You already know the answer to that so what are you trying to do, like catch me out?"

R: Right, yeah, yeah. Oh, so people might think I'll be catching them out, rather than ...

P: Because like police do it, don't they, they ask the same question but they change it a bit so they can catch you out.

Children and young people did comment upon specific sections of the document to be changed during the interview process. The majority of these were addressed and amendments made to give the questionnaire a more organised appearance, and to prevent confusion or repetition. Whilst some of the specific changes noted were only raised once by a participant, if I was in agreement that this would not change the context of the research, changes to the document were still made to improve clarity and organisation and prevent children potentially believing there are ulterior motives. Full details of the changes made are detailed later in this chapter.

Theme 2: Contribution and Insight

Theme two 'Contribution and Insight' generated relates specifically to participants views upon the contributions of the research and the insight that children believed I would obtain from completing the proposed research. Participants held largely positive comments about the study to be completed with other children. They suggested that the study enabled young people to put their views across to adults, that the research would be beneficial, and that the research would make a positive contribution to the lives of children and young people. In particular, participants indicated that by completing this research and knowing the thoughts and opinions of children like themselves professionals will be in a better position to help children.

P: I think it will be helpful because you know like what kids' answers will be and then like if there's some like bad answers you can like do something about it.

Interview 1, page 1

R: So, ask someone directly if they've had it rather than just saying, 'do you know anybody'?

P: Yeah.

R: Right, okay.

P: So like you can sort it out, or someone else can.

Interview 2, Page 12

Participants felt the proposed research to be completed within Study three, would be beneficial to children because such research would allow me to take-in children and young people's views.

R: Do you think it will be beneficial to people if I know what kids think about it, these questions?

P: Yeah.

R: Why?

P: Because you're taking in other young people's views.

Interview 2, Page 2

Participants recognised some 'future implications' of completing this work and the study in general as well as the potential insight I may gain into children's online experiences and interactions. When asked what adults might learn, participants felt that the interviewer could help adults learn from the experiences children have had, as well as learn about new technologies and how they work. Discussions held with children were viewed as a positive and allow participants to feel listened to and valued. It is further suggested that children can act as the experts within this particular area of interest and that children can educate adults. It is further suggested that the information provided is important to relay to other adults and that this could support the development and implementation of appropriate safety measures.

P: I think they'd like to participate because you can get more information about things and stuff, and, like, you can get other kids' opinions on what they think about social networking and how safe it is.

R: Okay, brill. Do you think adults will learn anything by asking the questions that I'm going to ask, because I've just learnt stuff from you?

P: Yeah.

Interview 2, Page 18

Several suggestions were made by participants about additions relating to safety that could be made to the research materials. They suggested that children should be asked directly whether they know what to do whilst online to keep themselves and what they would do in risky or potentially unsafe interactions online.

P: Like do you know, like on Facebook or something, how to keep it safe like so if someone tries to follow you, they can't just follow you straight away the other person has to follow them back.

Interview 1, Page 5

Young people felt these types of questions would improve the materials when asked questions such as 'what do you think could make the research better?' Participants suggested that a number of safety related questions could be asked so that adults were better able to understand how well children and young people are able to keep themselves safe. Effectively, participants were suggesting that questions should be more direct and enquire specifically about the protective measure's children have in place to protect themselves. This could indicate that children looked-after are not able to rely on adults for help and protection online and that there is a focus upon self-protection for this group.

Theme 3: Developing Language

Theme three 'developing language' relates specifically to language used across both the proposed interview questions and the quantitative questionnaire. Within this theme participants discussed issues relating to understanding and clarity within materials as well as child-relevant terminology. These were discussed across all data sets with analysis indicating

that there were several aspects of the language used within qualitative and quantitative questions which these children did not fully understand. Firstly, where the questionnaire included the mathematical symbols (< / >), in replace of 'more or less' participants were unsure if other children and young people would understand these symbols.

R: That's more than 26 hours?

P: Yeah, just put a "plus" though, or put "more than", because, if you know about 11-year-olds they're not going to know what that means

Interview 3, Page 24

The language and word choices used within the research materials were highlighted several times during discussion and discussed in detail by the participants suggesting that more complex words or more advanced language was not fully understood by the participants.

P: I don't really understand what you mean 'unique'.

Interview 1, Page 27

P: Yeah, well, the blue writing's good but I didn't really understand that because I don't know what 'approaches' means and 'approached'.

Interview 1, Page 13

This indicates that participants within the study (children looked-after) may have increased difficulties in understanding words that are not frequently used on a daily basis. Supporting previous research by the Department for Education (2021) which suggests that looked-after children are a group with increased special educational needs. Whilst not all children looked-after are behind their peers in educational attainment it is important that future research ensures that all questions can be fully understood to obtain more reliable results.

Further in consideration of language, terminology specifically relates to the generational changes or differences across the language used in both the proposed interview questions and questionnaire. Participants made several references to terminology within the questionnaire and semi-structured interview questions which they believed were likely to be misinterpreted by children. In some places participants suggested that terminology or use of language used may be perceived as negative or may even cause children offence.

P: Everyone. If you put, "it's okay", like that, with "Okay", snotty. If you put, "it's okay" with the dot, oh my God, that's like I want to have a fight with you. If you put, "okay" with a lower case "o", you're sad. Capital "OK", normal, you're fine.

Interview 3, Pages 22 - 23

Differences across meaning for the same language, wording or spelling between adults and children could have a big impact upon how children respond during the research process. Participants suggest there are certain subtleties within language that can significantly impact children's perceptions of the question and the tone of questions being asked which could lead to changes in responses and less reliable results or a lack of engagement from children.

Theme 4: Engagement and Disclosure

Theme four 'engagement and disclosure' specifically relates to participants thoughts, views and opinions on how well children will engage in the proposed research and why and at . Generally, although participants made suggested changes across both materials the belief was that children would engage and would choose to engage and that the research would be received positively. Participants felt that children should be 'eased' into more personal questions which would allow them to build a relationship with the interviewer first and foremost.

P: I'd ask 'what's good about going online' before you ask what type of things you do, because if you're going up to somebody you don't know, they're not going to tell you straight away what they do online, especially if they do anything inappropriate, they wouldn't tell you straight away.

R: That's a good suggestion. Okay.

P: Say I was like online dating -- well, I wouldn't be because I'm too young, but if I was -- I don't know you and you've come straight out with "What do you do online", I wouldn't go, "Online dating", do you know what I mean?

Interview 3, Pages 6 - 7

This suggests that qualitative methodologies and that participants are more likely to disclose sensitive information in situations where they feel more comfortable and where they have been allowed to build a level of trust. This demonstrates the importance of researchers providing the correct information regarding disclosure of personal information and ensuring the participants anonymity is protected and that children are fully informed about this prior to and during the research process to support increased disclosure.

R: ...This is the questionnaire for the young people, so I'll do this with them, and then four weeks' later, fill out this questionnaire for me.

P: They'll probably be more honest on this than they would with that.

Interview 3, Page 23

There were a couple of occasions during the interview process where participants suggested that questions proposed both within the interview and questionnaire may be a little intimate or personal. For example, when participants were shown the question 'who do you talk to on the internet?', they felt that this question may be too personal. Participants also suggested that on some occasions, other children or young people may get embarrassed if asked to answer these questions during an interview.

P: Question one, that might be a bit like personal..... and, like they don't wanna tell you..... it might be private.

Interview 1, Page 8

P: I couldn't see why you wouldn't want to do it unless you were like a bit embarrassed.

Interview 1, Page 43

References were also made to how this information was relayed to children. Suggesting that it would be appropriate to continue to remind children that can leave questions out or not answer then should they wish to. Whilst this is highlighted prior to completion of the research participants felt that children would benefit from regular reminders throughout the process.

P: And it could have like, 'if you don't know any of the questions just leave it out'.

R: All right, okay.

P: Or, 'if you feel embarrassed, leave it out', so that they don't keep asking you.

Interview 2, Page 42

In contrast to the above, the general consensus from participants across data sets were that the proposed questions in both the interview and questionnaire were 'ok' for them, but that other children may not want to answer them. Participants also felt that some additions should be made to the document and to rectify this issue without having to take out these important questions. This included ensuring that participants are aware this is anonymous by adding a header or footer to the page as a reminder or to add an instruction sheet which includes clarification. This would be in addition to the participant information sheet already provided.

Participants also made reference to the interviewer being more direct in her approach rather than making reference to friends or others. They felt it would be beneficial to ask participants directly about the problems they had experienced online rather than discussing the problems of 'friends'. Participants felt this approach would be appropriate and would provide better information about young people's experiences.

P: Erm, you could put like, 'Have you been harassed or like upset online?'

R: So, ask someone directly if they've had it rather than just saying, 'do you know anybody'?

P: Yeah.

Interview 2, Pages 11-12

P: People might feel uncomfortable with it, but ...

R: Do you think I should leave those sorts of questions out or ...?

P: No. Keep them in there, because then if people don't want to answer them, then they ...

Interview 2, Page 8

Contrary to lay beliefs, participants suggest that direct questioning and directly asking about and addressing sensitive issues about children's online behaviours is the proposed way to proceed within research. Ethical considerations can often prevent deep discussion about increasingly sensitive topics due to the potential for harm however these findings, gain from a vulnerable group of children and young people suggest otherwise.

Theme 5: Progressive technology

Theme five 'Progressive technology' specifically explores the changes and discrepancies between participants and the researcher's knowledge and understanding of online applications, platforms, sites, technology advancement and internet related or derived language.

P: Yeah, kids use that when they don't know it, like, if they don't know what to ask. YouTube, all day, I love YouTube. Snap Chat. Vine's dead.

R: Vine's dead and gone?

P: Vine is like actually it's gone, they've got rid of the app. ooVoo, I don't think anyone uses it any more. Kik, I think might have got shut down. I don't know what Bum Note is.

R: Burn Note.

P: I thought it said bum. [Laughs]. Don't know what Burn Note is. Don't know what Whisper is. Don't know what Yik Yak is. MeetMe, I think I might have heard of that. MeowChat you need you put that on there.

Interview 3, Page 27

Participants also gave feedback throughout the interviews in respect of the technology they use and which is popular in with their peers. Participants also aided in identifying new technology, social networking sites and Apps to include in the questionnaire, some of which were not included in the questionnaire despite having completed a significant level of research across common and popular applications prior to the questionnaire being devised. This feedback raises further concerns for the ability of parents, care givers and professionals alike in which adults are not able to keep up with the regular advancements in technology and applications used by children and young people and that children do serve as educators and teachers to children in respect of the ever-changing online world and environment.

DISCUSSION

Summary of Findings

The study aimed to support improvements to the materials and processes to be used within study 3 by exploring the views and opinions of children looked-after in respect of the proposed materials and aspects of the research design and process as outlined later within this chapter. Five themes were generated following reflexive thematic analysis of individual interviews with children looked-after. Themes formed from the data relate to; the design and formatting of materials, the contribution and insight gained from use of the materials, engagement and disclosure from potential participants, progressive technology and lastly, developing language. The study supported changes and developments to the materials and provided additional insight in respect of children's views and opinions in regards to participation in the research project. The action research methodology aimed to utilise children looked-after as co-researchers to provide more in-depth and more appropriate data collection from such marginalised children within the next phase of the research.

'Design, style and structure', the first theme was generated in relation to participants collective views on the organisation of the documents. Findings in relation to this theme suggest that documents required adjustments to ensure they were clear, organised and child-friendly. As such, materials were reviewed and amended to be more appealing and child-friendly i.e., a more colourful questionnaire and the document made smaller. The questionnaire was also checked for repetition and ensuring that the structure of sentences was clear and legible to the children who will complete the questionnaire.

Contribution and insight is the second theme generated from the data sets and relates to the implications of the study and questions asked. Where reviewed and commented upon by participants these highlighted several positive implications to the study, suggesting that participants would be happy to complete research as a participant and felt that others would like to take part also. Participants also suggested that the interviewer would indirectly be able to help children and young people thorough this research; either by identifying a cause for concern, being a responsible person to offer advice and guidance or to help inform other adults what young people's needs were in order to keep them safe. This lends much support

to the study in general and shows that the young people involved in this part of the research feel that this research will aid young people in this area and promote their views and general safety.

The findings in relation to language and language development were identified as a third theme generated from the data. This indicated that participants found some of the language proposed was too advanced for them to understand for their particular age group. This was generally throughout the questionnaire document. Language and words such as 'unique', 'interactions' and 'approaches' were discussed openly by participants who felt that others may not understand specific vocabulary used across both the documents. In order to ensure that the language used was child friendly, documents were reviewed and adapted appropriately to ensure that all the language is appropriate for the targeted age group in line with participants views and wishes.

'Engagement and disclosure' was the third theme identified. Within this specific them, participants did make reference to some of the questions included within the study being quite 'personal' or 'private'. Conversely, young people did state that they themselves would be happy to answer these questions, but were not confident that all young people would be happy to do so. Participants did suggest that these questions were necessary for the study and that researcher should continue to include them, but to be mindful of the feelings of others taking part. Suggestions made by participants were that the materials should be clearer throughout that information provided by participants is anonymous as well as indicating that it should be explicit that those who take part are aware that they do not have to answer any questions they are uncomfortable with, and that it is ok to do so.

The 'progressive technology' theme reflects findings in which participants routinely pointed out updates in relation to social networking sites and applications noted within the questionnaire. Participants actively pointed out outdated sites and Apps to be removed from the questionnaire and suggested newer or more frequently used sites and Apps and suggested I amend certain sections of this document to reflect more recent technological changes.

Lastly, when asked, participants spoke about areas for improvement within the study and their feedback was requested in relation to what could be added to the study. Participant's suggestions centred around a 'safety' theme in which they suggested that I could complete further investigation or questioning about whether young people knew what to do in situations where they felt unsafe or in situations online which could compromise their safety. Participants felt that the research should identify if young people could keep themselves safe and what their knowledge was around accessing help and support in times of need.

Generally, participants felt the study was positive and had positive future implications but children and young people also had many suggestions for improvement. What is positive is that they did not feel that any parts of the research were un-necessary or negative and that despite some sections being slightly intrusive in relation to privacy; these questions were still thought of as necessary and positive. A number of changes have come about because of such feedback including changes to the general look of the document, language and vocabulary used within, presentation and display of the document and some small additions to investigate the knowledge children and young people hold on keeping themselves safe and how to do this appropriately.

The insider status of participants in research projects contributes to the benefit of 'insider' status and, more generally, to the information gathered in the study. When participants are co-researchers, they share knowledge, access, and responsibility, which offers a perspective that would usually be unavailable to an outside researcher. Additionally, when participants take on a valid role in the research, they are further motivated to cooperate (Given, 2008). This can be seen across finding where participants are making several suggestions to inform improvement and development of the materials. As such, this method merged the experience of the participants with the skills of the researcher, ensuring more robust, relevant and appropriate research materials to be used within further research, contributing to its overall validity and contribution.

Development of materials

The aims of this phase of the research were to gather the thoughts, views and opinions of children and young people and to ensure that the devised research is suitable and appropriate

to be used with children looked-after and subsequently children who are not looked-after. Following the individual interviews and the generation of themes from the data, several revisions were made to the materials to improve them. Throughout the interviews, participants were very specific about what they believed should be changed across the materials. However, in order to account for all participants both materials were reviewed in line with the identified themes. For example; both the questionnaire and interview questions were screened for difficult and more complex language which may not be easily understood by all children, particularly those with educational needs. Where possible, Uncommon, lengthy or complex language was removed and replaced with simpler language i.e., ‘interactions’ was removed and replaced with ‘communicate’ or ‘communicated’. Whilst some of the specific changes noted were only raised once by one participant and as such was not included within the identified themes, these suggested changes to the document were reviewed and made where appropriate to improve clarity and organisation. Several changes were made to both the interview questions and the qualitative questionnaire. These specific changes are detailed in Table 5 below.

Table 5: Table of changes and additions to research materials

Related theme	Detail	Material amended
Theme 1: Design, Style and Structure	- Formatting, text size and un necessary pages were reviewed to make the questionnaire appear smaller, better organised and more concise	Questionnaire
	- The style of the document has changed and is now more colourful, child-friendly and more appealing to children.	Questionnaire
	- The format and style of the questionnaire was adjusted in places so that questions and available responses are clearer/more obvious to the participant.	Questionnaire
	- The order of questions has been changed to promote increased engagement and disclosure within initial the ice-breaking section.	Interview materials
	- Materials reviewed for repetition.	Questionnaire and interview materials
Theme 2: Contribution and Insight	- Additional options/responses available to children which supports more direct/honest questioning by researcher. Example of additional questions asked with the questionnaire are; ‘talked to someone you did not	Questionnaire and interview materials

	already know about sex?’ and ‘had a boyfriend/girlfriend that you met online who was over the age of 18?’.	
Theme 3: Developing Language	<ul style="list-style-type: none"> - Some sentences and questions have been reworded without changing the content so that questions are more legible and more easily understood by children and young people. - Language reviewed and simplified throughout interview questions and quantitative questionnaire where this was possible. i.e., ‘interactions’ has been changed for ‘communication’ - Instructions made clearer within questionnaire and subsequent wording reviewed in line with comments made participants to ensure clarity. - Language reviewed and simplified throughout interview questions and quantitative questionnaire where this was possible. i.e., ‘interactions’ has been changed for ‘communication’ - Terminology deemed as outdated has been removed from the document i.e., the use of ‘MSN, BBM’ and other acronyms that children and young people no longer use have been removed. 	<p>Questionnaire and interview materials</p> <p>Questionnaire and interview materials</p> <p>Questionnaire</p> <p>Questionnaire and interview materials</p> <p>Questionnaire</p>
Theme 4: Engagement & Disclosure	<ul style="list-style-type: none"> - An introductory script has been added prior to the involvement in the research to ensure participants are clear regarding anonymity and disclosure of sensitive information. - Questions reviewed and amended to ensure the order of questions ‘eased’ participants into more sensitive questions and promoted increased disclosure. - Additional instruction sheet added to the questionnaire to support participants engagement and serve as a guide for answering questions 	<p>Questionnaire and interview materials</p> <p>Questionnaire and interview materials</p> <p>Questionnaire</p>
Theme 5: Progressive Technology	<ul style="list-style-type: none"> - Terminology deemed as outdated has been removed from the document. I.e., the use of ‘MSN, BBM’ and other acronyms that children and young people no longer use due to advances in technology have been removed. - Removal of outdated applications and platforms that are not used by children and the addition of those suggested. - Applications/social networking sites have been added and removed in line with what young people currently use. 	<p>Questionnaire</p> <p>Questionnaire</p> <p>Questionnaire</p>

Limitations

This study is not without limitations. Firstly, the action research methodology which is specific to this study and was designed in line with the very specific aims and research questions addressed by this study. As such, it is increasingly difficult to generalise and replicate. Furthermore, within the action research methodology, only a small number of participants were able to be included. This was due to limitations on access to the sample of children looked-after, this restriction meant that the perspectives gathered were limited and is being represented or considered in the research. A wider range of participants or co-researchers would help to develop a wider perspective (Given, 2008).

Additionally, the action research was a particularly difficult method to use whilst completing an investigation into my own materials. The control provided to participants during action research, whilst providing a valuable contribution, was also a limitation of this method. Participants were effectively able to make unlimited changes to the devised documents which could have led to significant deviation from the original research aims. Because of these methods I was unable to predict the direction of the outcomes which could have resulted in several undesirable consequences. The thematic analysis allowed for mediation of these issues in this case, where not every specific change noted by participants was completed. For example, some participants spoke very specifically in relation to what aspects of the materials should be changed. As thematic analysis allowed for the generation of themes across the data sets, I made changes in accordance with these and reviewed documents as a whole. Resulting in more balanced amendments to the materials. As such, future research should carefully consider how to interpret and how suggested changes will be considered and implemented prior to investigations.

Additionally, the influence of the researcher should be considered in detail. Interviews were held with vulnerable participants who may have been influenced by the presence of the researcher despite the reflexivity aspect completed.

Another limitation of this study is that participants were asked to comment upon the materials and questions posed only. This was done as these materials were priority and the indications from literature that it may be likely that children will struggle to engage in

discussions for long periods of time. Furthermore, participants had already been provided with a very similar information sheet and de brief materials in order to express interest in this study. Because of this, it was assumed that children understood these materials. On reflection, future research should aim to include all materials to be used within the research to gain wider understanding and improved contribution to the current state of knowledge in this area.

Finally, the researcher should have considered the findings in relation to the systematic review completed by Bradbury Jones et al, (2018) more carefully in that children would have benefitted from further opportunities stemming from this level of co-participation. The researcher could have provided a job reference or statement of participation for future reference, potentially opening avenues for children in the future in line with the issues of obligation and power described by Thomas-Hughes (2017).

Strengths

By examining children's perceptions this study contributes to making children's voices heard. Decisions made in this more enlightened manner, thus, have the potential to increase the efficacy of protective services, making service delivery more strongly based on what children state they need (child-centred), as opposed to what adults think children need (adult-centred). This study sought to equalise power relations and provide opportunity for empowerment and voice of marginalised children and by seeking these views and implementing them this is fostering better protection for (Kosher & Ben-Areih, 2020) and inclusion going forward.

The changes made to the materials following this participatory study show that there was significant room for development in terms of the materials and questions presented. Children made a number of very valid suggestions which ultimately aided the researcher in presenting more valuable, relevant and engaging materials and questions to those children included within the next stages of the research.

A final strength of this study is that a detailed ethical procedure is presented in relation to the inclusion of vulnerable children which can be clearly replicated by future researchers wanting to further this positive change.

Implications for researchers, policy makers and professionals

There are significant implications arising from the results of this study which researchers, policy makers and professionals alike should consider. This first and most prominent was the level of understanding displayed by children looked-after in respect of the questions included within the proposed materials. Themes generated in respect of language suggest that this group of children identified aspects of the language used within which they could not understand. On reflection, some of the language included was aimed at a younger age than that actual age of participants, yet was still not understood. Those completing questionnaires, interviews and research with these vulnerable groups should consider the level of understanding held by these children and their potential educational needs as noted within research statistics gathered by the DfE, (2021). We should also consider these results in respect of previous research findings previously presented in that results could be skewed because of levels of understanding. Future research needs to adapt the language used to reflect the reduced abilities that may be presented by this particular sample and furthermore should be included in definitional considerations, not as a replacement for the perspectives of adults but as complementary (Ben-Areih and Kosher, 2020).

As per the warnings from Aldridge (2012) in that vulnerable children will be excluded from studies if methods are not adaptable and if researchers do not understand or employ appropriate methodologies to allow such children to participate. This research provides a detailed methodology with clear, robust ethical procedures to enable further research to be replicated with children looked-after which could also be attributed to research with other vulnerable groups.

Direction for future research

The action research completed does provide a significant contribution to the current state of knowledge. Findings suggest that several areas within the proposed project could and should be adapted to better suit children, particularly those who are from vulnerable groups. It helps

researchers to consider research processes, wording, language used, generational difference and technological advances when constructing materials and questions to be posed to children and it is hoped that this encourages future research to consider using such processes to enable children and young people to have a clear voice within research. Future research should also consider using a larger sample size of co researchers and those from alternative backgrounds, cultures and so forth in order to improve generalisability. Further research would benefit from being completed with male participants.

It would be beneficial if similar research could be held with children of different genders, ethnicities and of differing ages within a larger sample to get a broader, more generalisable view of the materials and questions to be used.

Finally, upon reflection, during completion of the reflexive log following this study future research would benefit from an interview facilitator who was not asking questions about their own materials to improve reliability of overall results and an alternative researcher should be used.

Conclusions

The aims of this study were to strengthen the measures, materials and questions proposed for use in study three as well as gather children's overall thoughts, views and opinions of the research process to inform further research in the area and provide clarity to existing literature. The study also provides vulnerable children an opportunity for participation within the research study and to gather children's internet and peer-group related expertise to improve the quality of the research, increase engagement from children, and improve relevance and validity of study 3. This research aims to fill the gap between the current state of knowledge relating to the research with such marginalised and vulnerable groups whose views have not yet been utilised to challenge adult-dominant types of knowledge and decision making which is likely to affect them (Bradbury Jones et al, 2018).

Overall, the findings suggests that children can provide a unique perspective on the design and interpretation of research that is not accessible to adults. The study highlights the

importance of involving children in research to understand and address phenomena and address potential shortfalls to create inclusion and improved validity and relevance. It provides a contribution to the current state of knowledge in that unexpected findings resulted in changes which have made future research more inclusive for vulnerable groups and as such, prevents misinterpretation of this vulnerable groups experiences, views and subsequent needs of which to base prevention strategies and targeted intervention. Adaptions can be made to the latter study to improve the later stages of the research and yield more valuable results. Overall, requesting the children's participation serves to inform future research in this area and to ensure that children's voices are heard.

CHAPTER 6 - STUDY 3

Introduction

Background

This study has been developed following on from, and in consideration with the findings from studies one and two. Firstly, the questions posed to groups within study one aimed not only to explore the online experiences of young adults but also as a preliminary study for research with children in this study. Findings from study one was used to improve the interview questions and to develop the quantitative questionnaire to be within this study. Following the development and adjustments to the materials to be used within this study, study two gathered the views, opinions and evaluations of children upon those developed materials via action research which resulted in further adjustments to the questions and questionnaire to consider children's opinions, views and evaluations. Both studies one and two had individual aims which support the over-arching aims of this thesis but which also serve to increase to the quality of the data collected within this study.

Overview

According to the Department for Education (DfE, 2020), as of March 2020 there were over eighty-thousand children looked-after. CLA, previously labelled 'looked-after children' or 'LAC' are a specific group of children who are legally cared for by a Local Authority or 'the state'. The reasons children are subject to such care orders, and are received into care varies but a large proportion (65%), of those children were identified as having primary needs relating to abuse and neglect at the point at which care orders were considered and granted (DfE, 2021). A further fourteen percent were found to be placed in care due to 'family dysfunction'. On the whole, children looked-after do not have positive outcomes when compared to their non-looked-after peers. When examining strengths and difficulties assessed by the strengths and difficulties questionnaire (SDQ) measure (Goodman et al., 1998), it was found that only around half of children looked-after received 'normal' scores within a sample of over 43,000 children; a further twelve percent were considered 'borderline' and thirty-seven percent demonstrated scores that were deemed 'cause for concern' in respect of well-being (DfE, 2021). Educational outcomes for this group are also

poor, and they were increasingly likely to have special educational needs (almost 50%, compared with 15% of the overall population) and noted to be more likely to run away from home (care). Subsequently, CLA were involved in over 71,000 episodes of missing-from-home in 2021 alone (DfE, 2021). Children looked-after are also at risk of poorer outcomes later in life, including lower educational attainment, lack of job status and financial stability, homelessness, and criminality (DfE, 2021; Reeve, 2011; Williams et al, 2012).

Outcomes and experiences for children looked-after have further been shown to be hindered to that of their peers because their care arrangements are likely to put them at increased risk of negative and harmful experiences. El-Asam et al., (2021) suggests that this is also true for this group's vulnerability to online dangers. Finkelhor et al, (2007) historically noted similar concerns, suggesting that if children were taken into care due to abuse, they could be more at risk of sexual victimisation and exploitation which is supported by more recent research completed by CEOP (2010) which found that CLA made up in excess of one third of reported cases of online child sexual exploitation. When considering the comparatively small portion of CLA across the general population (approximately 67 in 10,000) (DfE, 2021), this emphasises the scope of the problem, over representation of CLA in child sexual exploitation data and subsequent vulnerability indicators.

Not only are CLA thought to be vulnerable because of their histories of adverse childhood experiences (Felitti et al, 1998) and current care arrangements (DfE, 2021). These children are less likely to have had access to the same online safety education as their non-looked after peers. This is because children looked-after are more likely to be NEET (Not in education, employment or training) or have poorer attendance levels at school (DfE, 2021). These children may attend specialist schools, pupil referral units, be home-schooled or may not be engaging at all. Furthermore, given the primary needs of the majority of children looked-after; abuse, neglect, and family dysfunction, it would be fair to assume they are less likely to have positive family influences or protection from online risks from parents.

El-Asam & Katz (2018) suggest that those children who encounter online risks with the greatest impacts, are those who are vulnerable offline. This is supported by Bazalgette et al., (2015) who suggest that for many CLA, their pre-care experiences continue to affect them

long after their entrance into the care system. Furthermore, we can also assume that children who have not had their needs met, or who have experienced trauma may look to the internet to fill these voids (Sharp & Quayle, 2019).

Theories and frameworks of online child sexual offending focus specifically upon grooming models, offender typologies and examination of those who possess indecent imagery of children (Olson et al, 2007; Quayle et al, 2002). Whereas more current research includes other aspects of victimisation such as sexual solicitation and online interactions with adults, which does not always progress to the typical stages identified within the grooming process. Of those studies exploring grooming, the focus is upon the offender or upon children who have been victims of convicted abusers (Kloess et al, 2017). As such, the research does not account for those offenders who have been able to go undetected or the experiences of children whose victimisation did not progress through the stages of grooming and was not perceived to. Because of the nature of existing research, it does not fully explore the experiences of children who have had the resilience and skills to identify potentially exploitative contact from others in the early stages of this process, such as at the point of solicitation.

Relatively recent research (Sklenarova et al., 2018) found that around half of children have had at least one online sexual experience within the past year. Of those, 167 (14.5%) participants reported online sexual interactions exclusively with adults. Within the same study, various forms of online sexual activity were identified with nearly a quarter of children reporting online sexual conversation, 43.3% exchanging pictures, and 6.2% engaging in cybersex with their online contacts. Factors which were previously identified to increase online sexual solicitation have been found to be higher levels of conflict with parents which impacts on supervision, communication and emotional bonds, having a history of prior sexual abuse, experiencing parental conflict, physical abuse or pre-existing mental health problems (Lansdown, 2011). Demonstrating that pre-existing vulnerability factors may play a role in increasing children's risks to online sexual solicitation. An examination of sexualised interactions online with Spanish adolescents (Gamex-Guadix et al, 2018) indicate that prevalence rates are lower than those of sexual solicitation. Thus, not all the adolescents who are sexually requested respond by engaging in sexualized interactions and demonstrates the need for further enquiry into vulnerability factors.

Online sexual solicitation is a severe problem that can affect a considerable number of adolescents (Madigan et al., 2018). Online sexual solicitation may be part of a process of online grooming, where the adolescent receives sexual solicitations from adults and can respond through sexualized interactions. In addition, online grooming is often associated with other sexual risk behaviours on the Internet, such as sexting (Gamez-Guadix et al, 2018).

Rationale

The aggressive development of online applications and related technologies ensures that concerns across this environment continue to increase. New anxieties arise as innovative technologies become more readily available and accessible to children (Ofcom, 2021). Protective measures which are likely to keep children safe online; parental monitoring, online safety education, specific software, and supportive networks may be reduced for children looked-after when we consider their reduced attendance with formal education (Berry et al, 2017) and the availability of parents and familial support networks caused by likes of family dysfunction (Dfe, 2020) and separation as a result of care orders. For vulnerable groups such as CLA it is necessary to ensure appropriate, targeted, and meaningful interventions; those which are fit for purpose, and will help to protect children from increased risk and reduce the future implications to health, safety, vulnerability, and negative experiences and outcomes.

Additionally, the poorer outcomes incurred by CLA holds a significant monetary and social cost which is difficult to quantify. Direct costs to government are estimated in the billions (PWC, 2021). Professionals such as social workers, health professionals, and adult support services are under pressure to repair and manage the consequences of adverse early life experiences, such as those caused by abuse and exploitation or those exacerbated further online exploitation and victimisation.

Online predation of minors continues to be of focus research although that in respect of solicitation and sexual interactions remains in the early stages. Whilst there is more up-to-date research in respect of the likes of online solicitation (Greene-Colozzi et al, 2020; Kloess et al., 2017) Overall, little research has been completed to investigate children's direct perspectives of grooming and online sexual solicitation (Whittle et al, 2013) despite literature

indicating that this is a cause for concern, particularly in respect of vulnerable groups (Greene-Colozzi et al, 2020; El Asam et al, 2018) and up to date studies completed tend to gather data via telephone interviews and survey's (Villacampa & Gomez, 2017) or focus upon retrospective accounts (Greene-Colozzi et al, 2020). As a result, most prior research has failed to gather children's current and direct perspectives and experiences.

Gaining direct and current information from children themselves is critical in order to obtain a better understanding of the problem, not only regarding the prevalence of minors communicating online with adults or engaging in sexualized conversations, but also with respect to their beliefs of these online relationships. Given that the manner in which children or adolescents perceive these online conversations may have a significant impact on whether they report these interactions to adults or friends, it is necessary to understand youth perspectives to enhance Internet safety measures taken to protect youth from this type of exposure (Greene- Colozzi et al, 2020).

Research which clearly considers both sexual solicitation (i.e., requests by an adult to obtain personal sexual information or engage in sexual talk or sexual activities) and sexual interactions (e.g., cybersex, meeting in person for sexual contacts) and online sexual victimisation (i.e., obtaining sexual materials such as images and video's or live online sexual interactions) explores the views of children looked-after as an individual group is limited. Little is known about the context of vulnerability in respect of current online 'norms' for children in general and in what areas children may be more susceptible to online harm. Differences between this group and children from the general population are largely under researched (May-Chahal et al., 2002) because of pre-existing vulnerabilities and access to participants. Further research is required to fully understand children's experiences online in general. Particularly in gathering in-depth, rich data which explores and serves to understand children's views and perspectives. Although limited, comparisons which have been made between CLA and their non-looked after peers has been inconclusive (Sen, 2016) and it is essential to establish whether these current assumptions are accurate as internet use has increased, and technology has adapted. To promote and improve the prevention of online exploitation and victimisation we must understand groups holding pre-existing vulnerabilities and who are at higher risk of experiencing online dangers or those with a perceived lack of

familial support in order to produce effective preventative strategies (Sklenarova et al., 2018). There is a lack of investigation and deep understanding of protective factors, children's desistence from risky online behaviours and interactions and the reasons for this. Therefore, a more comprehensive understanding of children's online sexual interactions, with peers and adults, is necessary (Sklenarova et al., 2018). The identification of the characteristics which may increase risk online and the likelihood of responding to initial online solicitation and contact from adults is also warranted (Calvete, et al., 2021). More specifically, research which considers online sexual solicitation independently and not just in relation to the grooming process can still be considered to be in the early stages and is necessary to improve preventative interventions.

Measures to protect children from online risks are in place; education, monitoring software, safety and restriction settings, support services and reporting tools but very little is known of their effectiveness or use (Livingston et al, 2013). Carroll-Lind et al. (2011) argue that, since children are the direct victims of child abuse and given children's right to express their thoughts and views on issues regarding their lives, it is crucial to examine their perceptions of and views on this phenomenon. I am unaware of any similar studies in this area which have been designed in consultation with children and that actively seeks in depth information surrounding and evaluations in respect of this specific research area, particularly one which aimed to compare children looked-after with those from the general population. The current study aims to reduce this gap in the scientific knowledge by examining children's own views on child abuse and neglect.

Aims

Informed by studies one and two, study three aimed to gather children's views, opinions and perspectives in respect of online safety, online interactions, online relationships and approaches and experiences with adults online. Specifically, this study aimed to assess children's direct and indirect experiences of online sexual exploitation and victimisation through the examination of online sexual interactions, approaches from others online, risk-taking and relationships online. The study further aimed to compare the experiences of children with pre-existing vulnerabilities (children looked-after with those of their non-looked after peers).

Methodology

The study adopted a mixed methods approach, using both individual semi-structured interviews and a follow-up quantitative questionnaire, the strengths and limitations of which are discussed within chapter 3. This method was employed to support a holistic understanding of children's experiences and behaviours online. By combining these methods, I aimed to determine consistency across the two sources of data collection completed between 4 – 6 weeks apart. Individual qualitative and quantitative methods are described in more detail in the relevant sub-sections within this chapter.

Qualitative methodologies

The qualitative approaches used with this study and reasonings for the approaches used are discussed in more detail with chapter 3. Semi-structured, individual interviews were used to allow for freedom of response but to ensure that the appropriate topics and area of interest were explored whilst maintaining interview focus. Individual interviews were chosen due to the sensitive nature of the subject area and the potential for disclosure of abuse and safeguarding related matters. Individual interviews also allowed for increased anonymity as well as the necessary physical observations of children during sensitive discussions required. This helped to ensure effective monitoring of children during participation and observe potential signs of harm and/or distress.

Participants and Recruitment

Participants were all female children, aged between 11 and 17. The study was gender limited in order to gather a deeper understanding of the experiences and perceptions of this specific group. This is because data collection in studies one and two resulted in female-only participants groups. The results of which were used to inform the materials used within this study. The sample consisted of 9 children who were not looked-after and five who were children looked-after by the local authority at the time of the research. The original recruitment aims of the study were a sample of 10 – 15 participants within each group, unfortunately this was limited by the coronavirus (Covid-19) pandemic during the interview stages of the research. As such, 9 children from the general population and 5 children looked-

after participated in the study (total n=14). Braun & Clark (2006) recommend appropriate sample sizes for thematic analysis where the analysis forms only a part of the whole research project. In terms of individual interviews 15 – 20 interviews are recommended again. Only age, gender and looked-after status were recorded. No further demographic variables were requested i.e., ethnicity. Participants who were children looked-after were recruited via recruitment advertisements (Appendix 3a) distributed within individual children's homes within a large residential children's service provider. Steps were taken to ensure that the recruitment advertisements were only provided to those children whose engagement would be appropriate i.e., non with current, significant, mental health problems or emotional difficulties. This selection was completed using a pre-approved recruitment protocol (Appendix 3c) to ensure protection of those children and to prevent any chance of increased harm arising from potential participation. This was completed in consultation with the registered manager for the children's home and the clinician (clinical, counselling or forensic psychologist) assigned to the region within the organisation. Participants were recruited from children's homes situated in the North West of England. Non-looked after participants were recruited via online advertisements through an opportunity sampling method. All participants were able to choose to complete the interviews within a private area with their own homes or within the University of Central Lancashire. All participants chose to complete the interviews within their own homes aside from those who later completed the interview online due to the imposed restrictions arising from Covid-19. This is detailed further in the design subsection below.

Design

All participants completed both an individual interview and the follow-up questionnaire (See quantitative methodology section below for quantitative design). The strengths and limitations in respect of interview approaches were detailed previously in chapter 3. During data collection, amendments were made to the design of this study in respect of data collection due to coronavirus. Approval was sought from the University of the Central Lancashire Ethics committee to continue face-to-face interviews online due to the restrictions imposed in respect of contact with others by the government. This meant that a portion of interviews (n=2) were held via Microsoft Teams. In such instances, stipulations of participation included consenting to video interviews in which participants were asked to

reveal their faces. This enabled continued observations of participants for signs of discomfort and distress so that an appropriate response could be taken if required (i.e., breaks offered, change of line of questioning).

There are recognised difficulties in using this chosen sample (children) such as struggles in engaging children and adolescents in a lively discussion and maintain engagement, in which an unknown adult is expected to lead a free-flowing discussion. Further potential difficulties are gaining participants trust and allowing children to feel comfortable (Morgan, 2018) particularly when the interviewer is a stranger. I have extensive experience in working directly with vulnerable children and young people of the same age and gender, facilitating difficult and sensitive discussions and building relationships and trust which helped me to quickly and confidently engage children and provide reassurance to build trust and facilitate discussion. Participants were fully alerted to the procedures in respect of reporting and escalating concerns should these arise during discussions with the participant information sheet (Appendix 3a) prior to participation.

Materials

Following expressing an interest in participating in the study, participants were provided with the participant information sheet and consent was gathered for participation both verbally and in writing, from children and from those whom held parental responsibility for the child i.e., parents or social workers (Appendix 3d, 3e and 3f). Consent was gained individually from children for both participation within the individual interviews and the questionnaire stage of the research due to the time scales between (Approx. 4 - 6 weeks). Semi-structured interviews were used to facilitate open discussion of the research questions associated with children's relationships, interactions, exploitation, victimisation and solicitation online. A number of pre-determined research questions (Appendix 3g) were outlined and used to facilitate discussion, act as prompts for gaps within discussion and to re-direct focus (e.g., 'How private are your social networking accounts?' and 'Do you think young people hide the things that they do online from adults?'). Individual interviews were voice recorded or (video recorded where necessary) for later transcription and analysis. Following completion of the research participants were provided with the de-brief materials containing sources of support and guidance alongside the researchers and research teams, contact details (Appendix 3a).

Procedure

Each interview was facilitated by the same researcher who is experienced in working with children within this specific age group. Participants were provided with full ethical information in order to provide informed consent. Informed consent was firstly received verbally in order to start the research process and later written consent was obtained before participation in the interview. Interviews were recorded and then transcribed verbatim and anonymised. The questions followed a fluid guide which gave me freedom to explore one of the questions in greater depth and offered the opportunity to use prompts, ask follow up-questions and reflect on previous answers. Participants were able to remove themselves from the interviews at any point without judgement and were able to withdraw from the study at any point prior to leaving the interview. They were informed that following completion of their interview they would not be unable to withdraw due to anonymisation. Similarly, for the second stage, once the questionnaire had been submitted participants were informed, they were no longer able to withdraw the questionnaire for the same reason. Following completion of the questionnaire, participants were reissued the debrief materials.

Qualitative Data Analysis

The study used thematic analysis (Braun & Clarke, 2006) to explore the pre-determined research areas; online safety, online interactions, online relationships and approaches and experiences with adults online. Data analysis of all participants collectively followed the same procedures and steps as the analysis completed within studies one and two. Interviews with both children looked-after and children who are not looked after were initially coded together to assess the sample as a whole. Illustrative quotations to support the analysis and results were also identified during the analytical process. Following this, codes were compared between the two groups to identify similarities and differences within the two data sets. More specific similarities and differences within the two data sets were observed and a further review process was undertaken to generate themes arising from these (i.e., Elevated risk and awareness). Illustrative quotations were used to support the analysis and results. As within study one, full details of this process were recorded for clarity and for replication purposes. This is included in the appendices (Appendix 3i). In addition to the processes outlined within studies one and two initial codes were noted and mapped to reference which participant's

data these were identified within (Appendix 3j) This enabled to researcher to begin comparisons between the children looked-after and non-looked groups for consistencies and differences to be examined within analysis. Comparisons, similarities and patterns were assessed arising from the noted observations made throughout the data analysis. Codes across individual data sets were revisited to check for relevance within the two group data sets (Children looked after and non-looked-after children). These were reviewed and further refined to combine codes with shared meaning where these could be considered as part of the reduced data set analysis. Existing and new themes and sub-themes where scrutinised to assess meaningful interpretation of the data and to ensure relevance with the research questions in relation to comparisons between both groups. Where themes existed between groups, which brought new understanding to the state of knowledge these were further scrutinised and renamed appropriately to reflect the new information provided. Again, themes were reviewed to ensure quality, meaningfulness and coherence, and comparisons and differences. The data set and codes were revisited several times during this stage to ensure full revision and accuracy with revisions and adaptations made throughout.

Lastly, the final analysis was revisited as within studies one and two to provide illustrative quotations, links between themes and associated variations and similarities across perceptions. These are presented in the analysis below alongside relevant supporting or contradictory research in order to present the findings gathered in reference to the pre-determined aims.

Positionality

Positionality across the full programme of research is defined in more detail in chapter three however of particular importance to this study, this process of reflexivity led to the identification of questions phrased in what I later considered to be as leading. Answers to these were omitted from the analysis to improve accuracy.

I also observed that the age group between participants within this study and myself as the interviewer. As noted across the literature within Chapter 1 (Ofcom, 2021), the online environment is continually changing and children are likely to have a better understanding of online applications, systems and platforms than myself (Thurlow & Mackay, 2000). The review

of the statement of subjectivity completed at this stage ensured that I recognise that whilst a full literature review has been completed and I hold good understanding of the subject area, it is possible that children may discuss topics and applications that may be beyond the scope of the literature and may be difficult to understand and interpret. I identified this and as such was mindful of ensuring full understanding and ascertaining full clarification from children during interviews. The semi-structured interview approach employed allowed for exploration of information and views provided by participants and enabled clarification of topics where this was necessary. This improved understanding and context of the information provided during interviews and has subsequently improved the interpretation of the data.

For this phase of the research program, in particular for one-one interviews with children which includes topics of a sensitive nature I was mindful of the importance of building trust and rapport with participants. This was likely to be particularly important with children looked-after given I was also employed within the organisation which provided this group of children with care and residence. Because of this, I was aware of my professional identity and potential fears around confidentiality and anonymisation that participants may have. To minimise this, I ensured that the subject of anonymity was revisited and reiterated throughout the processes and the requirements for me to maintain anonymity and confidentiality, unless there were significant safeguarding concerns that required attention and escalation. I also assured children that conversations would be completely anonymised.

Findings

Inductive reflective thematic analysis (Braun & Clark, 2018) supported the generation of 6 key themes and 11 sub-themes across all data sets following 15 semi-structured individual interviews with children, 5 of whom were children looked-after and 9 of whom were non-looked-after children. Table 6 below provides an overview of these key themes and subsequent sub-themes.

Table 6. Table of themes and sub-themes identified across full data set

Theme	Sub Theme
Theme 1: Secrecy	- n/a
Theme 2: Online Relationships	- Relationship Value; Ingenuous vs Meaningful - Relationship Formation; Initiation and Stages - Offline – Online Relationship Fusion
Theme 3: Online Safety	- Education, Application defaults and Awareness - Disclosure and Reporting - Protective measures, Privacy and Progression - Risk awareness and the third person effect
Theme 4: Online Interactions	- Strangers as friends - Sexual interactions, Solicitation and Sexual Image sharing.
Theme 5: Adult-Child Relationships	- Approaches by adults - Risk Perception, Desensitisation and Impact
Theme 6: Disinhibition, Anonymity and presenting an alternative 'self'	- n/a

1. Theme one: Secrecy

Theme one, 'secrecy' explores children's perceptions in respect of secrecy online with particular focus upon information, online interactions and behaviours exhibited online that children hide from adults.

All but two participants across both groups discussed within interviews that children hide what they do online from parents. Children were clear about the extent of this secrecy, generally referring to 'all' children being secretive about their online activities, behaviours and interactions.

P:	All of them.
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R: Hide everything?

P: Yeah

Interview 3, page 34 – Child looked-after (CLA)

Some, but not all participants, also indicated that children hide the content of their messages, who they speak to online and their plans for meeting others offline. When hiding who they are speaking to online, this is particularly true if they know this person is older or judged as 'unsafe'. Children are also more likely to hide risqué images or sexual communication with others.

R: ...so what sort of things might they hide, and why?

P: Like, what they message people, and like when they plan to meet people, and like if they know how old people are, and what people are doing, and like just if they know what is happening but if someone like an old man is messaging them and they know that, but they don't want their parents to find out.

Interview 4, page 18, non-looked-after child (NCLA)

Children say that they hide personal things such as messages and posts that they put online because parents would not understand or children would not be trusted by parents to manage situations online as adults would like them to.

P: Because I feel like -- I don't show them, it's because they don't know what's going on, like if you say something, they'll be like worried about you, you know, if it's something that is actually not a big deal and like you know it's not a big deal, but do you know what I mean? If I told them like, "Oh someone said this," like my mum'd be like, "Oh, my God, like you need to report it", and I'm like, "But it's just not that big of a deal".

Interview 1, Page 24 - NCLA

Children are also secretive about online activities so that parents are not worried. They suggest that because of differences in perception of online activities and risk parents would worry and take unnecessary action. This supports earlier findings from research in the area which suggests that children are competent online, having skills which adults may not appreciate or recognise, which subsequently leads to adults under-estimating children's abilities to maintain their own safety online (Livingstone et al, 2005). Children's perceptions of adult's online abilities and understanding of the current experiences of children online could lead to children believing they can manage potentially harmful or risky situations better alone than in consultation with a trusted adult. Children's fears of inappropriate or over-reactive responses from adults also appears to reduce children's disclosures and discussions about online experiences. Parental monitoring has been shown to decrease online risks and the lack of transparency and discussion with parents and carers about online behaviours and interactions is likely to reduce children's safety online.

Analysis shows that secrecy between children and their parents and carers is observed by the majority of participants. Children are secretive about various behaviours, interactions and communications, particularly risky and unsafe interactions, approaches and behaviours. Theories of online sexual grooming indicate that within the grooming process, online sexual offenders work to securing non-disclosure or 'secrecy' from victims to prevent detection (Finkelhor, 1984; O Connell, 2003). This has serious and significant implications for children and has the potential for relationships with unsafe others to develop and potentially for the grooming process to begin.

2. Theme two: Online relationships

Theme two 'online relationships' explores children's perceptions of the value of online relationships to children as well as the processes involved in the initiation and formation of online relationships. This theme continues and explores distinctions between online and offline friendships and relationships. Online relationships, both romantic relationships and friendships were discussed in detail across all individual interviews. In response to pre-determined questions, participants described and agreed upon, specific stages to relationship formation online and the value and longevity of online relationships as well as how these

online relationships translate offline. The value and significance of relationships were considered also, with differing views across participants.

2.1 Relationship Value; Ingenuous v's Meaningful

When discussing online relationships there were differences in opinions of participants in respect of the value of these connections. Some children indicated that online relationships hold less meaning and are less authentic than those they hold and maintain offline with participants suggesting that relationships solely created and maintained online are disposable and there to serve a purpose for online popularity in the form of increased figures for 'likes', 'comments' and 'friends' across social media sites. For these participants, online connections can be easily discarded due to nature of the internet and not having to come into physical contact with those who we have disconnected with outside on the internet.

In comparison, other children suggested that online relationships can be just as meaningful as those that children hold offline. In a small number of cases, these relationships were described as more meaningful. Around half of children also suggested that the online environment allows for increased communication and confidence when getting to know another person. Children also suggested the online environment allowed them to connect with others who have similar interests when this was not available within their offline relationships. This supports earlier statements made by researchers who suggest that internet is associated with a decline in isolation and provides increased opportunities for social interactions, suggesting that those who lack strong offline relationships will seek them online (Kraut et al, 1998; McKenna & Bargh 1998).

P: Yes, I do. Because I have a lot of interests that aren't really shared by my friends that I have in school, I kind of sought out people that I could speak to them about, like shows that I've watched and books that I've read. Like, not everyone's interested in the same stuff as I am, so I've gone elsewhere to find that. And those friendships are some of the friendships that I cherish the most, because there's a lot more in common between us. So, yeah, that's basically what we talk about. It's normally done through Tumblr and

possibly Instagram if they need it, and if I've known them long enough, but otherwise I don't speak to many people.

Interview 8, page 9 - NLCA

The analysis suggests that there are several different reasons why children form relationships online and that the value of those relationships differs across individuals as well as the initial reasons for the relationship formation. In this sense, there could be implications for children's safety and vulnerability to exploitation. Where children are looking for connections with those with similar interests, this opens doors for those with a sexual interest in children to fill such voids. Analysis of interviews with online child sex offenders suggests that these offenders tended to adapt their physical and personality characteristics and interests to increase the likelihood of connecting with children online, some of who selectively matched these to the child they were talking to (Quayle et al., 2014).

Further context is given to the frequency of approaches from adults on later with theme five however the accessibility of children online means that offenders can take a 'scattergun approach' to contacting children (Broome & Izura, 2018). Vulnerability to online sexual exploitation and victimisation can be dependant of situational factors and life events. Whilst children are aware of the risks posed from strangers online and appear resilient to this as outlined in theme five children who have pre-existing connections with unknown adults online may be increasingly vulnerable to the risks posed by these persons dependant their situation that day.

2.2 Relationship Formation; Initiation & Stages

Relationship formation online was discussed within all individual interviews. All but two participants admitted to making friends online with unknown others. Those who did not have unknown others as online friends, suggested they had friends who were friends with unknown others. All participants thought that forming relationships online is easy and described a similar set of rules or stages which were followed by children from the point of forming an online connection to what children describe as a relationship. Stages described

where used for both potential romantic relationships and friendships interchangeably. The stages outlined generally begun with 'adding' one another through social media platforms. This progressed to liking posts and pictures of the potential suiter. Throughout this period, children used this time to observing the new potential friend or romantic interest online, to instant messaging or direct messaging and then later to face-face meeting. When talking about romantic relationships, the ultimate aim of these relationships was to meet in person which is consistent with the results from a study of Norwegian adolescents which showed between 43% and 46% of children aged 13 to 16 had an offline meeting with a stranger first met online, including both similar aged peers and adults (Staksrud, 2013).

P: Like if it they add you on Snapchat and you accept it, and then they just start messaging you and you say like, "Hi", and you just carry on a conversation and just carry on for like a few days or weeks, and then you end up meeting each other.

Interview 2, Page 6, NCLA

As well as the rigid relationship forming stages highlighted by participants, within the majority of interviews children discussed how they identify others to make that initial connection with online. They suggested that new connections are largely identified through existing friendships and that children generally trusted that 'friends of friends' were who they said they were online because they had pre-existing associations. Participants also assumed, because of existing these mutual connections, that they were likely to have interacted with this person previously. This is in line with research arising from the recent EU Kids Online Survey (Smahel et al., 2020), where one in six children had experienced positive outcomes from offline meetings with an online contact. Whilst no ages were gathered, the majority of participants reported "feeling happy" after the meetings.

P: Like, I talk to people I know -- like I know them but I've never seen them in person, but I know them from like conversations over the phone and stuff, but I've never seen them, because they could be like a friend of my friend that I've got to know through them. Like, if they've been on a call to them on FaceTime or something and I've been there, I could have got to know them.

Interview 4, page 9, NCLA

Children are generally assuming the safety and identity of unknown others based upon mutual online connections. This holds some implications for exploitation and vulnerability online. For example, those who wish to approach children online may choose to try and connect with children from one particular group or from one particular area for potential accessibility, leading to pre-existing connections, leading to increased perceptions of trust and lower thresholds for risk-awareness and identification for adults who may have already made a connection with one or more children from one particular group or place.

2.3 Offline – Online Relationship Fusion

As with relationship forming, participants across all interviews did discuss online and offline relationships. In specific reference to romantic relationships with peers, there was no clear definition between the two (online and offline relationship formation). Analysis revealed that the internet plays a critical role in the formation of all children's relationships and the idea of forming a relationship purely offline was not comprehended by children. Questions posed to children, in an attempt to differentiate between both online only and relationships held also offline were not fully understood by children.

P: In real life -- but I still don't get like the concept of meeting someone and how you could randomly talk to them. I wouldn't be able to do that.

R: Face-to-face or on the Internet?

P: Face-to-face, you know, just like randomly meeting someone and talking to them, I wouldn't be able to do that.

Interview 4, page 16 - CLA

P: I don't know. I've never seen a relationship offline.

The integration of the internet in respect to relationship forming suggests that participants are fully reliant on this to effectively form or initiate romantic relationships with peers. The thought of approaching another person and talking to them face to face was strange to some participants and some occasions participants said they would not have the confidence to do this, or described this potential scenario as 'weird'. The complete integration of the internet in respect of relationship forming leads to a heavy and increased reliance on the online environment and on those applications specifically designed to make connections with others. Implications stemming from this is that applications online that show new and alternative ways of interacting and connecting with others online are popular with children and frequently used (Ofcom, 2021). Whilst the increasing convergence of the internet in children's lives is known and is evidenced with literature (Thurlow & McKay, 2003; Whittle et al, 2013) the extent of this the development of this seems to have matured. Not only are children's preferred means of communication seemingly via the internet but it now appears children cannot comprehend building a relationship which does not rely on social media, making these applications and platforms increasingly important. In turn, this is likely to continue to result in increased online activity and has several other implications for children's health, social skills and is likely to continue to present as an increased risk to children and young people's safety (CEOP, 2010) by proving those with a sexual interest in children increased accessibility to children.

3. Theme three: Online safety

Theme three 'online safety' raised four sub-themes which aim to explain children's thoughts and experiences in respect of online safety education, application settings and awareness of application safety features. Risk awareness was also discussed in respect of children's views of self and others and implications arising from the third person effect. This theme further aimed to describe children's experiences of reporting and disclosing negative, upsetting or harmful experiences online. Furthermore, children's access to and use of protective measures are discussed.

3.1 Education, application defaults and awareness

A large number of children discussed their online safety in respect of their awareness of application features that support online safety however only a few mentioned online safety education. Where they did, the responses around this were mixed responses with some children saying safety education was not relevant and not applicable to them, some suggesting online safety education received is poor and others suggesting they have learnt from the education that they have received and have been safer online because of this. Furthermore, there were notable differences in the way which children looked-after discussed online safety education in comparison with their looked after peers, this is discussed in more detail later within this analysis.

Children also discussed differences and confusion across application settings. Indicating that networking sites were likely to have default settings which do not promote online safety or privacy and that children were sometimes required to change these to make application use safer. Some even made reference to location visibility being available to others from the point of using the app as a part of the default settings which raises concerns for new users and those children who are not a 'tech savvy' or who have less awareness of the features of such applications.

P: It's like on some things it's quite easy to stay safe, but on some things it's not, like because on Snapchat people can see where you are. On Instagram --

R: Is that like unless you know how to turn your location off?

P: Yeah.

R: Because did it automatically do it, Snapchat, on one of the updates?

P: Yeah, unless you turn it off. And then just some people just don't care.

Interview 4, Page 2, NCLA

Additionally, there were mixed opinions about safety features and messages across applications. Some participants hadn't had much experience of protective measures rooted within applications such as safety prompts or messages that are made visible by the provider, although children thought these were a good idea. Other participants, although few, were able to discuss online features which support privacy and safety in good detail.

The analysis demonstrates that there are significant differences in online applications that children frequently use and the features of such applications. Children are required to have extensive knowledge of the features of such to ensure online privacy and reduce disclosure of personal information such as locality. This increases risks to those children who may be new to using such applications such as younger children or those who have had limited access, or to those who are just not as tech savvy. This mirrors findings from Webster et al., (2012) in which children were clear that education programmes need to target younger children, who are keen get online and make connections.

3.2 Disclosure and Reporting

Disclosure and reporting of upsetting events online was discussed with all children participating as a topic of interest within the study. A key observation across individuals was that children do generally have a trusted adult whom they can report concerns to, they do not report approaches by adults online, to parents, even where these include sexual advances or inappropriate contact. On the few occasions children have reported concerns, these have been to the service provider or children have suggested they have discussed these with friends. Approaches by adults have been accepted by children as a normal consequence being online and this is discussed in more detail in theme five below. Additionally, there were differences between disclosure and reporting between children looked-after and children who are not, this is discussed in further in the latter section of this chapter.

P:	It depends what it was because like bullying I don't really know, because if someone says something to me I don't really care. I'll just think, "Right, yeah ..." So, I wouldn't report that because I'm not bothered by it. And then paedo, I'm not really like -- if anything
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was said to me I'll just block them and that's it, and then I'll let them carry on, because it's just not a big deal.

Interview 1, Page 5, NCLA

Children were clear however that when they did disclose upsetting events or communication online, they were most likely to discuss these with friends. Many children suggested they would also disclose to family members or trusted adults when they felt this was necessary. In contrast, others said they would not tell parents when incidents online may result in them getting in trouble or upsetting family. These children highlighted the need for increased awareness, observation and monitoring from adults to help them with disclosure. They spoke about the need for understanding in respect of online issues and the help this would provide when children are scared to disclose.

P: Yeah. So like even me growing up, I didn't know who to go to, but, for me, I went to someone who was a similar age to me, so I went to my sister because there's only a couple of years between us. But I didn't really know like -- I was always scared that if I went to like an older family member, I'd be like, "Right, but what if I get in trouble for it?" So I used to go to people my age, but if adults can tell like the signs ...

R: Yeah, and they can come to you and say, "Look, this has been going on, but it's all right, we'll help".

P: Yeah, that's what needs to be happening, because kids do get scared. Like I say, I've been in a situation myself where I've been scared to talk to family in case I got in trouble.

Interview , Page , CLA

Contact and approaches by adults are discussed in more detail within theme five however when specifically considering disclosure of this inappropriate contact children were found not to disclose. When children considered events online necessary to disclose the persons who they discuss this with are most likely to be friends. Some children, but not all will also disclose or report events to family. Recent research in this suggests that disclosure and reporting of

exploitation and contact from adults is likely to be mixed dependant on the specific event to be disclosed with research finding that around half of children do not report online grooming because they do not consider it to be serious (Villacampa and Gomez, 2017). Similarly, in another study (Greene-Colozzi et al., 2020) also found that around half of children who were in contact with adults online hid these online relationships from their families. This analysis supports previous finding in that the disclosure and reporting of contact from adults is not likely to be initially disclosed but that when this is necessary, potentially as recognition of these inappropriate behaviours escalates, children will consult with friends, supporting the research from Livingstone et al, (2018) and or adults.

3.3 Protective measures, Privacy & Progression

Most children indicated that they learn about safety through their own developing experiences and the experience shared by others. The experiences of others were evidently the largest prompts to improve online safety and in particular, privacy, suggesting that it is learning from experience as the opposed to online safety education that plays the main role in educating children and young people.

P: I think I do, because when I first went on the Internet, I didn't put myself on private, like TikTok or Instagram they weren't on private, but now I've realised how bad the Internet is, so I put it on private.

Interview 3, Page 4, NCLA

P: I'm more private now, because I've seen what happens to like -- not my friends, but like other people online. So, if you're not private anybody can see it, and anybody can like make up things about your account and stuff, because like I never used to be private on my accounts and stuff.

Interview 4, page 4, NCLA

Several children said that they utilise extensive privacy settings online i.e., others cannot contact, message or view the content of children's accounts at all however it is not clear if

these privacy settings are as effective as one would initially believe as some of these participants also made reference to being friends and interacting with unknown others online. As such, most children allow associated others (friends of friends) and strangers on to follow them online. This is discussed in more detail in subtheme 4.1 below. If there are concerns about a particular online connection, children 'block' or 'remove' them. Showing that some children are taking a preventative approach and are forward thinking, whereas others are managing incidents as and when they arise.

P: Definitely. I used to have a very open media, like I used to say the school was going to, and I used to detail things that I'd done with friends very openly and I used to just add anyone that would follow me, just very much, "Hey, I'm on this new exciting world and I want to experience all of it that I can", so I was very free with what I would do and very inexperienced, but now I've kind of learned through stories and through personal experience that actually I kind of keep myself a bit more hidden.

Interview 8, page 4, NCLA

The implications of this could suggest that younger children, those who are new to access online platforms and social networking sites could be more likely to be at risk of online harm and exploitation than that of older children who have had more experience online. Preventative measures could consider focusing on younger children and within education focus upon group discussions about negative online experiences. They could consider using a mentor system or deliver of online education by older children as highlighted by Webster et al, (2012).

Children do risk assess situations and take protective measures online i.e., facetimeing contacts or online friends, taking friends with them to meet others who they have met online, using blocking facilities and privacy settings.

P: I'd only meet them ... If I met them online, I'd only meet them in person if I'd been on FaceTime with them and I know what they look like.

Most children across both groups have either met someone offline that they met originally online or would consider meeting someone. When spoken about in more depth, most children consider this a necessity for relationships to develop further and that this forms part of the relationship forming stages amongst peers described within theme two. Children are very clear about the protective measures they would follow in order to facilitate face-face contact. This includes having online contact in which the faces of that person can be viewed and 'referrals' from friends who have had interactions with this unknown person prior to agreeing to in-person meetings.

R: Me. So, um. Do you think that you would consider meeting someone in person, maybe that you'd met on that you'd met online?

P: Yeah, if I was like. If I knew what they look like, like if I was maybe. Messaging them on Snapchat and I knew what they look like but it was a realistic picture and if my friends knew him as well. Like because I look through like my friends following and then if a lot of people from, that I knew was following them on Instagram, then obviously like then they're known

Some children, but not all children, know how to keep their accounts private. The extent of this knowledge varies across different applications and also, ultimately the default settings employed by such applications described earlier in this section. Suggesting that there are children whose accounts are not private because children do not how to utilise these features. Children also tended to suggest that their own accounts held good privacy settings whereas the actions of others, including their privacy settings were not as protective.

P: From people that I know, no. People don't know what privacy settings are and stuff like that, because, in reality, like Facebook, they just don't show you how to do that.

R: No they don't, do they?

P: They just let you set up your account and that's that, so ...

R: Yeah. I mean, I don't know how it works. I don't know whether when you set it up, is it set up private, or do you have to ...?

P: No, you have to put it on private.

Interview 2, pages 3 - 4, CLA

It is further suggested that even if children know how to keep accounts private, they may choose not to utilise these settings and knowledge. These findings support the research completed by Webster et al, (2012) who found that some children had their profile settings on 'public' which meant increased access to personal details and images from unknown persons. The researcher identified that these children were more likely to come from 'vocational' education settings. Additionally, the findings from this study and that of Webster and colleagues was that online safety practice had been learnt 'by doing' rather than through explicit advice and also that some children talked about having good awareness of mechanisms to keep themselves safe online, but had not yet put the learning into practice.

R: OK, do you think? Do you think that other young people like your age have erm the do think they've got a good understanding of how to keep themselves safe online?

P: Yeah, my age, but not not necessarily people younger.

Interview 5, page 2, CLA

P: Erm. Like when I was younger, not now. I'm don't anymore. When I was younger. When I were like new to when I just started high school and stuff you used to like post on like you Snapchat story erm to like. To like for the other people to see and for them to message you

from that story and talk to you. So it was like called. I can't remember what it was called, called like streaking.

Interview 5, page 18, CLA

3.4 Risk awareness and the third person effect

All participants throughout discussions were able to identify risks associated with being online, with most identifying those which related to online child sexual exploitation and victimisation.

Additionally, participants throughout all interviews noted distinct differences between their opinions of their own online safety and risky behaviours and the safety and behaviours of others. Participants views were that their personal characteristics, behaviours and interactions online were somewhat better or less susceptible to risk than those of others who they described during discussions i.e., they acted safely whereas others were not likely to, they had private profiles but others were not likely to, they were good at managing their online privacy but again, others were not likely to do the same. Furthermore, participants tended to suggest that they were very safe online with effective privacy and safety measures taken but would then demonstrate later within the discussions that they had in fact displayed risk taking behaviours. Extracts from one particular participant at two different points in the interview are included below to demonstrate this.

P: Yeah. Facebook you can only send friend requests if we've got a mutual friend.

R: Oh really?

P: Yeah. If people try to follow me on Instagram, if I don't know you I just block you straight away.

Interview 2, Pages 1 and 2, CLA

P: Too easy (laughing). Yeah. I met her [points to baby bump] dad on Facebook, yeah, added each other, started talking, then realised we went to the same college, and then, yeah ... (Laughing)

R: Nine months later.

Interview 2, page 12, CLA

P: Well, I always keep my account on private, and like only accept people that you know and you don't like text anybody that you don't know.

Interview 7, page 3, NCLA

P: No. To be honest, the only person I've ever done that with is like this one person that has been reported quite a lot in our school, and I eventually did meet them in real life, but, yeah.

Interview 7, page 7, NCLA

Participants frequently described themselves and being more private online than their peers. Most children evidenced within discussions that they knew what to do to ensure their own privacy and to maintain the appropriate safety settings on applications. In situations where they had not been safe, participants had a rationale for this that they believed was justifiable.

The analysis demonstrates that there are differences in children's assumptions about their own safety, how they keep themselves safe and the potential risks posed by the internet to them personally. They clearly viewed others at higher risk online than themselves, despite on occasions reiterating risk-taking behaviours similar to those described of their peers.

4. Theme four: Online interactions

The online interaction's theme, theme four represents analysis of children's frequent and significant online interactions. The theme includes two subthemes which explore the concept of 'stranger as friend' and also discusses children's experiences of sexual interactions, solicitation and sexual image sharing with others online.

4.1 Stranger as friend

Children frequently interact with others online that they have never met in person. These are 'friends of friends'. All children openly discussed relationships that they have with others online who they have never met within an offline context. Although there are some protective measures in place, online friendships are generally formed through mutual acquaintances as partially discussed in theme two. Some online friends were described as good friends or 'close', even when only known a few weeks and within an online only context.

P: I don't really speak to many people to be honest, because I've got like ten mates that I speak to, and I've got my boyfriend and I've got like two people that I speak to that I haven't met, like Face Timing and stuff, and then just people that I've met like -- like the other day, like a few weeks ago, my mate like put me in a story, and then someone added me, and then I'm just like actually proper good mates with them now, but like that's it, because the thing is, if I just don't like someone, like, I just don't speak to them. Do you know what I mean? I don't know.

Interview 1 Page 10 - NCLA

Several children talked about online safety and interactions in respect of online only friendships and the measures taken to protect themselves such as not accepting or adding anyone to online profiles or networking accounts which they do not know. The context of this is that children regularly discussed adding 'friends of friends' or mutual acquaintances in respect of relationship formation (highlighted in theme two). Furthermore, all but two children said that they 'accepted' unknown others as friends online. Livingstone et al., (2011) early research indicated that only a quarter of children using social networking sites report that they converse on the internet with others who are unconnected to their everyday life.

This analysis indicates that over time this is likely to have significantly increased to all, if not most children regularly connecting and interacting with what adults may perceive to be unknown others. These connections are not viewed by children as unknown others and do not carry an associated 'stranger-danger' type risk awareness. This supports the research completed by CEOP (2010) which suggests that it is no longer appropriate to divide social interaction into an online or offline setting as, to children, the environment distinction is inconsequential (Whittle, 2013).

Further implications for these online interactions with others who are presumed to be safe peers is highlighted by typologies outlined with the European online grooming project's typology of online grooming. Within two typologies described by the researchers (Webster et al, 2012) online groomers amended their identities, potentially including their ages in order to make connections and initiate conversations with children. The implications of this are that as children are seen to be increasingly accepting of and engaging online with those they haven't met in an offline setting that the offenders outlined within these typologies are more likely to be able to go undetected and subsequently create more connections and relationships with children. This further supported Williams et al, (2013) in their study which examined the stages of online grooming, reporting that offenders engaging in these behaviours often mimic the language of their child contacts in order to appear closer in age and/or maturity to the child and strengthen rapport.

This is a common theme across all groups. So, where there is an associated person online or mutual friends, children will add these people and allow them to make online connections and observe the content of their social networking accounts.

P: I feel like adults just take it that one step a bit -- they're just a bit weird about it, like, "Why are you doing that?" Well, that's what everyone does, like, it's just like the normal thing, like you make new friends. If you end up seeing them in real life and they are who they are then that's good, like, you've made a new friend, but if they end up being a catfish, then like -- but it is what it is ...

R: Yeah, okay, so you'd block someone that messaged you that you didn't know?

P: Yeah.

R: Even if it was just an innocent message, you'd just block them?

P: Yeah. I'd still block them, because I don't know them.

R: Would you? So -- this isn't one of the questions on there, but -- so, it'd be okay for them to watch what you're doing online and on Instagram or Snapchat, for example, but it's not okay for them to message you?

P: Yeah.

Interview 3, page 4 - NCLA

When considering previous research, it is clear that the behaviours of children which allow unknown others to connect online has further implications for exploitation and abuse. For example, research on adults imprisoned for online sexual solicitation and grooming revealed that these offenders often acted as observers online, assessing profile information to help with selection of an optimal target (O'Connell, 2003; Staksrud, 2013).

Similarly, in respect of interactions with adults, children will speak to or interact with 'known adults' or adults viewed as safe by others such as parents' friends, friends of family members. All children viewed this as being safe online. Whilst this may be a preferred approach by parents and carers connections with known adults are not without risk. Research suggests that sexual exploitation occurs mostly by someone know to the child or family and there are implications for future online safety education to implement this. Furthermore, future research may want to consider exploration of this area and the exploration of who is considered a 'stranger' and who online is considered 'known'. This is likely to skew

understanding of the information provided by children in that children are saying they do not speak to unknown others, when in actual fact, most relationships formed online for children begin with speaking to a person who is in fact unknown. Concerns surrounding relationship building online with unknown others raise when we consider that normal relationship forming process are often mimicked by the grooming process (Bryce, 2010).

Some recent research (Finkelhor et al., 2022) suggests that many online grooming victims (80 %) knew the groomer before they were groomed online (e.g., friend of a friend) and their geographical proximity can make the transition to in-person abuse easier.

4.2 Sexual interactions, Solicitation and Sexual image sharing

Over half of children across the interview discuss requests from others for sexual imagery or attempted sexualised interactions. When considering those from what participants believe to peers of a similar age as opposed to adults, they comment upon the pressure on girls in particular to conform and to send sexual imagery. Additionally, some children, although few, have experienced blackmail and harassment in respect of sending sexual imagery. Whilst this was relatively rare across participants, for these children, requests and negative experiences have happened on several occasions. The extent of sexual image sharing amongst children was not fully explored within this study and questions relating to this were not specifically asked of participants.

P: Yeah. I've had people asking me for nudes.

R: Have you?

P: Yeah, and like putting pressure on me. And then, he said if I don't then I'll expose you, but, like, exposing like another girl and saying it's me.

Interview 1, page 20 - CLA

P: Yeah, and they're more like, um, they always like want stuff off girls.

R: Boys?

P: Yeah. And then girls just get put under pressure, and then, yeah ...

Interview 1, page 25 - CLA

From those who have experienced requests for sexual images children say that pressure to share sexual imagery and information can be just a part of being online and part of the 'normal' interactions that children have. Sharing this personal information is somewhat expected, within online relationship formation. Some children are also aware of those who have shared content and information with others.

P: I don't know, it is hard to explain it, do you know what I mean, like. People -- it's just like normal. It's like it's normal to share it, so that people don't think anything of it when you do.

R: Okay. To share what?

P: Like personal stuff and like even with people that you don't know, like just say anything about yourself or like send something of yourself, like. It's just like normal.

Interview 1, Pages 6 – 7, NCLA

Some children also elaborated and shared more detailed information relating to sexual interactions online. For example, some children had been sent sexual imagery from strangers. This happened prior to any form of interaction and also during interactions. Children responded to this by blocking or ignoring those interactions and approaches. No children discussed reporting these approaches to others. Sexualizing the communication with the child is recognised a component within the grooming process. The European Online Grooming Project, (Webster et al, 2012) identified three types of online groomer: intimacy seeking, adaptable, and hyper-sexualized. Those categorized as hyper-sexualized groomers are likely to introduce sexual context to the chat much more quickly, if not immediately. Furthermore,

the escalation of sexual conversations is also recognized as part of O'Connell's (2003) boundary pushing and fantasy enactment phase. Sexualization may take various forms including flirtation, dirty talking, sending sexual photos, or links to pornographic materials serving to normalise this behaviour and gain an aspect of control (McAlinden, 2006).

P: Yeah, there was that friend. I have personally been contacted by a boy from a chatting app I was on, and he said ... It was a purely fine conversation, and then I said, "Right, well, I'm going to need to go", and he said, "Are you alone?" And I said, "Yeah, but why?" and he said, "Do you want to have some fun?" and kind of started asking me to take pictures, and I was like, "No", and blocked him, and just left it there. And then there have been people who've just, straight out of the bat, sent pictures of their penis.

Interview 8, Page 16 - NCLA

Desensitizing the child to sexual content is also a typical stage in models of online grooming with the aim of desensitizing the child to these behaviours (McAlinden, 2006; Olson et al., 2007, Winters & Jeglic, 2017). These findings show support for such models in that they reveal approaches from unknown adults have include sexual imagery or requests for sexual imagery.

5. Theme five: Adult-child interactions

There are two sub-themes identified within the adult-child interactions theme. These include 'approaches from adults' and 'risk perception, desensitisation and impact'. Approaches from adults, including the nature of these approaches and the frequency of such is analysed within the first subtheme. Following this, children's perceptions of these approaches and the impact of them are discussed in terms of desensitisation and normalisation.

5.1 Approaches by adults

Children spoken to across interviews suggest that approaches from adults online occur frequently. Ten out of the fourteen children suggested that this directly happened or happens to them and that because of the frequency and commonality of such approaches, assume that it is similar for their female peers. Adults involved in the approaches to female participants are described as older men. The frequency of these approaches is varied but

remains concerning with some children saying approaches occur weekly and other suggesting that they approached daily. Furthermore, privacy settings and online safety features did not protect children from such approaches. Children also make reference to adults approaching multiple children at one time. Suggesting children receive that many approaches there is likely to be some children they contact, who do not have the same regard for their online safety and ultimately could respond to these approaches suggesting that children are aware of vulnerabilities within others.

P: Every day, yeah.

R: Where an adult's approaching a young person online?

P: Yeah. (Several inaudible words)

Interview 6, Page 14, NCLA

This analysis supports previous research completed by Quayle et al, (2014) in that technology affords potential offender the opportunity to simultaneously contact and communicate with multiple victims within small timeframes, concentrating on those who subsequently engaged or were perceived to be easier targets as well as previous research completed by Wolak et al. (2004) who noted that only 5% of offenders masqueraded as young people when they conversed with potential victims. Suggesting most offenders in their study informed the young people that they were adults seeking a sexual relationship.

The analysis does demonstrate that children are aware of this and the potential for adults to approach multiple victims. However, within discussions most children suggest that these are managed appropriately through blocking that contact, deleting the messages or not reading messages from unknown others in the first place. This is contrary to the suggestions included within research (Whittle et al, 2013) which suggests many teenagers react to sex solicitation by interacting with the offender. It both refutes and supports more recent research completed by Sklenarova et al., (2018) which found that around half of children had had at least one online sexual experience within the past year. Of those, 167 (14.5%) participants

reported online sexual interactions exclusively with adults. Within the same study, various forms of online sexual activity were identified with nearly a quarter of children reporting online sexual conversation, 43.3% exchanging pictures, and 6.2% engaging in cybersex with their online contacts. Support for studies such as these is heavily reliant on the nature of the questioning and classification by researchers in respect of 'exchanging pictures' for example. If this includes occasions where participants have received sexual images from an online contact only, then this study could support these findings. This is the same for 'sexual conversation'. Participants within this study note receipt of both sexual images coupled with messages from adults and unknown contacts which demonstrates the support for the qualitative methods used with this study in which uncover context and meaning within the data discussed further within this theme.

Approaches from adults are frequent and can occur daily with all children. This goes against recent typologies (EOGP Webster et al, 2012) which describe the use of 'scanning' where an offender makes an informed decision in regards to who to approach and whom to target. There is potential for some children to respond to these approaches. Interviews with participants suggest that approaches are not normally targeted approaches and that they believe adults approach other children at the same time. The scattergun approach (Broome & Izura, 2019) to grooming is evident with this analysis which is supported in studies that examine convicted groomers which suggests that the targeting of children might initially appears to be indiscriminate, making as many contacts as possible in the hope that some would respond in the ways that the offender hoped for (Quayle et al, 2014). More recent research is also in line with these findings suggesting that potential groomers adopt a 'spray and pray' method by which an online groomer found potential victims in their study varied but consisted of searching for victim profiles that met the groomer's needs, contacting as many victims as possible (Gámez-Guadix et al., 2018).

P:	Yeah, mainly men.
R:	Older Men?
P:	[Nods]

R: Is that like every day or every week or every month or like a couple a month or a couple of day hours?

P: Erm, not every day, at least once a week.

Interview 5, Page 15, CLA

The approaches from adults are discussed in more detail by some participants suggest these approaches are varied and range from complements, offers of jobs, requests for 'adds on social media' to 'weird things' and being sent indecent images. Some of these approaches mirror those identified in both online and offline grooming and identified in previous research where offenders used a direct communication style and made their sexual intents known quickly (DeHart et al., 2017; Kloess et al., 2019; Quayle et al., 2014). The findings are also supported by research which suggests that adults attempting to groom children both online and offline use a variety of techniques in an attempt to establish a relationship, some which include using flattery (Black et al., 2015; Lorenzo-Dus & Izura, 2017). In relation to current theories, O Connell's (2003) model of cybersexual exploitation and Olson's (2006) model as findings arising from this theme make reference the use of incentives to motivate the victim. These findings show some support towards this model in that children have been offered both through offering jobs or money.

Children in this study also revealed that they had received indecent images from adults and 'weird things'. In their analysis of convicted offenders Quayle et al (2014) suggested that some offenders motivations were represented by a need to expose themselves to children and this was the ultimate goal for gratification. This is also reflected in Olson's (2006) model where communicative desensitisation is discussed, this is where the offender may attempt to desensitise the victim to their physical and emotional presence and can include the use of sexualised imagery and conversation.

R: What saying just saying what? Just like, just random different messages or?

P: Complementing me or asking me if I want jobs or just weird stuff like.

Interview 5, Page 15, CLA

P: I don't really get hate or anything like that at all really, but I have that request thing, and they're just weird. I kid you not, it's so stupid, like things like, "Oh, will you add my Snapchat", and random people sending messages about, "Hi [name]", like it's just weird, and you get ones off a random account saying things like, "Will you send me a picture of ... for this amount of money?" and it's like, "No"!

R: What, like rude pictures?

P: Yeah. And then there are some people that send rude ones and like, "Add my Snapchat", it's like, "No".

Interview 6, Page 19 - NCLA

5.2 Risk Perception, Desensitisation & Impact

As part of the semi-structured interviews all children were asked their opinions on approaches by unknown adults online. Children generally initially said that approaches from unknown adults were weird, inappropriate and not understood. Some children did not understand the reasoning behind why an adult would do so.

P: I think it's a bit weird. Like, I think it's just like a lie, do you know what I mean, like why are you doing that?

Interview 1, Pages 17 to 19, NCLA

This has implications in itself as in order to protect children online they need to be clear of the potential intentions and reasoning behind why an adult would contact them online to ensure children are well-informed and learn of the potential for exploitation.

When approaches from adults discussed in more detail children tended to incorporate reasons why some adults were ok to speak to online. Adults are ok as long as adult weren't being 'weird' or if they are 'known' adults.

P: I don't think it's ... Like, if they're being just genuinely being friendly, then like they're being friendly, you know what I mean, but if they're like acting weird, then you shouldn't really speak to them.

R: Okay. What sort of things? What's acting weird?

P: Like saying, "Oh, hi", like ... I know some people that have had text messaging like, "Oh, can I have a picture of you to see what you look like?" and you're just like, "Um, no". Like that's a bit weird.

Interview 7, page 13 - NLCA

Findings are consistent with that of Webster et al, (2012) which evaluated accounts from online groomers, which found there was evidence of resilient young people that refused to engage online. Key features of resilience were children's abilities to recognise risk and fend off any approaches they considered 'weird', understanding of safety messages, confidence about rejecting advances and informing others and coming from more secure backgrounds. However, similarly, to peer relationships discussed above, children suggest that speaking to adults who have mutual connections or associations are deemed safer by children.

P: Unless like your mum knows them or like someone in your family that's an adult knows them, then that's fine, but if no-one knows them, and it's just a randomer, then no, I don't think that's right.

Bra (2007) found that most young people who were approached with sexual suggestions online did not respond or block the person making the approach and for some, the approach led to contact online or even offline. This is not reflected within this analysis which demonstrates that children do block unknown others who make sexual or 'weird advances'.

P: Yeah, because I've talked to adults that my friends know from talking online.

R: Yeah, so that sort of goes onto my next question where I've put: do you think there are any circumstances, or sometimes, where it's okay to do that?

P: Yeah. Friends' parents.

R: Friends' parents?

P: Just generally being nice to people.

Interview 4, page 25 - CLA

Approaches from adults towards participants are a regular occurrence. All children said that though adults approached children online 'all the time', 'a lot' or described these approaches as regular. All children were happy to engage in discussions about these approaches and provided similar explanations for what they do when they receive these. Children normally block these adults or ignore them which supports previous research which noted that the vast majority of young people are resilient online (European Online Grooming Project et al., 2012), and are unlikely to respond to approaches from online groomers.

On some occasions children have said they have responded to check if the adult is genuine or to 'not be rude', others use these approaches to mock and make fun of the adults that approach them. Models of offline grooming more predominantly suggest these interactions could have more serious implications. Stages within offline grooming processes highlight

initial none sexual approaches from known adults who have implemented themselves into the victims lives or within close proximity (Finkelhor, 2022). The responses from children who have responded to 'not be rude' potentially signify a group of children who may be more likely to be vulnerable to online grooming and exploitation if we consider the 'gaining access' component of Olson et al's 2006 model of luring communications in which it is suggested that victims are said to be likely to be friendlier children who are more willing to engage or whom are naive. Suggesting that children who do not understand the situation or how to disengage from abuse are more likely to be a victim. Olson and colleagues make reference to children who are likely to be obedient to adults, particularly family members or those within a position of authority.

P: I just, when I see it, I'll just block it and ignore it.

R: OK, and so like is that what is that like and is it like an everyday? Is it like an everyday thing like?

P: Like it's normal. I don't. I won't be shocked if I got them right now.

R: Really?

P: Yeah.

R: So sorry how, often does it happen [name]

P: Erm, quite often like if I don't know anybody, if they like tried to message and was like has tried to message you and it's come through on my and it's had a notification so I have to like go in then I just ignore it and just leave it in there.

Interview 5, page 14 - CLA

P: Yeah, I think it does, but I think that, like, people just like -- I don't know. I think that people like ignore it because it like happens so much and nobody really thinks anything of it.

R: So they don't see it as a big deal do you think? So, I'm talking about young people being approached by adults and you're basically saying that it happens that much that it just doesn't seem like a big deal. Is that what you're saying?

P: Yeah.....

P:But -- and then like -- but like now it's almost become like a joke, like if someone adds you, like you add them back, like speak to them like in a jokey way for a bit, for like a day when you're with mates.

Interview 1, Pages 17 to 19, NCLA

Contact from adults is that frequent it has become the 'norm' and children are desensitised. Children who have received approaches from adults say that they are not bothered about this and the approaches and potential offenders have become the subject of a joke.

6. Theme six: Disinhibition, Anonymity and presenting an alternative 'self'

Children can easily deceive others online because of the anonymity that the internet affords. Children can be disinhibited by this, and by the lack of perceived consequences for behaviours.

P: Yeah, because online you can be whoever you want. Like, I could literally go on to Instagram, make a new account, and I could be whoever. So, when you're online you've got this kind of wall protecting you, so you can say a lot more and do a lot more than you would normally do, because you kind of don't feel that you're going to have consequences because there's nothing linking you to you sort of thing, so ...

Interview 8, Page 7, NCLA

P: Yeah, because we're not face-to-face, whereas online we're on WhatsApp, we could have told each other anything and I could have just said, "Oh, that was my mate"; they wouldn't have proof.

R: Oh right, okay, so you've got a get-out, if you wanted one, you've got like a bit of a, "Oh, that wasn't me"?

P: Yeah, "Oh, well, that wasn't me, it was my mate", yeah.

R: Okay. So, you're telling me you think that on some occasions, like that occasion, you might share more because you're not face-to-face and you've got a bit of a get-out clause, like, "Well, it wasn't me" or "someone else wrote it", something like that?

P: Yeah, I've done that quite a few times.

Interview 4, Pages 11 and 12, CLA

Many children within interviews reference adopting a different persona or an 'alternate-self' online. One which is more confident or one who would say things online that they would not normally when offline. Pressures for popularity and presenting 'best self' arose within some discussions and often related to the physical appearances presented online. Participants noted social pressures to dress more provocatively to achieve popularity online via likes and comments across applications. Participants suggested that pressures are such that children will dress specifically for photos to be posted online but would not wear these clothes offline. This is in line with research completed by Cooper et al, (2016) who findings suggest that children and young people use the internet to form close relationships and satisfy their sexual curiosities, engaging in online risk-taking behaviours and the posting of images of a sexual nature serves a function for attention-seeking and affirmation (Cooper et al., 2016).

P: Yeah. There was one I saw, I think it was about two weeks ago, and she had like a really really small crop top on, with really really small shorts, and it's like, but you wouldn't go out in public like that.

R: Yeah. You feel like she'd got dressed like that for a photo?

P: For the photo, yeah.

R: Oh right, okay. So, do you think people think that it's more acceptable to do that because it's on the Internet?

P: Yeah. It's just for likes and comments.

Interview 2, page 10 and 11, CLA

P: like you'd get a lot more likes posting in a crop top then a jumper and joggers.

R: yeah, why? Why do you think that is?

P: I dunno, i know people just like my age. Like people just.. No one's really friends with each other. For true friendship, it's more like. Popularity and stuff.

Interview 3, Page 33, CLA

Differences between groups

Further reflexive thematic analysis generated two key themes which were apparent within but distinguished between the two individual groups (children looked-after and children non-looked after). Theme one explores 'risk mitigation and protection' and the second explores 'elevated risk, association and exposure'.

Theme one: Risk mitigation and Protection

This theme explores factors relating to risk mitigation and protection for children online. The analysis demonstrates that children looked-after display less awareness and exposure to protective and risk mitigating factors online such as online safety education and availability of a trusted adult to report concerns to.

In respect of trusted adults, analysis indicates that non-looked-after children are more likely to have access to a trusted adult in which to disclose online abuse or report concerns online. Only one child in the looked-after group referenced being able to report concerns to a trusted adult in comparison with 8 out of 9 non-looked-after children.

P: Yeah. So like even me growing up, I didn't know who to go to, but, for me, I went to someone who was a similar age to me, so I went to my sister because there's only a couple of years between us. But I didn't really know like -- I was always scared that if I went to like an older family member, I'd be like, "Right, but what if I get in trouble for it?" So I used to go to people my age, but if adults can tell like the signs ...

R: Yeah, and they can come to you and say, "Look, this has been going on, but it's all right, we'll help".

P: Yeah, that's what needs to be happening, because kids do get scared. Like I say, I've been in a situation myself where I've been scared to talk to family in case I got in trouble.

Interview , Page , CLA

Additionally, online safety education is discussed by participants within the non-looked after participants only. During discussions, no children looked-after refer to any benefits or risk mitigating factors online as a result of online safety education. Whereas nearly half of non-looked after children refer to safety education that they have received during interviews.

R: Okay. Do you think young people like yourself have a good understanding of how to keep themselves safe online and how do you think they do this on different sites?

P: I think people know about what to do, but I think some people don't really choose to. Like, a lot of people will think, "Hey, I need a good social media presence, I need to get the likes, I need to get the ..." things like that, and they might choose to put their account on public and stuff like that, which can lead to stuff like that, like stuff happening, like people they don't know. But it's mainly just common sense, because the sites themselves tend to warn you, like, "Hey, you might want to keep it on private if you don't know who's going to follow you", and it's often like put around as like, "Stay safe", like there's poster in my school and you can see it on ads and stuff, so you're kind of informed about it everywhere you look.

Children are not routinely disclosing to parents or a safe adult in the CLA group, need for adults to recognise the signs and be able to challenge risky behaviours and provide children with the correct support.

Theme two : Elevated risk, association and exposure

Data analysis in respect of this theme indicates that children looked-after experience more online risks in general than their non-looked-after peers. For example, within interviews behaviours relating to online grooming of participants and known peers were only identified within the children looked-after group. Additionally, this group were the only children who indicated that they had sent sexual images to others online and the online groups whose experiences necessitated reporting others to service providers.

P: Yeah, I've done it on Instagram. Someone had sent, like, really threatening messages, so I reported their account.

Interview , page , CLA

Furthermore, when discussing secrecy online and hiding behaviours and interactions from adults more than half of the children looked-after indicated that they themselves hide what they do online. Whereas children who are not looked-after refer solely to others hiding information from adults online.

P: I know I did. On my YouTube, I made the search history so you can't see it; I made the watched history so you can't see it, because sometimes I like watched awkward videos.

R: Okay.

P: Nothing bad, just like awkward videos that I wouldn't really want my dad seeing, and like people put like blocks so you can't see what they've been seeing, and then people can delete messages and stuff. That's what I did for the person who I played Truth or Dare with.

Interview 4, pages 25 and 26

Children looked-after do not immediately block unknown others. Others do not have to be a friend of a friend or come through via a referral. They will add those that seem 'ok' and analysis indicates that these children are more likely to respond to online approaches than their non-looked-after peers. Strangers are allowed into online networks as long as they appear ok and their face has been seen. Some protective measures are discussed, although these are not as robust as those non-looked after children describe.

P: Yeah, there's people who I don't know, that I text, but then there's some right weirdos, who like I add, and then they text me and then, like, I say -- first of all I say, "What do you look like? Send a picture then." And sometimes they're mad, so I just block them, um, yeah, because they're weirdos.

Interview 1, page 8 CLA

P: Some people have like added me on Snapchat and that. Or maybe I posted a picture of myself and they've like commented like pretty or something.

R: Yeah

P: Sometimes I'll talk to them.

Interview 3, page 9, CLA

P: Me, because, like as I said, I don't want to err people, because I feel like it's rude and I don't like being rude to random people and not letting them get anywhere near, so, yeah, I've

been like, "Hi", yeah, but if they started getting weird, I would say, "I'm sorry, but no", and then end up blocking them, so, yeah.

Interview 4, page 22-23, CLA

Analysis between groups also demonstrates that children looked-after have increased exposure to harmful and risky experiences online than non-looked-after children. These include experiences of hacking and online threats which constitute blackmail.

P: I have not long ago.

R: Have you?

P: My Facebook, everything actually.

R: Has it?

P: Yeah, and they got into my e-mail.

Interview 1, page 2, CLA

P: Yeah. I've had people asking me for nudes.

R: Have you?

P: Yeah, and like putting pressure on me. And then, he said if I don't then I'll expose you, but, like, exposing like another girl and saying it's me.

Interview 1, page 20, CLA

Children looked after have also had experiences of deception online and have been talking to those pretending to be someone else.

P: Yeah, and he was trying to be like, "Ah, we used to always do this together", and I was like, "Did we?" because obviously it was so long ago, I mean I'm going back a couple of years now, but, before that time, it was. Primary school was so long ago, to my memory, and I was like, "Oh, okay".

Interview 2, page 18, CLA

Children looked-after also present with riskier behaviours online than those discussed by their non-looked after peers. This includes taking and distributing sexual imagery to unknown others. No non-looked after children alluded to risky sexual behaviours to the extent which children looked-after have.

R: So, what you're saying is some people might do that over the Internet more than they would in real life? I know what you're trying to say, because you wouldn't just -- if someone said, "Can I have a ...?" If you just met a guy and he said, "Can I have a naked picture of you?" would you take one?

P: [Laughing]

R: You would? You're not likely to just let him take one, but you're telling me that you might do that over the Internet?

P: Yeah.

Interview 1, page 16, CLA

R: Do you think it's easy for young people to meet friends, boyfriends or girlfriends online?

P: Too easy (laughing). Yeah. I met her [points to baby bump] dad on Facebook, yeah, added each other, started talking, then realised we went to the same college, and then, yeah ... (Laughing)

R: Nine months later.

Interview 2, page 3, CLA

P: I used to share a lot with my friends online and didn't really talk to them much in real life.
I was mates with this one person and we played Truth or Dare every night for over a week
--

Interview , page , CLA

When asking about what age would be 'weird' for an adult to talk to a child the threshold for adults is older when looking at the views and opinions of children looked-after.

R: At what age do you think that would be weird?

P: Um, like 21-22.

Interview 1, page 23, CLA

R: OK, so like 25 and over would be like inappropriate, yeah? And but if someone was like maybe like 22/23, you wouldn't sort of see them as like an adult as such?

P: A lot people my age look a lot older than they do.

Interview , page , CLA

P: Yeah. But, now, looking back, I'd be like, "Yeah, yeah, I should have been seeing you as an adult. I shouldn't be talking to you. You're the same age as my brother, my sister. Like, it's not right.

Interview , page , CLA

Children looked-after were found to take more risks online, even though they know the potential consequences. These children ignore safety concerns and the experiences of others and take risks anyway.

P: Just stories you hear. It can be really scary. Like, after I found out about the girl at school, it was like, "Wow", but ...

R: Yeah, like you're more careful with everything.

P: But obviously me being me, I still did it anyways, but I got a beautiful little daughter of it, so it's okay (Laughing).

Interview 2, page 20, CLA

P: Kind of a bit of both. Like when I first started using social medias. Erm like mainly on like Instagram. All I really cared about was the followers.

R: Yeah

P: So sometimes if anyone wanted to follow me. I'd just like accept it.

Interview 3, Page 4, CLA

Quantitative Methodology

A follow-up quantitative approach was utilised four to six weeks after qualitative data collection to compliment the initial approaches, enable triangulation and to gather further information relating to children's online activities, online experiences and interactions. The four-to-six-week time scale was chosen to allow participants to have cooling off period and to provide answers irrespective of what they had discussed within the individual interviews whilst maintaining interest for participation. The additional questionnaire (Appendix 3h) was also utilised to allow for more natural answers not influenced by the interviewer in the interview environment, hopefully reducing social desirability and bias potentially produced within the face-face interview and improving validity of the results.

Participants and recruitment

Participants and recruitment for this quantitative stage of the study are detailed in the qualitative methodology section above. Both verbal and written consent was gained separately for participation in the questionnaire phase of the study due to the time lapse in participation. In terms of continued participation, all participants included in the qualitative aspect of this study also completed the quantitative questionnaire (total n=14).

Materials & Measures

The questionnaire was designed to complement the qualitative approaches used. It aimed to gather further detail in respect of the research questions explored within the qualitative stage of this study. It aimed to gather more data in respect of areas of interest and also to improve reliability and determine consistency with the results from the individual interviews. Several measures were included within the questionnaire; Internet, application and online platform use; Being online: attitudes and opinions; Online communication and interactions; Risk-related behaviours; Online experiences; Personal characteristics and vulnerability; Disclosure and protection, and lastly, Peer risk-related behaviours. The questionnaire aimed to capture potential sexually exploitative experiences and interactions online and risk indicators of online child sexual exploitation in respect of participants as well as their perceptions of peers.

Internet, Application and Online Platform Use

This measure acted as an introductory phase into the questionnaire and aimed to investigate children's internet use, in terms of time spent online and frequency of use, as well as commonly used applications and platforms. Questions within this measure included questions such as 'On a typical day, how often do you check your phone?' answers were scored on a 5-point Likert scale with responses ranging from 'I don't check it every day' to 'I check my phone all the time, every 20 minutes at least'. Further questions included in this measure were multiple choice, in which participants were asked to 'check all options that applied' when provided with a list of available applications and online platforms.

Being Online: Attitudes and Opinions

Within this measure participants were asked questions regarding their opinions and attitudes about being online and general online safety. Participants were presented with a multiple-

choice question and asked to 'check all statements that apply'. Statements included were such as 'I am obsessed with social media' 'being online is an important part of my life' and 'my parents and carers know what I do online'. In addition, four individual 3-point Likert scale questions were included where participants could answer 'yes, no or not sure'. Children's opinions were gained in respect of how safe children are online, how safe apps and sites are and whether adults should be concerned about children's safety online for example.

Online Communication and Interactions

This measure intended to assess how children communicate online and with whom, and the frequency of this online communication. Questions were asked about communication with friends, family, strangers, known and unknown adults. Responses were gathered using a 5-point Likert scale which ranged from 'Never' to 'All the time'.

Risk-related Behaviours

Using this measure, participants were asked about the behaviours they had exhibited online with a focus upon risk-taking, safety and online child exploitation. Participants were asked to respond to a multiple-choice question in which they could tick all options that applied. Multiple choice responses included options such as 'added someone you did not already know as a friend' and 'sent sexual messages, videos or pictures to someone you met online?'

Online Experiences

This measure used a 5-point Likert scale to explore participants negative experiences online with a particular focus upon online sexual exploitation and victimisation. Likert scale responses ranged from 'Never' to 'All the time'. Questions included relate to children's experiences over the past 12 months. Participants were asked about whether they had needed to report anything upsetting online and whether they had spoken to someone who had made them feel uncomfortable or scared. Within this measure, using the same response scale, participants were also asked about feelings they had experienced online within the past 12 months such as 'worried, scared, pressured and happy'.

Personal Characteristics and Vulnerability

A 5-point Likert scale was used to explore potential vulnerability factors to online risk, and risk-taking behaviours. Questions included 'I often do things without thinking' and 'I like to do risky things'. Response options ranged from strongly agree to strongly disagree.

Peer Risk-related Behaviours

This measure adapted the questions in the risk-related behaviours measure to gather participants views about their peers. Participants were asked about the experiences held by friends online and the behaviours their friends had exhibited with a focus upon risk-taking, safety and online sexual exploitation and victimisation. Participants were asked to respond to a multiple-choice question in which they could select all statements that applied. Responses about peers included options such as 'added someone they did not already know as a friend' and 'talked to someone they did not already know about sex?'.

Procedure

Initial procedures for this follow-up phase of this research are included in the qualitative methods section detailed earlier in the chapter. Following the four – six-week intermission period, participants were provided the questionnaire and the information sheet was re-visited with participants to ensure full understanding of the study and relevant implications for participation (Appendix 3a). Formal, written consent was obtained immediately prior to questionnaire completion. Following completion participants handed in the questionnaire and their welfare was assessed. Participants were then re-issued the relevant debrief materials. Questionnaires were assigned a number to maintain anonymity.

Quantitative Data Analysis

Quantitative questionnaires were used following individual semi-structured interviews as part of a mixed methodology approach. 14 questionnaires were received in total (9 from children who are not looked-after and 5 from children looked-after). Qualitative measures are predominantly the main source of data collection and analysis within this study. Therefore, the small sample size of questionnaires gathered allowed for the use of descriptive statistics only within this data analysis.

Prior to investigative quantitative analysis taking place the data was screened for missing values. 9 missing values were found in total. Missing values were identified and noted and assigned the value of -99 within SPSS. The data set was then checked for data entry errors using frequency analysis. Frequency analysis was observed for out-of-range values. Four out-of-range values was identified. The data set and questionnaire were inspected and corrected and frequency analysis was re-run to include corrected values. Following this, to assess the percentage of missing values and potential patterns within the missing data a Missing Values Analysis (MVA) was then completed. The data set is small and therefore yielded a relatively large percentage of missing data ranging between 7.1% and 14.3%. To test for significance of patterns within the data Little's test for MCAR was completed and revealed that there were no significant patterns within missing values were significant $\chi(2) = .000, p = 1.00$. Due to the small sample size and nature of the descriptive analysis to be completed transformation of the missing data was not deemed appropriate, however was noted and for consideration within the results section.

The frequency analysis completed identified measures of central tendency, measures of dispersion and percentile values. For the purpose of this study percentile values are used to explore meaning in the data and differences between the two groups. Additionally, due to the scoring measures used, participants were able to select more than one answer. When comparing data in the analysis from these scales' percentages are provided independently of others in relation to the sample. Furthermore, because of the small sample size within this study, where Likert scales were used the researcher used total figures to indicate agreement or disagreement with the measures. i.e., if participants completed an action 'often' or 'all the time' data was observed together. Similarly, if participants indicated that they completed an action 'never' or 'not very often' these scores were grouped together to indicate the level of disagreement with the statement.

Quantitative Findings

This study aimed to gather children's views, opinions and perspectives in respect of online safety, online interactions, online relationships and approaches and experiences with adults online. Specifically, this study aimed to assess children's direct and indirect experiences of

online sexual exploitation and victimisation through the examination of online sexual interactions, approaches from others online, risk-taking and online relationships. It further aimed to compare the experiences of children with pre-existing vulnerabilities (children looked-after with those of their non-looked after peers.

14 female children between the ages of 11 and 17 took part in the study with a mean age of 14.3. 35% were children looked-after by the local authority, 65% were non-looked after children. Children participating in the study resided in the Northwest of England. The initial analysis completed examined data gathered collectively from all participants (n=14). When discussing these findings, comparisons are made between groups where relevant.

Finding in relation to internet and application indicate that children use the internet for substantial proportions of their day. 92.8% of children said that they check their phone often, many times or all the time throughout the day. Add where and how children use service when stats re run. The most popular platforms and applications used by children were explored demonstrating that the most popular platforms/applications used by participants were YouTube and Instagram, with 93% of children stating that they use those applications often or 'all the time'. These were followed by snap chat (85.7%) and Musical.ly/TiK Tok (57.1%). Although reported by less participants, children also indicated that they complete online shopping (50%) as well as using instant messaging services (42.8%) online. These findings mirror those outlined by the EU kids online (2020) study of which findings indicated that a large percentage of children are using the internet for large periods of time. Furthermore, the research completed by Ofcom (2021) indicated similar popular applications utilised by children which included YouTube, Instagram and direct messaging services as some of the more widely used applications and platforms.

In respect of the importance and prevalence of the internet in children's lives 71% of children indicated that being online is an important part of their lives with 42.9% proclaiming that they are obsessed with social media. Concerningly, half of participants agreed that they 'would not know what to do' if they could not get online each day.

When examining the results in respect of children's feelings online these were as expected in line with previous research (Sklenarova et al., 2018) and those from the qualitative findings within studies one and two which indicate that there are both positive and negative aspects of being online. As such these findings were mixed, with children experiencing both positive and negative emotions with 78.6% of participants noting feelings of happiness online but also indicating that they feel worried a lot or all of the time when online (64.3%).

In respect of communications and interactions with others the results suggest that children are predominantly using the internet to connect with friends and family most of all, but also indicate that children do speak to others online who they do not know. For example, 64% of participants indicated that they speak with friends that have been made online but that they had never met in real life. This is reflective of the both the qualitative analysis completed within this study and also the findings from study one.

Furthermore 35.7% of children additionally indicated that they have 'occasionally' spoken with those online they view as 'strangers'. Specifically, in relation to communication and interactions with unknown adults, 7.1% have been involved in these discussions 'sometimes' and 14.3% have done this on occasions. In comparisons with other percentages in this area, this appears relatively small. However, results are still concerning when we consider the size of the sample and actual responses indicating that at least 2 in 14 children said that they had occasionally or sometimes had communications with unknown adults.

When asking children about their attitudes and opinions about being online the results suggests that all children participating believed they are safe online (100%), most thought that they are picky about who they speak to and what they put online (78.6%) and over 90%, believed that they knew what to do if they had a problem online. 85.7% of children were also of the opinion that their parents and carers trusted them to be safe online and did not believe that parents or carers would be unhappy about their online behaviours.

In respect of protective measures, 57.1 % of children thought that their parents/carers did not know what they do online and do not monitor what they do. 21.4% of children thought that adults do not know how to check up on children and 42.9% suggest that adults have no

idea what children really do whilst online. Although no participants thought that parents/carers would be upset, mad or unhappy in respect of children’s online behaviours. Over a quarter of participants said they agree that they share private things online that they would not talk about face to face and 14.3% talk to strangers online.

Participants were also asked to provide their views in respect of the behaviours, experiences and interactions of children in the general, not just of themselves. The findings of which are detailed in table 7 below.

Table 7. Children’s beliefs regarding online safety, use of unsafe applications, parental concern and honesty in the general population (%) for total participants and subgroups.

Total n=14 NCLA n=9 CLA n=5	Yes	No	Not sure
Safety			
TOTAL	7.1	50	42.9
NCLA	11.1	33.3	55.6
CLA	0	80	20
Unsafe Sites/Apps			
TOTAL	92.9	7.1	0
NCLA	100	0	0
CLA	80	20	0
Concern			
TOTAL	64.3	0	35.7
NCLA	66.7	0	33.3
CLA	60	0	40
Honesty			
TOTAL	0	92.9	7.1
NCLA	0	88.9	11.1
CLA	0	100	0

Findings highlighted in Table 7 above demonstrate that a high proportion of participants believe that unsafe applications and sites are accessed children. Findings further suggest that

children are believed to be dishonest with parents and carers about what they are doing online. Lastly, only a small portion of the participants (7.1%) were confident that children were safe online and over half of children indicating that adults should be concerned about their children's online activities.

Results in relation to online risk-related behaviours demonstrate that large proportions of children suggest they had either added (85.7%) or 'accepted' (92.9%) someone they did not already know as a friend online. Positively, no children said that they had given out their location or address online. Nearly half of children said that they had sent a picture of themselves to someone online that they do not know offline, however only a small portion admitted to sending pictures that were sexual to an unknown person (7.1%). The findings further demonstrated that participants had spoken with someone unknown between the ages of 18 and 25, a similar amount had spoken to someone over the age of 25 that they did not know although it is unclear if these interactions relate to safe or unsafe adults or interactions.

Additionally, 57.1 % of children said they had been approached by an adult online who they did not know. In terms of online relationships that have progressed; some children (28.6%) have met a boyfriend or girlfriend online and 35.7 have met someone in person that they originally connected with online. These results do show some level of support for the qualitative data gathered earlier within this study which indicate high levels of approaches by adults and that some children will meet or will consider meeting someone in person that they do not know offline.

There is evidence to suggest that children have been subjected to negative experiences online such as; seeing things that made them feel uncomfortable and being sent hurtful or nasty messages, although this did not appear to occur frequently. Negative experiences which relate to sexual communication from and to others did indicate that over 40% of children had received sexual messages, images or videos from someone they did not know and that this occurred on more than one occasion. One third of children had had to 'block' someone online because of their behaviour towards them. In terms of reporting these concerns or similar, children were most likely to either tell a friend (92.9%) or parent/carer (57.1%).

Peer risk-related behaviours

Peer risk-related behaviours were a particular area of interest for this study. Children were asked the same questions about the risk-related behaviours and experiences of friends that they had been asked in respect of themselves. The results of this yielded more concerning levels of risk-related behaviours viewed by participants as characteristic of their friends and peers. These results are detailed in table 8 below. Comparisons are also made between children looked-after and children not looked-after.

Table 8. Perceptions of risky behaviours taken by self and compared with perceptions of peers for total participants and subgroups.

	TOTAL Self n=14	TOTAL Peers n=14	NCLA n=9	CLA n=5
Added unknown person	85.7	100	77.8	100
Accepted unknown person	92.9	92.9	88.9	100
Given your phone number	42.9	78.6	44.4	40
Given your address	0	28.6	0	0
Given location	7.1	28.6	11.1	0
Given your snap code/username or similar	57.1	85.7	55.6	60
Given passwords and account details	0	21.4	0	0
Connected with unknown person (app or internet site)	42.9	57.1	22.2	80
Sent a picture/s to person not met face-face	42.9	85.7	33.3	60
Changed settings from private to public	21.4	42.9	22.2	20
Changed settings to more private	85.7	71.4	88.9	80
Met someone in person that you met online	35.7	71.4	22.2	60
Talked to unknown person (aged 18 - 25) online	28.6	42.9	11.1	60
Talked to unknown person over 25 online	21.4	21.4	11.1	40
Had a sexual conversation which you feel uncomfortable	35.7	57.1	22.2	60
Had an account copied or 'cloned'	14.3	35.7	0	40
Met a boyfriend/girlfriend online	28.6	71.4	33.3	20
Talked to unknown person about sex	0	35.7	0	0
Received sexual messages/imagery from friends	50	64.3	33.3	80

Received sexual messages/ imagery from boyfriend/girlfriend	21.4	57.1	11.1	40
Sent sexual messages/ imagery to friends	7.1	42.9	0	20
Sent sexual messages/ imagery boyfriend / girlfriend	7.1	64.3	0	20
Sent sexual messages/imagery to someone met online	7.1	28.6	0	20
Approached by unknown adult (over 18) online	57.1	57.1	44.4	80
Had a boyfriend/girlfriend that you met online (over 18)	0	28.6	0	0
Given gifts by someone who you met online (over 18)	0	14.3	0	0

Table 9 indicates that all participants suggested that their friends would add someone online that they did not already know. This was reduced by 15% when talking about oneself. 92.9% thought that friends had accepted someone online that they did not know and that nearly 80% of friends had provided others they had met online with their telephone number. Children also suggested that friends were more likely to change their privacy settings from private to public. Conversely, they believed themselves as more likely to change their settings from public to private. Children also believed that friends exhibited increased indicators for online child sexual exploitation, such as meeting someone is person that they had not met offline or that they had sent a picture of themselves online to unknown others. Comparisons been participants views on risk-related behaviour for themselves and those for friends demonstrates patterns in relation to perceptions of one's own behaviours and the perceptions of others behaviours. In almost all risk-related questions participants were increasing likely to have observed more risky behaviours from others.

In relation to risky online behaviours and interaction there were some notable comparisons between the responses from children looked-after and those who are not looked after. Children looked- after received higher scores for risky behaviours, experiences and interactions on line than their non-looked after peers on the majority of the questions asked. The most notable difference observed were in relation to meeting unknown persons offline (60% compared with 22%), communicating with those over the ages of 18 and 25 (60% compared with 11% in both instances) and in respect of engaging in sexual conversations which made children feel uncomfortable (60% compared with 22%). Similar comparisons can be made when considering the sending and receiving of sexual imagery, approaches from

adults and connecting with unknown others. Non-looked after children demonstrated slightly elevated ratings in respect of providing their location and phone number to someone online. Non-looked-after children had showed increased scores for meetings a romantic partner online.

Positively, findings within this quantitative phase of the research suggest that high number so of children within this study have changed settings to make them more private and furthermore did not indicate that they had even been in a relationship online or received gifts from someone over the age of 18. Furthermore, children hadn't given out their passwords or their address and had not spoken to someone online about sex.

DISCUSSION

Summary of Findings

This study aimed to gather children's views, opinions and perspectives in respect of online safety, online interactions, online relationships and approaches and experiences with adults online to explore online sexual exploitation and victimisation. The study further aimed to compare the experiences of children looked-after and those from within the general population. Findings from both phases of this research study suggest that children are secretive and hide what they do online from parents and carers. Pre-existing vulnerabilities and life circumstances are also likely a contributor for the increased risks posed to this group as qualitative findings suggests that these children are not subject to the same levels of parental monitoring, nor are they likely to reference a trusted adult in whom to disclose or discuss concerns arising from the online environment. Furthermore, children looked-after are not likely to reference online safety education suggesting there is a lack of awareness in this area.

Findings in relation to theme one; secrecy, are clear in that children hide what they do online from their parents or caregivers as well as suggesting that all children maintain this level of secrecy. Secrecy relates to all aspects of being online; one's own behaviours, activities involved in and interactions. Children were also found to be more likely to hide 'risqué' images

or sexual communication particularly if they knew this person would be viewed as unsafe or if they were older.

Findings stemming from the generation of theme two, online relationships serve to support previous literature in this area (refs here) in that children 'accept', 'add' and interact with unknown others online. Whilst this is true of all online relationships formation including those relationships formed with peers, relationships are said to go through specific stages and results in consideration for offline or in person meetings this is parallel to suggestions made by Bryce (2010) in which difficulties in respect of the online sexual exploitation stem from the fact that grooming type behaviours and the stages within the grooming process mirror those of normal online relationship formation between children. Contact with unknown others is viewed as acceptable, and a normal part of children's everyday lives in line with findings from the (EOGP, Webster et al, 2020) which previously pointed to the internet as becoming increasingly rooted within our daily lives and routines.

Positively, findings in relation to theme three; online safety, indicate that children are risk aware, particularly when forming peer relationships with 'strangers' online. They employ a series of safety measures to observe identities and ensure the appropriateness of these relationships. Interestingly, children viewed themselves to be safer than others when online despite indicating risk-taking behaviours later on in discussions. Quantitative findings also provide support for this, which could be potentially explained by the phenomenon known as the third-person effect. Unfortunately, findings within this theme suggest that children are not likely to disclosure inappropriate contact from others, including that made by adults which is similar to the recent research which suggests that around 50% of children do not report online grooming because they do not consider it to be serious and that children hide these online relationships from their families (Villacampa & Gomes, 2017; Greene-Colozzi et al, 2020).

Theme four, offline interactions shows that children frequently interact with others online that they have never met in person some of whom were regarded as 'good' or 'close' friends. Some protective measures were in place in relation to interactions but what was still clear within these findings is that children 'add' unknown others, providing those whom they do

not know in real life access to their online profiles, images and information. Importantly, these connections are not viewed by children as unknown others and do not carry an associated 'stranger-danger' type risk awareness. This supports the research completed by CEOP (2010) which suggests that it is no longer appropriate to divide social interaction into an online or offline setting as, to children, the environment distinction is inconsequential (Whittle, 2013). Implications for these interactions is highlighted by the typologies outlined (EOGP, Webster et al, 2012) in which some offenders amended their identities, potentially including their ages in order to make connections and initiate conversations with children. Further implications of this were that children were seen to be increasingly accepting of and engaging online with those they haven't met in an offline.

Theme five; adult-child relationships highlight the frequency of approaches from adults and unknown others towards children online, demonstrating that most children, if not all children are approached by unknown others, namely those believe to adults on a weekly basis if not a daily basis. This goes against Craven et al's, model Conte et al, (2006) which suggest that the process of grooming the environment and others is said to begin following the offender's identification of a vulnerable child as it appears, all children, not just those identified as vulnerable are approached within this environment.

Approaches are normalised and are seen as a natural consequence of being online. Analysis suggest that children know how to respond to these approaches to keep themselves safe; some choose to ignore and others choose block these individuals. There are a small portion of children that do display risk-taking behaviours which indicate an increased risk or evidence of online sexual exploitation and victimisation and are those who are children looked-after.

Theme six; Disinhibition, Anonymity and presenting an alternative 'self' refers to findings which suggest ease of deception online as a result of increased anonymity. Whilst usually discussed in relation to online offenders, these findings refer to the child's anonymity and the disinhibition this can create. Finding indicate that many children adopt a more confident, less constricted, 'alternate-self' online largely due to pressures for popularity and social pressures to dress more provocatively in order to achieve popularity in the form of likes and comments across online applications.

Further reflexive thematic analysis generated two key themes which were apparent within but distinguished between the two individual groups (children looked-after and children non-looked after); 'risk mitigation and protection' and 'elevated risk, association and exposure'. Findings from analysis indicates that children looked-after display less awareness and exposure to protective and risk mitigating factors online such as online safety education and availability of a trusted adult to report concerns to that non-looked after children. In addition, no children looked after referred to online safety education or its benefits which was of significant contrast to their non-looked after peers.

Findings generated within this theme also further indicate that children looked-after experience more online risks in general than their non-looked-after peers; behaviours relating to online grooming of participants and known peers were only identified within the children looked-after group; this group were the only children who indicated that they had sent sexual images to others online and the online groups whose experiences necessitated reporting others to service providers. Such vulnerable children were also more likely to be secretive online and fail to utilise some of the protective measures utilised by their non-looked after counterparts. As a result, they are more likely to respond to such approaches and more likely to allow unknown others or 'strangers' into their online network. Furthermore, the vulnerable group was more likely to be a victim of online deception in the form of talking to others pretending to be someone else and also had increased exposure to harmful and risky online experiences including hacking and online threats resembling or constituting blackmail. As well as being more likely to be recipients of harmful acts, children looked after were also identified as being more likely to present with risk taking behaviour than their non-looked after peers via taking and distributing sexual imagery to unknown others despite an awareness of potential consequences.

In relation to the differences between groups, particularly in relation to this groups responses to approaches from unknown persons online. O Connell's model provides an explanation of why there are even further distinct consequences to these children in terms of expose and risk later down the line. Within O Connell's model, particularly the friendship and relationship forming stages, the potential perpetrator ascertains information about the victim. Offenders try to get know their victim and gather information relating to personal characteristics as well

as interests, likes and dislikes as they progress through the relationship building aspect. This includes forming bonds and connectedness with the child and gathering more personal information and insight relating to things such as friends, family and school in order to relate the victim. As children who are looked after are more likely to 'accept approaches from unknown persons online, this model provides a clear rationale as to how potential offenders may then make use of the access to children and their social media profiles and accounts for example, which provides them with the opportunity to progress through these stages.

Limitations

The methodology used within the quantitative aspect of this study is the most prominent of limitations. Measures employed are not validated or tested and the questionnaire design is intended for use within a larger sample in order to establish results which provide more valuable data. However, the questionnaire was not utilised as a sole methodological approach across the whole study and served to support compliment the qualitative interviews through triangulation. Furthermore, rigor within the thematic data analysis could be improved by the addition of more researchers should future research consider this process with children going forward.

Caution should also be taken when comparing the two subgroups of participants due to sample sizes. Collectively, the qualitative sample provides sufficient interviews to meet the recommendations outlined by Braun and Clark (2006). However, when comparing the samples this reduces the CLA sample to 5 participants. This was not the original intention of the study but unfortunately data collection was disrupted during the coronavirus pandemic, which led to difficulties in the recruitment of children looked-after and reduced data collection timescales.

A further limitation of this study relates to the demographic characteristics of participants with the sample. Participants were female only and gathered from the North West of England. I also used an opportunity sampling method and therefore it is likely that participants were gathered from the immediate geographical area and findings are not representative of those from outside of this. Furthermore, ethnicity was not recorded therefore this analysis cannot be applied to other countries or to various cultures, nor can it help to explain the online sexual

exploitation and victimisation of males. Consideration should also be given to whether those children looked-after who consented to participation in the research would be considered representative of the 'most vulnerable' CLA. The detailed procedure and protocol in place which intended to reduce potential harm did prevent those with current emotional or mental health difficulties from participating. Children have diverse perspectives, experiences and understandings. Choosing to involve some in research and not others can mean that this diversity is neither recognized nor respected (Dockett et al, 2009). Contrastingly, we must acknowledge that not all children in this group are 'vulnerable' or may want to be seen as such.

The study used a questionnaire in which children were asked to respond to adult-led/adult devised questions and caution should be exercised in relation to potential issues about how adults/the research interprets what children have contributed. Efforts to understand the meaning of children's comments or other contributions rest with an understanding of context, including the interpretive framework adopted by researchers (Grover, 2004).

The physical locations in which we conduct research have an impact on that research (Dockett et al, 2009) and whilst children were able to choose a more preferred location, we need to recognise that responses may have been limited given parents or care staff were in close proximity. Although this was necessary in relation to safety and for reasons related to child protection. It is possible that children may have been conscious of the answers they provided or wary that that caregivers may have been able to hear them.

Finally, it should be noted that when comparing the differences between groups revealed in this study, differences are very small, and extra caution must be taken in drawing conclusions from them.

Strengths

This study is one of the very few qualitative projects that has been directly informed and developed with vulnerable children, for use with vulnerable children and has provided the first qualitative comparisons of children-looked after with the non-looked-after peers within this specific area. Previous research has focused largely upon qualitative analyses of those

who have experienced online grooming, or assessed children's Internet usage through a telephone survey. Thus, the present study sought to expand on these past studies to more thoroughly examine children's perspective to gather rich, contextual data. The mixed method approach within this study supported triangulation and did provide some support for the initial qualitative aspect of this study. Furthermore, the study was informed by action research completed with children-looked after. Questions provided to children across the scope of the current research are designed by adults, without any consultation with children about what questions adults, professionals, parents and researchers should be asking and areas where adults should be concerned with children's online safety. Subsequently this research has been informed and developed in consultation with children, and those who are accepted to have pre-existing vulnerabilities to online risk.

The present study offers a direct comparison between non-looked after children and children looked-after which other research fails to do and encourages further research exploration of these differences and the extent of them. It demonstrates areas of increased concerns in respect of children's online risks; secrecy; protective measures; risk exposure but also alleviates others; stranger danger, response to adult approaches.

One of largest strengths of this research project is the contribution of the voice of the child, allowing these voices to be heard and the robust procedures in place to ensure that vulnerable child can participate, safely and with informed assent in order to contribute to research on matter that are important to them. The detailed protocols in relation to the ethical procedure are robust and worthy of further dissemination for others wanting to complete research with this particularly vulnerable group. Ultimately, the ability of the researcher to take those steps supported a significant contribution to knowledge from this very under researched and marginalised group.

As suggested by previous researchers (Alderson, 2005), part of this process has involved renegotiating consent throughout data collection checking with children that they are still willing to be involved and considering children's assent. The previous experience and skills of the researcher were valuable to this part of the process and as such verbal and nonverbal interactions, observations of children's body language we observed carefully to ensure any

potential harm was minimised and that assent continued in line with other research with completed with children (Dockett and Perry, 2007; Flewitt, 2005).

The reflexivity held as part of the data collection process was also a strength of this study. Reflexivity helped to identify areas for improvement in the process and removal of data which was not a nature or truthful response leading to more reliable data and an adaption in practice from the researcher during the process.

Additionally, the materials utilised within this research were devised/amended in consultation with vulnerable children. Because of this, children were more likely to have understood what was being asked and it is more likely that the questions and materials were more relevant.

Implications for researchers, policy makers and professionals

Findings revealed differences and confusion across online application settings. Indicating that networking sites were likely to have default settings which do not promote online safety or privacy and that children were sometimes required to change these to make application use safer. Children tended to find out about these settings and issues through friends or by observing negative situations as a result of these settings. Professionals and parents should be educated and aware of such default settings to aid children in the set up and application set up and or when monitoring children's devices in order to prevent some of the issues discussed by children. Further attention should be paid to the findings which indicate secrecy from parents and adults and the views of children which suggest that adults do not know what children do online. Considerations could be made to online safety education and the availability of information to support parents and carers to more effectively navigate and observed new and emerging technologies to improve children's online safety. Furthermore, safety education could consider the use of mentors, particularly those closer in age to the children requiring education and may benefit from increased discussions between peers with a view to sharing experiences and learning through the experiences of others.

Researchers could also utilise this study and the robust ethical procedures in place to replicate any further research with this vulnerable group. Furthermore, the reflexivity held in this study

was found to be of great benefit, future research with children should ensure a reflexive aspect in order to achieve more valid outcomes and secure improvement across data collection.

In relation to policy and practice, the findings from this study indicate that vulnerable children are willing to participate and provide researcher with a wealth of opinions and valuable information. When considering training packages and resources for those professionals working with this vulnerable group it is crucial to seek their views and opinions and expert knowledge, particularly in relation to online safety. This would support better targeted interventions, more robust, informed policies and increasing relevance to the current requirements necessary to keep children safe.

Direction for future research

The study provides some insight into this vulnerable group and has raised further considerations for future research with this marginalised group. Further research should, consider further development of the materials utilised within this research and repetition of this study with a larger, more diverse sample. It should also consider further research with children looked after to explore more specifically the potential pre-existing vulnerabilities likely to indicate increased risk of sexual exploitation and vulnerability online. Additionally, research should also consider exploring protective measures in more detail to ascertain the scope of the differences between non-looked after children and children looked-after.

It is desirable to have larger samples in future research to increase representativeness. The research should be replicated in other areas outside of the North West and within other services which provide care for children looked-after. Attention should be given to ensuring participation of different cultures, religions and ethnic groups to provide more generalisability. Whilst it was important to this research to utilise female only participants for this study, due to the participation of females in the former studies. It would be beneficial to complete this research with those of differing gender identifications as well as replication with younger participants.

The findings in relation to the perceptions of peers compared with participants perceptions of self indicate that reflections could be made upon the implication of the third person effect when completing research in this subject area. Taking steps to mitigate this and consider this further when completing research, such as utilising mixed methods approaches to triangulate responses and improve credibility to future research as well as aid in the interpretation of existing literature. It is also of importance to study this vulnerable group in more detail and gather more perspectives surrounding the risks posed to children looked-after online, the prevalence of online child sexual exploitation, the measures and procedures in place to protect these children from harm as well as their histories and pre-existing vulnerabilities. Must also note that the move to residential care for some children may serve to improve attachment relationships and situations at home may be causing further damage to children's abilities to for healthy attachment.

Furthermore, further research should aim to develop and improve the utilised measures to assess children's online experiences. Such measures should be validated, child-friendly and updated in conjunction with the continuous changes and improvements to online technologies, applications and services as well as being devised with children.

Conclusions

The aims of this study were to assess children's direct and indirect experiences of online sexual exploitation and victimisation through the examination of online sexual interactions, approaches from others online, risk-taking and online relationships as well as to compared the experiences of children with pre-existing vulnerabilities (children looked-after with those of their non-looked after peers. A significant amount of data was gathered within this study which has given rise to a large number of implications for further research. Implications for policy makers and professionals are evident and there is an obvious concern whilst managing this well, children are approached online daily, or at least weekly by unknown adults and that children looked-after continue to be a more vulnerable to the risks posed by the internet and those using online services and applications. Overall, the research contributes the knowledge and understanding of professionals, parents, researchers and policy makers and provides insight into the behaviours of children-looked after as well as those within the general population.

CHAPTER 7 – STUDY 4

Introduction

Background

The findings from study three highlight that there are differences between children looked-after and children who are not looked after in respect of risks towards online child sexual exploitation and victimisation. In particular, differences highlighted specifically relate to risk mitigation, protective factors, risk association and exposure to risks. The previous study highlighted the need for further exploration around this specific group of vulnerable children to gain further insight and alternative perspectives surrounding the risks posed to in relation to the prevalence of online child sexual exploitation within CLA, the measures and procedures in place to protect these children from harm, as well as further exploration of their histories, pre-existing vulnerabilities and further associated risks.

Overview

All services responsible for the care and education of children have a duty to safeguard. Educators and professionals in children's services such as in social care, mental health, youth justice, residential child care or policing may be involved. Such services are likely to be presented with challenges arising from online harm. Yet little is known about how these services identify, assess, refer and respond (EL-Asam & Katz, 2021)

It has been established that children looked-after are likely to have, and do display, pre-existing vulnerabilities towards a variety of risks as well as poorer outcomes in later life (children's commissioner, 2020; El Asam et al, 2021). Children living within the residential care sector are perhaps those who need the most intense support and protection given the likelihood that these support systems were not always available during childhood (ref) and because of the likely circumstances and adverse experiences prior to becoming a child looked-after. Burbridge et al., (2020) confirms this suggesting that children looked-after are the most vulnerable, and require the support and interventions from care staff which is central to improving outcomes. Burbridge proposes that the key to support and intervention is that provided by the workforce, and as such skills training and wellbeing are directly linked

children's recovery and outcomes. However, research suggests that these children are not always receiving the best help and protection despite the obvious necessity. Research suggests that the residential care environment does not seem to be effectively dealing with the problems CLA may face when living in a children's home. Hart & La Valle (2015) in their research for the Department for Education, concluded that residential care is not staffed by well trained and qualified professionals and children are not living within placements that can effectively meet their needs which was previously identified by previous literature from the department (DfE, 2011).

Additionally, Soo & Bodanovskaya, (2012), suggest that corporate parents (residential carers) are required to impose safeguards and monitoring practices upon the children they care for. A lack of protective and risk mitigating factors such as monitoring, have led to children looked-after appearing to be at increased risk online. The results from study three included within this is thesis suggest that children looked-after are still experiencing elevated risks online, have increased exposure to risk and are associated with increased experience of risk, interactions and behaviours in comparison with their non-looked after peers. Pre-existing vulnerabilities may be partly responsible however the findings from study three imitate that of other research in the area (Livingstone et al, 2013; children's commissioner, 2020) which suggest that protective factors such as parental supervision and monitoring and having trusted adults to report concerns to reduces the likelihood of exploitation online.

An earlier review held by the children's commissioner (2020) found that those working within the children's homes believed they were up to date with online safety training but that they lacked the confidence to have productive, measured conversations around children's online activity and as such did not have the necessary, in-depth safety discussions required. Furthermore, findings suggest that those who work with and care for children may struggle to remain up-to-date with the latest sites. Implications reported as a result of these issues was that CLA saw their technical skills as far superior to that of care home staff and therefore expressed reluctance to approaching the staff in relation to a problem they may be having online. This is supported by others who suggest that the online world has an added layer of complexity which requires new skills and professionalism (Bentley et al., 2019).

Services that provide direct support to children such as residential child care providers and workers must support, enable and protect our children in a way which helps them to avoid danger and achieve positive outcomes. In order to do so, and to protect children online such workers must have an understanding how online risk is often associated with pre-existing offline vulnerability (El-Asam & Katz, 2018) and how the internet enables and facilitates certain behaviours (El-Asam et al, 2021).

Whilst minimal research has been conducted in this area that which has been completed suggests that professionals such as social workers felt that they needed more support with child protection cases involving online abuse, despite almost half (49%) of social workers saying that a quarter of their sexual abuse cases now involve some form of online abuse (NSPCC, 2013). Those employed to work in residential children's homes were also found to lack the digital skills needed to fully safeguard young people (Dunn, 2014) citing a lack of digital skills among staff as a barrier. It was explained that although digital skills are considered a core functional learning skill, it is not considered in the social care workforce training and qualification frameworks in any significant way. In a more recent study researchers found that children's services professionals had a poor awareness of young people's online lives. Conduct such as meeting up, 'sexting', chatting to strangers within games, or other relationship risks that might lead to grooming or other forms of harm or exploitation were rarely discussed (El-Asam et al, 2021). The same study also identified a lack of training for professionals, who discussed that even when this was available it was generic and not tailored to the service provided. Furthermore, professionals were not offered any personal development or higher-level training relevant to online safety.

Rationale

The outcomes from Study three indicate that children looked-after are more vulnerable to online risk than their non-looked-after peers. Livingstone et al., (2006) previously suggested there is a lack of research in relation to how children or their care givers respond to online risk. Research has tended to target online behaviours of children and exposure to online risks and harm as opposed to the consequences, coping strategies employed, or long-term effects of risk exposure. A lack of understanding from care-givers and professionals alike can lead to

the perception that adolescent risk-taking behaviours are largely negative and could result in a failure to allow children to take age-appropriate risks, increase resilience and learn to navigate the online world in a way which could reduce vulnerability.

Following on from study three which examined risk online between CLA and their non-looked after counterparts. Sharp & Quayle (2019) further suggest that research which explores professionals' experiences of children who are in the care of the local authority is required and should explore how professionals are managing their safeguarding responsibilities whilst allowing children the appropriate and required access to the online environment. If vulnerable young people are to be afforded the optimum level of care provided by a stable and skilled workforce, the needs and experiences of that workforce must be understood and addressed (Quiroga & Hamilton-Giachritsis, 2017).

Aims

This study aimed to explore the opinions and views of residential child care professionals working with children looked-after (CLA) to;

1. Provide a basic descriptive overview of residential care staff skills, experience and knowledge and employment demographics
2. Explore relationships between staff with children and disclosure of online child sexual exploitation.
3. Explore the relationship between residential staff knowledge and skills and children's experience and risk to online child sexual exploitation
4. Explore the relationship between staff skills and knowledge and children's vulnerability and associated risks and the potential for disclosure of abuse.
5. Explore the relationships between support provided to children and staff skills, knowledge and understanding.
6. Explore the relationships between vulnerability, disclosure and reporting of online exploitation, associated risks, support, and staff skills and knowledge and relationships of children looked-after at risk, or currently subject to child sexual exploitation online.

METHODOLOGY

This study used a quantitative methodology to examine the research aims. Data was collected using an online survey which participants were asked to complete remotely. The questionnaire was devised through Qualtrics, the universities approved programme for dissemination of online survey's.

Participants and Recruitment

Data was collected from 175 participants through an opportunity sampling method via a recruitment advertisement shared across social media. Participants were recruited from residential child care services and were those who work with children in the care of the local authority on a regular basis. Although age related demographics were not requested, participants were assumed to be over the age of 18 due to employment requirements within this sector. Personal information such as names, gender and ethnicity were not recorded. The collection of these demographics was not deemed necessary or relevant for this study and the lack of collection of demographic information hoped to provide assurances in respect of anonymity and subsequently increase the amount of, and validity of responses. Recruitment targeted professionals currently working within residential children's homes. The only inclusion criteria were that they were English speaking and that they had at least one year's experience working within this setting to ensure homogeneity of experience. Participants engaged in the study anonymously. The organisation in which participants worked was requested via free text response however participants did not have to include this information to continue with the questionnaire.

Design

The study used an online questionnaire to collect quantitative data through one of the universities approved systems 'Qualtrics'. The questionnaire took approximately 10 – 45 minutes to complete depending on the questions answered. The majority of the questions included were based upon a 5-point Likert scale with answers ranging from strongly agree (1) to strongly disagree (5). The context of such questions asked participants for their opinions on topics such as 'young people living in the home are likely to disclose OCSE online' and 'the young person was helped to understand their exploitation by those in the home'. Other

questions included in the questionnaire were closed ended questions (do you currently work in a residential home with children and young people who are currently looked after by the local authority?' and multiple choice such as 'what type of contract do you have with your employer?'. There were no valid or tested questionnaires available to assess the current research questions. Therefore, a questionnaire was designed to explore the views and opinions of participants within the study in relation to their experiences of working within the residential care sector with children looked-after. The areas explored by the questionnaire and subsequently used to group and analyse the data are explained in the measures section below.

Measures

Several measures were included in the online questionnaire devised specifically to assess the aims of this study. Measures relate specifically to the exploration of; employee- child relationships, risk of and subjectivity to online child sexual exploitation, disclosure of online child sexual exploitation, pre-existing vulnerability, risks associated with online child sexual exploitation, employee skill level, personal knowledge, knowledge of colleagues, support for children and perceived impact of online child sexual exploitation. Specific details of each measure are included below.

Relationships with children

This measure includes one item which requests participants views on the strength of their relationships with children they care for using a 5-point Likert scale. Likert scale responses were labelled from 'strongly agree to strongly disagree'.

Online Child sexual exploitation

This measure includes two items which aim to assess participants current experiences of working with children looked-after who are currently subject to, or at risk of online child sexual exploitation. A 5-point Likert scale was used for participant responses. Likert scale responses were labelled from 'strongly agree to strongly disagree'.

Disclosure

This measure includes five items which aim to assess participants perceptions of children's disclosure of online child sexual exploitation. A 5-point Likert scale was used for participant responses which were labelled from 'strongly agree to strongly disagree'.

Vulnerability

This measure includes ten items which aim to assess participants historical experiences . Questions include current experiences of working with children looked after who are currently subject to or at risk of online child sexual exploitation. A 5-point Likert scale. Likert scale responses were labelled from 'strongly agree to strongly disagree'.

Associated Risks

This measure includes 10 items which aim to assess participants perceptions of children associated risks in respect of online child sexual exploitation. Questions in this measure included 'Young people who have been exploited online are at high risk of being missing from home or running away?' and 'Young people who have been exploited online are at high risk of substance misuse?'. Answers are scored using a 5-point Likert scale with response options labelled from 'strongly agree' to 'strongly disagree'.

Staff Skills

This measure includes eleven items which aim to the skill level of staff of staff in the home. Participants are asked to provide their information about whether they have received OCSE training, their perceptions of the quality of that training and their IT skills for example using a 5-point Likert scale. Likert scale responses available ranged from 'strongly agree to strongly disagree'.

Support for Children

This measure includes five items which aim to assess the support available to children looked after in respect of OCSE. Questions asked relate to whether children receive effective external support, availability of support networks outside of the home and questions such as 'we could do more as an organisation to support children with online child sexual exploitation.

Participants were asked to note responses across a 5-point Likert scale. Likert scale responses were labelled from 'strongly agree to strongly disagree'.

Personal Knowledge

This measure includes five items which aim to assess the participants perceptions of their own knowledge in relation to online child sexual exploitation. Questions included are such as 'I have a good amount of knowledge in relation to the signs and symptoms of CSE online?' and 'I have a good amount of knowledge surrounding the vulnerability factors that could make children and people more vulnerable to CSE online?' A 5-point Likert scale was used for participant responses ranging from 'strongly agree to strongly disagree'.

Colleague Knowledge

This measure includes five items which aim to assess participants perceptions of their colleague's current knowledge in relations to online child sexual exploitation. Questions included are the same as those in the measure above for personal knowledge which are adapted. A 5-point Likert scale was used for participant responses. Responses were labelled from 'strongly agree to strongly disagree'.

Impact

This measure includes eight items which aim to assess participants perceptions of the impact of online child sexual exploitation. Questions included explore participants perceptions of the impact of online child sexual exploitation in respect of children's health, education, family life etc. A 5-point Likert scale was used for participant responses ranging from 'strongly agree to strongly disagree'.

Procedure

Participants were recruited via an online advertisement (Appendix 4a) posted on social media sites such as Facebook and LinkedIn. The advertisement contained a web-link to the online participant briefing sheet which provided more detail in relation to the study as well as the qualitative questionnaire, and subsequent de-brief materials (Appendix 4b, 4c and 4d).

Participants were asked to read the briefing sheet and to continue to the online questionnaire if they provided informed consent to participate. Participants were informed that they were able to withdraw from the study at any point but that the responses provided would not be able to be withdrawn due to the nature of the questionnaire and online system. Participants were asked to work through the questionnaire online and submit when complete. Following completion participants were directed to the subsequent briefing materials including sources of advice and guidance, and relevant contact details.

Data Analysis

Data was imported from Qualtrics into SPSS for analysis (See Appendix 4g for Raw Data). An initial 175 responses were gathered from the quantitative questionnaire. Data was manually screened for non-responses, errors, missing values and obvious outliers. A total of 57 responses were removed from the data in full. A note was made of participant identifiers removed from the data and full details of the rationale for removal can be viewed in the appendices (Appendix 4e). A total of 118 responses were included in the full data analysis. The data was then manually screened for missing values within the full data set. Missing values were assigned a value of -99 to ensure these were treated as such upon data analysis (See Appendix 4f for raw data). Frequency analysis was completed on the data to check for any potential data entry errors (Appendix 4h). No out-of-range entries were identified and all scores were within the correct range. The frequencies analysis showed that there were several variables in which there were missing values.

Some potential patterns were indicated when manually assessing the data, when questions are viewed in order i.e., the further along the questionnaire, the less responses from participants suggesting that participants have given up as they have progressed through the questionnaire as opposed to there being a specific question or topic that participants did not want to answer. In respect of the missing data as highlighted above, to examine the amount of missing data for each variable in more detail, a Missing Value Analysis (MVA) was conducted (Appendix 4h). The results of the MVA suggest that there is a pattern in respect of missing values given the repetitive patterns observed. To assess whether this is of significance, a MCAR (Missing Completely at Random) test was completed (Appendix 4h). The

outcomes of which ($\chi^2(2)=351.19$, $p=.796$) demonstrated that there were no statistically significant patterns of missing data across the data set.

Missing data was subsequently transformed using the Expectation Maximisation (EM) estimation method. Variables were grouped into categories (i.e., 'total impact' and 'total risk') which were used within later correlational analysis. EM was used to estimate missing values individually across the categories to achieve maximum power. Subsequent files were then merged to create a full data set with no missing values.

The data was screened for normality, skewness and variables were screened for multicollinearity (Appendix 4h). Bootstrapping was used due to the non-normality of two outcome variables (Tabachnick & Fidell, 2007) as this does not require the outcome variable to be normally distributed and allows the assumption of normality to be violated. To investigate the research aims the exploratory analysis was completed in stages. Firstly, descriptive statistics were viewed and interpreted in respect of participants employment characteristics, current experience of working with children subject to or at risk of online child sexual exploitation and organisational information. Secondly, the total scores for online child sexual exploitation were correlated with disclosure, vulnerability, associated risks, staff skills, support, personal knowledge, colleague knowledge and impact. Further analysis was completed in respect of staff experience and the total scores for the aforementioned variables. Lastly, relationships were correlated with the total scores for all the above variables.

Findings

Following preliminary analysis and removal of non-responses as detailed above, a total of one hundred and eighteen participants took part in the study. Basic demographics such as age, gender and ethnicity were not recorded. Although it could be assumed that all participants were aged 18 years and over, due the requirements of employment within residential childcare services. Further demographics such as job role, hours worked in residential care, working hours etc, are displayed in Table 9 below.

Table 9. Participant employment characteristics by number of participants (N) and percentage (%)

Employment demographics (n=118) and percentage (%)	N	%
Employment Contract		
Full Time	105	89
Part Time	3	2.5
Ad Hoc, bank staff, zero hours contract	10	8.5
Other	0	0
Weekly Working Hours		
Under 10	2	1.7
10 – 20	11	9.3
20 – 40	29	24.6
40 – 60	60	50.8
60 hours and over	16	13.6
Length of Experience		
Less than 6 months	5	4.2
6 months – 1 year	16	13.6
1 – 5 years	50	42.4
5 – 10 years	25	21.2
10 years and over	22	18.6
Job Status		
Support/Care worker	40	33.9
Team leader/deputy manager/ senior staff	44	37.3
Registered manager	26	22.0
Ad hoc/bank staff/Agency staff	8	6.8
Time Spent Children – Working Day		
All	11	9.3
Majority	58	49.2
Half	29	24.6
A little bit	20	16.9
None	0	0
Children living in home		
1	25	21.2
2	34	28.8
3	24	20.3
4	27	22.9
5	2	1.7
6 or more	6	5.1

The table above demonstrates that the sample of participants used were from a variety of positions within the children’s home, ranging from support workers, to senior workers and

registered managers. Additionally, the majority of staff engaging with the questionnaire had a good level of experience within the sector with most participants stating that they have worked within the home over a period of 1 – 5 years (42%). 89% of participants worked in the home full time with nearly 60% spending most of, or all of their working day with children. The sample of participants gathered is positive for this analysis suggesting that data is being gathered from a wide range of participants who generally spend a large amount of time with the children on a daily basis. The findings data also suggests that participants should be able to provide good insight into the behaviours and experiences of children referred to in the questionnaire.

Participants also provided free text responses in respect of the organisation in which they were currently working. 21 different organisations were named. 7 participants did not provide responses (Appendix 4j). Meaning that participants were gathered from a wide range of organisations which serves to improve and support generalisation of the results. The variety in organisations included in the study may also explain the outliers identified within the preliminary analysis. For example, one or few organisations may be new and therefore staff have not yet built strong relationships with children or may not have had the same opportunities for training and skill acquisition as others. Or there may be participants from a less effective children's home, where employees are not as settled or happy in their roles.

In respect of online child sexual exploitation, 87 respondents suggested that were currently caring for a child at risk of online child sexual exploitation. 25% (n=29) of these said that they 'strongly agreed or somewhat agreed' that the child was currently subject to online child sexual exploitation. Of participants who suggested that they were currently caring for children subject to online child sexual exploitation they we asked to indicate the nature and extent of this exploitation. Further filter questions were asked in respect of those working with children currently subject to online child exploitation although further correlational analysis of this data was not completed due to the reduced sample size.

Associated Risks Demographics

Participants were asked, from their experiences of working with children looked-after, their perceptions of the risks associated with children who are also at risk of child sexual

exploitation. Employees were asked to select all of the risks they believed to be associated with online child sexual exploitation. Figures are recorded as perceived associated risks if the employees 'strongly agrees' or 'somewhat agrees'. The finding indicated that child care employees perceived the most associated risk to be of going missing from home (95%). The next self-harming behaviours and contact abuse (92%), followed by substance misuse (87%) and anger and aggression (82%). Other associated risks noted were sexualised behaviours, suicide/suicide ideation, bullying and criminality ranging from (75% down to 63%). Gang affiliation was the least identified associated risk (53%). Demonstrating that online child sexual exploitation can have several associated risks in conjunction, and lends support to a more multifaceted approach to vulnerability.

Correlational Analysis

Correlational analysis was employed to explore potential relationships between variables within this sample. Specifically, this study sought to examine potential linear relationships between the variables stated within the aims section of this chapter. Several Pearson's correlation coefficients were computed to explore relationships between specific variables.

Firstly, to explore the relationships between staff with children and disclosure of online child sexual exploitation a Pearson's correlation coefficient was computed between relationships and children's disclosure of online child sexual abuse. The results of which are detailed in Table 10 below.

Table 10. Pearson's Correlation Coefficient for employee-child relationship quality and disclosure of online sexual exploitation

n=118	Disclosure
Relationships	.068

***Correlation is significant at the 0.001 level (2-tailed); **Correlation is significant at the 0.01 level (2-tailed); Correlation is significant at the 0.05 level (2-tailed)

The findings from the analysis between relationships and children's disclosure of online child sexual exploitation shows no significant relationships between the two factors. This supports

the qualitative research completed within study three which suggests that children do not disclose contact or approaches from adults online. Furthermore, there is no significant direct relationships with whether children have strong positive relationships with staff or not. Regardless of relationships with staff, this does not influence the rate at which children would tell someone about potential exploitation. When examining descriptive statistics, it can be seen that 95.9 % of participants thought they had a close, professional relationships with children they were currently caring for. Indicating that irrespective of these relationships with children in the home, there was no significant relationship in how much children disclose.

Furthermore, to explore the relationships between residential staff knowledge and skills and children’s experience and risk of online child sexual exploitation, vulnerability, associated risks and disclosure of online child sexual exploitation a Pearson’s r correlation co-efficient was computed across variable. The results of which are included in Table 11 below.

Table 11. Pearson’s Correlation Coefficient to assess relationships between employee’s knowledge and skills and children’s level of online child sexual exploitation, vulnerability, associated risks and disclosure of online child sexual exploitation.

n=118	Staff Skills	Personal Knowledge	Colleague Knowledge
Vulnerability	-.102	-.118	-.135
Disclosure	.641**	.473**	.258**
Associated Risk	.390**	.260**	.218*
OCSE	-.089	-.056	-.101

***Correlation is significant at the 0.001 level (2-tailed); **Correlation is significant at the 0.01 level (2-tailed); Correlation is significant at the 0.05 level (2-tailed)

No significant relationships were found between vulnerability and staff skills ($r(116) = -.10$, $p = .270$), personal knowledge ($r(116) = -.12$, $p = .204$), and colleague knowledge ($r(116) = -.14$, $p = .145$). Contrastingly, all variables in respect of staff reveal significant, positive relationships with disclosure. Revealing that skills ($r(116) = .64$, $p = .001$) and knowledge level of individual staff and their colleagues working within in the home influences the children’s abilities to disclose online child sexual exploitation ($r(116) = .47$, $p = .001$) ($r(116) = .26$, $p = .005$).

Staff skills and knowledge in respect of online child sexual exploitation had no significant relationship with pre-existing vulnerability of children currently being cared for by participants. Risks associated with online child exploitation were found to hold positive, significant relationship with staff skills ($r(116) = .39, p = .001$), personal knowledge ($r(116) = .26, p = .004$) and the knowledge of colleagues ($r(116) = .22, p = .018$).

Furthermore, to explore the relationships between staff skills, knowledge and understanding and the support provided to children a Pearson's Correlation Coefficient was computed to explore linear relationships in respect of employee skills, knowledge and understanding of online child sexual exploitation with the levels of support provided to children and is included in Table 12 below.

Table 12. Pearson's correlation coefficient to assess relationships between support provided to children and staff skills, knowledge and understanding.

n=118	Staff Skills	Personal Knowledge	Colleague Knowledge
Support	.472**	.572**	.296**

***Correlation is significant at the 0.001 level (2-tailed); **Correlation is significant at the 0.01 level (2-tailed); Correlation is significant at the 0.05 level (2-tailed)

Support for children was seen to have a significant relationship with employee skill sets, participants knowledge and their perceptions of colleagues' knowledge. Correlations for staff skills and personal knowledge are moderate and significant to 0.001 level ($r(116) = .47, p = .001$), ($r(116) = .57, p = .001$) and ($r(116) = .30, p = .001$) retrospectively. All correlations were positive, suggesting that the lower staff skills and knowledge are in relation to online child sexual exploitation, the less support children are receiving in the residential home.

To explore linear relationships between vulnerability, disclosure and reporting of online exploitation, associated risks, support, and staff skills and knowledge and relationships of children looked-after at risk, or currently subject to child sexual exploitation online the data file was then split to exclude all participants whom were not currently working with children

either subject to, or at risk of online child sexual exploitation (n=87). Table 14 below demonstrates Pearson’s Correlation coefficient for relationships across all variables.

Table 13. Pearson’s correlation coefficient to explore linear relationships between all variables for participants currently caring for children subject to or at risk of OCSE.

n=87	Vulner- ability	Disclose	Risks	Skills	Support	Personal	Colleague	Impact
Relationships	-.032	.082	.221*	.131	.086	.133	.058	-.018
Vulnerability		.105	.326**	-.110	-.129	-.113	-.175	0.28
Disclosure			.501**	.664**	.363**	.434**	.252**	.237*
Associated Risks				.393**	.176	.277**	.145	-.036
Staff Skills					.413**	.716**	.480**	.244**
Support						.464**	.259*	.116
Personal Knowledge							.459**	.251**
Colleague Knowledge								.227*

***Correlation is significant at the 0.001 level (2-tailed); **Correlation is significant at the 0.01 level (2-tailed); *Correlation is significant at the 0.05 level (2-tailed)

A Pearson’s r correlation coefficient was computed to assess linear relationship between all variables for employees currently working with children at risk of or subject OCSE. There was a positive correlation between relationships and associated risks ($r(85) = .22, p = .040$). Significant positive linear relationships were also found for vulnerability and associated risks ($r(85) = .33, p = .002$) and disclosure and associated risks ($r(85) = .50, p = .001$).

As well as being found to have a positive relationship with associated risk disclosure was found to hold significant positive relationships with several other variables; staff skills ($r(85)$

=.66, $p=.001$), support ($r(85) = .36, p=.001$), personal knowledge ($r(85) = .43, p=.001$), colleague knowledge ($r(85) = .25, p=.02$) and impact ($r(85) = .24, p=.03$).

Furthermore, support was seen to also have a positive linear relationship with personal knowledge $r(85) = .46, p=.001$, and colleague knowledge $r(85) = .26, p=.02$, suggesting that as staff knowledge of OCSE improves, so does children's support.

DISCUSSION

Overall aims

The overall aims of this study were to provide a basic descriptive overview of residential care staff skills, experience and knowledge and employment demographics initially. Further to this, the study aimed to analyse the relationships between the relationships between children looked after, their relationships with those who care for them and risks in relation to online child sexual exploitation. The study also aimed to explore; relationships between residential staff knowledge and skills and children's experience and risk to online child sexual exploitation, the relationships between staff experience, contact level with children and skills and knowledge in relation to online child sexual exploitation and finally to explore relationships between vulnerability, disclosure and reporting of online exploitation, associated risks, support, and staff skills and knowledge and relationships of children looked-after at risk, or currently subject to child sexual exploitation online.

Summary of findings

In relation to the demographic data findings suggest that participants views on risks relating to children who had been or were currently being exploited relate to were asked, from their experiences of working with children looked-after, their perceptions of the risks associated with children who are also at risk of child sexual exploitation related in children being missing from home, self-harming behaviours, contact abuse, substance misuse and anger and aggression. Other associated risks noted were sexualised behaviours, suicide/suicide ideation, bullying and criminality. Demonstrating that the residential care workers observed or anticipate further significant concerns relating to children's health and safety amongst those who had been subject to exploitation.

Correlation analysis revealed conducted in relation to employee-child relationship quality and disclosure of online child sexual exploitation revealed no relationship with relationship quality and rate of disclosure from children, giving support to earlier findings within the programme of research suggesting that children in general do not disclose online exploitation and abuse to parents and caregivers, irrespective of relationship quality. Contrastingly, in relation to disclosure staff skills and knowledge, personal and that of colleagues were found to have a relationship with disclosure, suggesting that those who work in this sector who have higher levels of knowledge may be more likely to receive or be able to prompt disclosers of online child sexual exploitation from children. This may be due to staff training and those with the skills to identify warning signs or triggers or those who appear more confident and relaxed about online issues, children may feel more comfortable talking about these issues to.

Upon further exploration of relationships between residential staff knowledge and skills and children's experience and risk of online child sexual exploitation, vulnerability, associated risks and disclosure of online child sexual exploitation. Vulnerability was not found to have a relationship with staff skills or the knowledge of individual participants or those perceived of their colleagues perhaps demonstrating that children looked after are already vulnerable by nature. However associated risks were seen to have a relationship with care staff skills and knowledge, potentially due to how these risks are managed when children are cared for and more experienced staff being able to manage or reduce this more effectively. Furthermore, a relationship between staff skills, knowledge and understanding and the support provided to children was found to occur suggesting that with improved skills such vulnerable and marginalised children are better supported.

Finding suggest that the perceptions of those caring for children looked-after are that these children are vulnerable and that are faced with or experience a significant amount of associated risks in line with that of online child sexual exploitation. Whilst staff in the home believe to have positive relationships with children, these may be impacted by children's adverse childhood experiences in which turn may have led such children to have an overall distrust in adults, leading to a lack of disclosure. Online risks and the behaviour and vulnerabilities of those interacting online pose significant challenges to practitioners and people working with children and young people. Children looked-after are a group that are

most commonly associated with previous experiences included within the ACEs framework (Felletti, 1998). Additionally, to their potential historical experiences, their current care arrangements and pre-existing vulnerabilities make them at higher risk of experiencing a range of online dangers (El-Asam et al., 2021), showing support for ACEs as a predictor of vulnerability in later life. Findings from this study and the perceptions of those who work with children demonstrate support for attachment theory (Bowlby, 1969) and the Ecological systems theory when we consider findings related to associated risks and vulnerability.

Limitations

This study is not without weaknesses and should be considered within this context. However, it does provide a basis for future research in this area and lends support for the results obtained within study 2.

The first limitation is that data was collected from participants online. By using an online survey this only allows those with access to the internet and the skills to do so to participate. Furthermore, the questionnaire was posted online, on social networking sites for recruitment purposes and is limited to those who have online profiles across those platforms and will not include the perspectives of those who were not able to access this. Additionally, this research was conducted in the Northwest area, therefore it may not be representative of the experiences or opinions of professionals who work in larger cities. It also does not reflect the experiences of those who look after children under the care of the local authority with foster care or secure residential accommodation for example. Additionally, it is unclear whether the population of the sample is diverse in respect of basic demographics as gender and ethnicity details were not requested.

The exclusive use of self-report data within this study can increase the covariance between variables. However, the online aspect of this survey could also be considered a strength as it affords anonymity to participants as well as reducing social desirability because of the lack of face-face interaction. Because of the sensitive topic of interest and the fact that participants are being asked to include information which relates to their employer, the use of anonymous

self-reports, was considered the best strategy for discussing online child sexual exploitation as staff are likely to feel that their privacy is more protected.

Due to the nature of the study, using a self-report approach, participants are making inferences about children's behaviours, experiences and interactions which may not be accurate or and may not be reflective of the scope of the issue within children's residential services and in respect of the children participants are caring for. Therefore, this research is only representative of the experiences that employees were aware of, which may not be representative of all the experiences of children looked-after. Additionally, the perceptions of professionals surrounding the experiences, behaviours and vulnerability of children and what is considered as exploitation likely varies widely across participants. Thus, it is likely that there are inconsistencies in terms of professionals' management of online risks and what constitutes risk leading to variability in responses.

Another limitation concerns staff openness regarding children's activities. Employee's may not want to show their organisation or children's home in a negative manner and responses may have been adjusted accordingly. However, online surveys have been found to be particularly suitable to avoid reporting bias (Evans & Mathur, 2005) and may have permitted participants to answer more honest. Steps were taken to try and avoid this such as not asking participants for responses in respect of demographic characteristics. The reporting of organisational data was also a free text response so that participants could leave this out if they wished to do so. However, as with any self-report method, the possibility of false and biased responding cannot be excluded.

There were limitations in the methods used with this study. Measures were implemented by the researcher to assess the specific aims of the study following on from the prior studies completed within this thesis. Validity of these measures has not been tested and cannot be inferred. Finally, assessing online child sexual exploitation and subjective evaluation using only single item-response as included within some of the measures used within the questionnaire may have restricted overall measurement validity.

It is also likely that those with an interest in technology had heightened rates of participation in the study. Potential participants who are uncomfortable with technology or have difficulty using it may be less likely to complete an online questionnaire in which case the data may be skewed in favour of those who are comfortable with such technologies. Those who tend not to engage with online technologies may be less likely to use SNS compared to those who do. Within this context, it is possible that the existence of an 'age-related digital divide' may have resulted in the underrepresentation of older CAMHS social workers in the study

Strengths

The analysis does indicate that those participating are from a wide range of organisations, likely proving a relatively varied and representative in respect of diversity within child care practice as well as an appropriate sample size for the analysis completed.

89% of participants worked in the home full time with nearly 60% spending most of, or all of their working day with children which means that data in the study is likely to have come from those who know children well, and spend a significant amount of time with this vulnerable group, leading to good insight and knowledge.

Implications for researchers, policy makers and professionals

Policy makers and professionals should pay attention to the perceived risks associated with online child sexual exploitation of children looked-after in this study and ensure policies and protective measures reflect the potential scope and heightened risk of harm associated with online child sexual exploitation as observed by those working directly with children as in this study.

Furthermore, researchers and professionals should consider issues relating to disclosure of abuse from children. Results indicated that the strength of relationships with those in the home did not influence the reporting of or disclosure of concerns. Considerations could be made therefore to other reporting means for children i.e., supporting children looked after with a mentor, someone of a similar age to discuss concerns with or through the creation of anonymous reporting systems which may encourage increased disclosure of online sexual exploitation for children. Also, in respect of disclosure, professionals should consider why

children's disclosure does not appear to increase as relationships improve and reflect upon the quality of the relationships between children and residential care staff in the home.

Directions for future research

Further research is required to explore residential care workers experiences of CLA'S online sexual exploitation and victimisation to support the development of policies and procedures to be used in the home, to identify training and development needs for staff and to improve support for these children.

Within this study, I was able to split the sample of participants and analyse those who are currently working with children who are subject to or at risk of child sexual exploitation. Future research could consider accessing a larger sample of those participants to gain improved understanding in this area. Furthermore, considerations should be made to access a sample which is reflective of and generalisable to those from various ethnicities. These should consider age and gender also in order to reflect upon such demographics when considering results.

Furthermore, in respect of participants, future research may also want to consider examination of children looked-after whom are not currently living with residential children's homes such as those living with foster parents, those in semi-independent living facilities or perhaps those from more secure settings.

In respect of the methods used. Future research would benefit from the development of a questionnaire based upon findings and limitations of this study and available literature to improve the validity of research in this specific area. A valid and reliable instrument to assess online sexual exploitation would aid in increasing accuracy and improve comparisons within research.

Conclusions

The study aimed to examine the views, opinions and perceptions of residential child care professionals working with children looked-after to further understand online child sexual exploitation with this specific group and the reasons it may be more pronounced. Specifically,

to examine the relationships children held in their residential home, the skills and abilities of staff in respect of online child sexual exploitation and to explore potential relationships between pre-existing vulnerabilities, associated risks and disclosure of exploitation. Employment characteristics such as employee experience level and time spent with children were also explored.

Several limitations have been discussed in respect of this study however the findings still present as thought provoking and raise further questions to be answered about the experiences of children and residential care employees who work directly with this vulnerable group. The study has explored online child- sexual exploitation within this vulnerable group from a professional's perspective.

CHAPTER 8 – OVERALL DISCUSSION

This chapter revisits the aims of the PhD programme and provides an overview of the summary of key findings from the four individual studies included following a brief overview in relation to the original findings. Findings related to the overall understanding of child sexual exploitation and victimisation online and contributions to the current state of knowledge are outlined. Theoretical implications are also discussed and considered. The chapter also includes a critical evaluation of the PhD programme and continues to discuss implications and directions for future research. The originality of the thesis is discussed as well as detailed reflection upon the whole works completed.

Main findings

The overarching aims of this thesis were to examine online child sexual exploitation and victimisation through the exploration of participants thoughts, views and experiences. It also aimed to explore differences between groups of children, those from the general population and those with pre-existing vulnerabilities and diminished protective factors (children looked-after) with four individual studies employed to address these aims on different levels using a multi-methodological approach.

Contributions from study one was that this particular study formed the initial basis and starting point for the research. Findings not only supported the development of the latter studies and materials to be used within these but yielded interesting findings which have contributed to the current state of knowledge in this area. Through exploring the immediate and retrospective experiences of young adults within the study several areas of interest were generated through reflexive thematic analysis resulting in six key themes. Key themes identified refer to; loss of control, accessibility, relationship formation and maintenance, deceitful interactions, risk and reality and generational differences. Aspects of each of the generated theme help to explain vulnerability to online sexual exploitation as well as the contributing to knowledge about the process of sexual exploitation and victimisation online.

General findings from this study suggest that children speak to unknown others online and use this environment to explore and form relationships and friendships with others who they

do not know in person. Online relationships with whom adults may perceive to be strangers are normal for children and there are unwritten rules which children follow whilst these developing relationships are in their infancy. Steps taken by children in these instances are sensible, and serve to mitigate/reduce potential risks. These findings were later mirrored in discussions with children in study three, suggesting that children are aware of the potential risks posed by communicating with unknown others online. However, the generation of new social connections is perceived as positive with the benefits reaped outweighing the known risks. These findings support those made Sklenarova et al., (2018) which showed that children's interactions with known and unknown peers were rarely perceived as negative experiences.

Findings relating to 'Loss of control' also present implications for online sexual exploitation and victimisation from this theme were issued raised in relation to exposure. Participants noted regularly being exposed to unwanted and sometimes upsetting and or illegal content because of lack of moderation on online applications as well as the ease of distribution of content and materials. This has implications for both the sharing of child sexual abuse images and for desensitisation to sexual content.

The most informative of these themes, which provides significant contribution to the current state of knowledge were derived from the risk and protection and generational difference's themes. Participants had an awareness of the risks posed from being online and interacting with others. However, where risks had not been identified or responded to there were some occasions in which participants or known others were subject to sexual exploitation and grooming. Interestingly, for those children whose experiences with adults or potential experiences had been intercepted, this was due to awareness from parents, parental monitoring and oversight of the child. In respect of generational differences, the results highlight a reduction in parental monitoring and observations of children over time. Technology has improved and developed, the ability of parents and care givers to monitor children has declined which is in line with research previous research which highlights the existence of the 'age-related digital divide' (Chee, 2023) characterised by a gap in access to technology based on age, with older people underutilising this compared to their younger counterparts (Smith, 2014). Findings suggest the outcomes of children's safety rely partially

upon care-givers ability to effectively manage children's activities online and as a result, adults do not fully understand new technologies used by children and, even if they did, access to children's devices can be limited due to increased privacy and security developments and the ability to 'lock' devices which has improved over time. Therefore, parents do not have the same autonomy over children's devices, experiences and interactions which are often hidden or 'kept secret'.

Finally, the results showed that young adults were able to reflect on their experiences as a child when online in relation to risk. Children were seen to be aware of the risks for online sexual exploitation and the potential for deception and manipulation but that when this related to themselves this was not always recognised. Also indicating that it is only retrospectively that are able to reflect back on experiences and behaviours in childhood and understand them as unsafe or risky experiences and interactions, indicating that risky interactions or consequences of interactions may not be realised until on in life (Green & Mason, 2002). Themes generated within do provide increased insight and understanding of child sexual exploitation, solicitation and victimisation online.

In light of the findings from study one, the focus group interview questions were developed and improved, alongside the division of a qualitative questionnaire for completion with children individually. To assess the suitability of these materials and additional questions to be asked in study three, study two aimed specifically to gain children's views, thoughts and opinions on the research and items developed for use in the latter study. This study was completed to improve understanding, strengthen measures, increase engagement from vulnerable children and also to provide children with pre-existing vulnerabilities the opportunity to act as co-researchers.

Findings from this study contributed to improving the research process and materials to be used within study 3. Developments were made following the generation of five specific themes from the qualitative analysis. Themes identified related to; Design and style of materials, contribution and insight of the research and materials, language, engagement and technology. Aspects of the questionnaire were changed to reflect discussions characterised

by the design and engagement themes. Changes reflected tweaks to the structure and formatting of the questionnaire and its overall appearance as well as adaptations to language.

The most prevalent changes to the research and materials arose from analysis in the developing language theme. Findings indicated several pieces of language which were not understood by participants such as specific terminology and what participants perceived as more advanced language. When developing the questionnaires, it was wrongly assumed that these would be fully understood by children. In considering these findings, implications for previous research completed with vulnerable groups is raised as well as implications for future research, particularly if completing research with vulnerable groups in that steps should be taken to ensure relevance and understanding of research materials and questions.

Finally, findings from this study reference children's views and opinions surrounding the research contribution. Suggesting that the study enabled young people to put their views across to adults. It was also believed that the research proposed for study three would be beneficial, and that it would make a positive contribution to children's lives through better understanding of the internet and what children do online. In particular, participants indicated that by completing this research and knowing the thoughts and opinions of children like themselves professionals will be in a better position to help those who need it. To further develop this, findings also suggest that research with and questions presented to children should be targeted and be asked directly rather as opposed to indirect questions. In conclusion, the findings from this study were considered and several changes were implemented to improve materials and questions to be used within the following study.

Study three, informed by both studies one and two aimed to specifically gather the views, opinions and perspectives of two groups of children in respect of online safety, online interactions, online relationships and approaches and experiences with adults online. Children compared were those who are not children looked after and those who are suggested to have pre-existing vulnerabilities; children looked-after. Findings from this study contribute to the understanding of children's direct and indirect experiences of exploitation and victimisation online arising from six generated themes relating to secrecy, relationships, online safety, interactions, adult-child interactions and disinhibition and anonymity.

One of the more positive outcomes from this study's findings relates to adult/child interactions. Findings in relation to this theme suggest that children are largely responding safely and effectively to the approaches from unknown adults. The vast majority of children in this study were keeping themselves safe and refraining from any interactions with unknown adults. Unfortunately, however, approaches are frequent and consistent, so much so that approaches from unknown adults have become a part of children's daily or weekly expectations online. Whilst children within this study suggest they are managing such approaches well there is little – no action taken which demonstrates a consequence to those approaching unknown children online. In line with models and research relating offline and online sexual offending (Finklehor, 1984, Ward & Siegert; Olson, 2007; Quayle et al, 2012) this has implications for those offending against children and could serve to reinforce cognitive distortions such as those held by groomers that children are complicit or further normalising this behaviour due to lack of challenge or consequence from victims or law enforcement. Furthermore, there are also implications for children who may not be a tech savvy or as resilient. The frequency of approaches also suggests a multi-victim approach online with offenders targeting multiple children at one time. Because of the internet and the online offenders' abilities to do so, it is likely that vulnerable children will inevitably be targeted.

'Secrecy' is also a particular theme which requires attention from professionals and parents alike. Findings from the analysis indicate that children perceive others in the general population to hide what they do online from their parents which is in support of the findings from study one. The quantitative aspect of the study also confirmed this.

Following exploration of the perceptions of those working with the residential child care sector with children looked-after within study four. Correlational analysis explored relationships between several variables across the whole sample. Findings from this research suggest that the skills and knowledge of employee's are significantly related to the support available and provided to children in respect of online sexual exploitation. The variable had further positive, significant linear relationships with disclosure. Findings indicate a positive, linear relationship and as such, as staff skills and knowledge increase, as does disclosure of

online child sexual exploitation. The reasoning for this could be due to increased confidence in staff by children due to perceived skills and knowledge. Children may believe that higher skilled staff are more capable of receiving disclosures or those receiving disclosures may become more skilled in-advertently. However, measures used asked about disclosure to other also. Explanation for this therefore may be that improved skills set of staff support children to disclosure in general as staff are more likely to be able to provide children with better quality and informed information in relation to online child sexual exploitation.

Interestingly, further qualitative analysis with care workers who were, at the time of the research working with a child at risk of online child sexual exploitation or currently subject to exploitation of this nature indicate positive associations between relationships in the home and risks associated with online child sexual exploitation suggesting that relationships with children in the home are related to risks.

Whilst study four only implies some relationships between variables and considers the demographic data in relation to those working with vulnerable children some small inferences can be made in relation to this vulnerable group which relate to the full programme of research. We can infer that there is a perception from those that work closely with this group of children that there are several significant associated risks for vulnerable children which relate to online child exploitation. Furthermore, we note that this group of children were perceived as not likely to disclose online sexual exploitation to others, leading to increased vulnerability and increased risk of harm.

Limitations

This thesis and the studies herein are not without their weaknesses. Implications, shortfalls and strengths arising from individual studies are discussed in more detail within the retrospective chapters. One limitation of the full programme of research completed within the thesis is that it was completed over several years and there were breaks between studies. Due to the continual and ever-changing environment, it is likely that some information included within quantitative questionnaires and interview questions were somewhat outdated and this is likely to have hindered the relevance and applicability of the findings.

The programme of research used a multi-methodological approach. Whilst there are positives to a multi-methods approach, there is minimal direction or guidance for researchers on how the most appropriate methodologies to use or how these should be completed. Multi methods approaches are very specific to the individual research and therefore aspects of this research may be difficult to replicate. Furthermore, the quantitative methods utilised across the study are not deemed reliable data collection methods as they have not been tested. Measures were implemented by the researcher to assess the specific aims of the study following on from the prior studies completed within this thesis. At the time of designing the relevant studies, no other suitable, valid measures were available to address the aims. As such, validity of these measures has not been tested and cannot be inferred.

There are identified weakness to all qualitative methods utilised throughout the PhD, none of the approaches employed are without weakness and are discussed individually within the relevant chapters. However, approaches were well thought through and it is believed that those employed were the most suitable to meet the aims of the specific study and to those most appropriate for the participants within each particular sample.

There are also limitations in relation to the demographic information collected from participants, such as sexual identity and sexual orientation, which has been found to be associated with online sexual behaviours (Gamez-Guadix, et al, 2015). Other information not collected includes religion or ethnicity. This means that findings are not generalisable to the population. Moreover, studies one, two and three included only female participants.

Studies used convenience sampling to recruit young adults, children and professionals. One strategy to recruit children was via posters and adverts posted around a university campus, others were recruited through advertisements sent to children's home's and those displayed across social media platforms. Therefore, participants were those who responded to these adverts and were willing and potentially comfortable discussing their experiences. This also means however that those who have had very negative experiences online or experiences they do not wish to discuss with an interview may not have expressed an interest in participating in the study and the sample may not incorporate those children who may be amongst the most vulnerable or those who have the most experiences to share. Equally, those

who haven't had negative experiences online may feel that they do not have much to contribute to the study and therefore may not volunteer. Meaning that the research, particularly within studies one and three may not access the views and perceptions of those with a full range of online experiences.

Furthermore, the researcher was involved in all areas of the research projects including the design, interviewing of participants and the analysis of the data. Steps were taken in respect of reflexivity and subjectivity. The reflexive process involved did identify several minor issues and considerations which were rectified. However, due to the nature of the process and having one sole researcher, the data collection and analysis process could be biased as a result of the researchers' own opinions and experiences (Berger, 2015).

Whilst children aided the development of the questionnaire and materials to be utilised in study three children were asked to respond to adult-led/adult devised questions and caution should still be exercised in relation to potential issues about how adults/the researcher interprets what children have contributed. Efforts to understand the meaning of children's comments or other contributions rest with an understanding of context, including the interpretive framework adopted by researchers (Grover, 2004).

Finally, another limitation is related to the use of self-reports, which can increase the covariance between variables. However, the use of anonymous self-reports, as used in this study, is probably the best strategy for evaluating online sexual risk behaviours as the adolescents feel that their privacy is more protected.

Strengths

Studies within this thesis are weighted upon the views and experiences of others from a largely qualitative perspective, providing detailed and comprehensive information in relation to children's experiences of online child sexual exploitation. Examination of the views and experiences of children looked-after is also included and considers the views of those with pre-existing vulnerabilities. The access and availability of these children within research is difficult, due to situational factors and the potential reluctance to engage and access this group because of ethical constraints. Overall, research with those associated with children

looked-after and their experiences is also limited. This research serves to improve this and opens up directions for future studies with this group and similar others.

The area of interest addressed by the thesis is particularly sensitive and involves asking all participants about their experiences or the experiences of others in respect of child sexual exploitation. Furthermore, participants included within studies two and three were children and children who were particularly vulnerable who were at the time of the research, children looked after by the local authority and living with residential children's homes. As such, the questions asked were required to be sensitive and in consideration of this. This means that questions were not always direct i.e., 'do you know anyone who has ever experienced anything upsetting online?' and to the point which could have led to less specific data being gathered by this research. Equally, the use of non-direct questions helped to gather a wider range of observed experiences such as those of participants peer groups and associates.

Several youth surveys have asked about online sexual solicitation (Madigan, Villani, et al., 2018; Seto, 2013) Some such studies limit reports to 'unwanted' solicitations, but none have clearly delineated those made by adults from what might be unwanted or unsolicited approaches by peers. Study three addresses this gap in the literature directly but asking specifically about approaches from adults online.

Education-focused prevention efforts are limited given the speed at which technology develops and the lack of knowledge in the area. Due to the fact that the majority of research surrounding online grooming has focused on offenders' accounts, most education campaigns have been informed by such. To bring the perspective of victims of online grooming and solicitation to this field as this research has, is invaluable for education programs.

One of largest strengths of this research project as a whole is the contribution of the voice of the child, allowing these views to be heard and the robust procedures in place to ensure that vulnerable child can participate, safely and with informed assent in order to contribute to research on matters that are important to them. The detailed protocols in relation to the ethical procedure are robust and worthy of further dissemination for others wanting to complete research with this particularly vulnerable group. Ultimately, the ability of the

researcher to take those steps supported a significant contribution to knowledge from this very under researched and marginalised group.

The mixed methods utilised within this research serve as both a limitation and a potential strength. Methods were specific to this study and utilised in the specific aims and participant groups identified, meaning that the best methods were chosen for that particular study despite this making the research process more difficult and less fluent. Whilst methods serve to improve triangulation and complementarity, the research is likely to be difficult to replicate in future studies.

This research found that all children interviewed had had regular approaches, some of which were daily, from adults. This is a new finding based upon the responses directly from children. Other research in this area does not highlight this phenomenon as significantly as the findings from this research, demonstrating an urgent need to involve children more frequently within research but also in the development of the research process. It is possible that these findings were discovered due to the action research aspect of this study, this is because as the research was informed and developed with children, it was more likely to be relevant and well understood by those requested to participate, leading to better informed results.

Theoretical Implications

Child development theories are crucial for anyone working with children. They provide a foundation for understanding how children develop and how we can best support their growth and success. Findings from this research pay particular support to both attachment and ecological theories of child development. In terms of attachment theory, this research largely demonstrates that there are differences in children's online experiences, demonstrating that children-looked after experience elevated levels of risk. This group of children were the only ones indicated behaviours related to online grooming of themselves or known peers and the only group to have sent sexual images to others as well as the only group whose experiences necessitated calling for police intervention.

In support of attachment theory, these findings demonstrate support for the theory in relation to the implications for those children who grow up without a secure caregiver and a lack of healthy early attachment. These individuals are said to have difficulty forming stable social relationships in later life, being distant from, or exhibiting oppositional behaviour towards parents, caregivers, and authorities and difficulties in developing trust, intimacy, and affection (Cook et al, 2005). Children whom have experienced a number of ACE's and been subject to poor early attachment such as those generally experienced by children looked-after are suggested to be more likely to experience instabilities with regards to areas of emotional development; not trusting in caregivers, loss of expectation of protection, loss of trust and confidence towards services and professionals (Saunders & Adams, 2014). As such attachment theory can provide some explanation for the lack of disclosure, particularly from the children looked-after and may explain why children looked-after were found unlikely to disclose online child sexual exploitation despite being perceived to have positive relationships with caregivers.

In relation to ecological theory, the findings from this study demonstrate that children should not be viewed in isolation and that the ecological system surrounding them should also be considered. This is important as we consider the findings from studies one, three and four in respect of protective measures and the need for increased protective measures. Importantly, these theories along with others, do not fully incorporate the influence of the online environment in relation to child development. The internet and online activity are fully engrained in children and young people's lives, impacting upon all aspects of their development and transition into adulthood. It is imperative that future theories of development fully incorporate children's online activities and the impact of these in models going forward.

The concept of 'access' is further explained within Olson et al's theory, specifically in relation to 'strategic placement' which relates to the third property in 'gaining access' phase and involves the direct locality of perpetrators who place themselves in a location where children are accessible. Suggested to be via both short-term placement or long-term placement. Short terms refers to locations where immediate gratification can be gained and long-term

placement is where perpetrators put themselves in a position where they can take time to build relationships with children and those around them. Findings from this research relate to the concept of strategic placement and shows support for the adaptability of this model to online grooming. Given the amount of approaches from adults towards children online across the focus study of this research we can say that it is likely that such adults have placed themselves in positions online where they have access to children whether this be for long term relationship building or attempted immediate gratification.

One of the most prominent links is that of the typologies of victims outlined by Webster et al, 2012. The typology identified two types of victims; vulnerable victims and risk-taking victims. Vulnerable victims are those characterised by a need for attention and affection, whom have difficult home lives or relationships with parents, those whom seek love online and those who have a resistance to disclosure. Findings from this study suggest that children are very reluctant to disclosure of online approaches from adults as seen specifically within study three. Furthermore, the model of grooming can explain why children looked are at heightened risk online and are likely to have more harmful online experiences as it refers to victims having difficult home lives, relationship issues with parents. Furthermore, the model also expresses that vulnerable victims may be need of attention or affection. In this case we need to be mindful of the findings from studies one and three in which children can reduce privacy and safety measures, deploy more risqué images and present inauthentically in order to gain more popularity online. In comparison, the model also explains why some child, particularly those children not looked-after may not be as likely to encounter online harm or exploitation by characterising 'resilient young people'. Resilient young people are those who had an ability to recognise risk and fend off any approach they consider 'weird'. These children understand safety messages, felt confident about rejecting advances and informing others and came from more secure backgrounds. Findings from study three completed with non-looked after children confirm that children would specifically fend off approaches and block persons they viewed as 'weird, lending further support to the typologies proposed.

In relation to theoretical models of sexual offending and grooming the findings from this study can be tentatively reflected in the stages identified in current models. For example, O

Connell's theory of online cybersexual exploitation identifies accessibility as a key factor in her model. Findings demonstrate how this accessibility is significantly utilised online with children indicating that they receive weekly/daily approaches from adults online whom they do not know. However, this research indicates that those approaching children online do not always go through all of the stages as outlined in current models. For example, O'Connell model places emphasis on the friendship forming stage as the initial stage of online grooming. Participants within this study made little reference to 'friendship forming' behaviours from those adults who approached them online but did make reference to characteristics identified within the sexual stages such as the sharing or requesting of sexual images with and from children. Therefore, this research indicates that stages in the grooming process may not be as rigid as previously discussed. Aspects of the sexual stages such as these could be being utilised as part of the risk assessment stage and may be being utilised instead to judge children's reactions and responses to such requests and sharing.

From review of the findings in consideration with prior online sexual offence theory and models this research calls for more direct research with children and young people in relation to their experiences online. This would enable a model to be developed specifically in relation to online sexual exploitation and those which do not incorporate all aspects of the grooming process.

The findings from this study also highlight the shortfalls in current theory in that they do not account for individual differences on vulnerability. Future models should take into account theories of child development, particularly those related to children's ecological systems as well as attachment types. Research which compares attachment style or ACES and would be beneficial in relation to understanding children's susceptibility to online exploitation, victimisation and solicitation and would be extremely beneficial to educational programmes and professionals working within those vulnerable groups.

By increasing understanding of child sexual exploitation online as well as children's direct experiences and individual vulnerabilities this will enable the development of a more comprehensive theoretical model of online sexual exploitation and grooming which can provide healthcare professionals, policing, teachers, parents and social workers with further

knowledge about these factors and inform strategies for detecting and protecting vulnerable children.

Concerningly, we continue to validate models of sexual abuse and grooming that have been devised with very limited, if any, direct consultation with children. This research serves to bridge this gap in literature and current state of the knowledge. Furthermore, the direct experiences of children online do not fully support this model and indicate that some of these stages are not prevalent online when we look more directly at approaches and attempted solicitation from adults. Therefore, existing models are not fully applicable within the scope of this research.

Overall, findings from this research do not specifically support one individual theory of sexual offending or grooming although some comparisons can be made particularly in relation to accessibility aspects of existing theory and within relationship forming stages (O Connell, 2003; EOGP, Webster et al, 2012). Generally, the process in relation to those initial contact stages and solicitation appears that there is no identification process of victim and potential offenders utilise a method likened to 'fishing' from those children that they have access to. Offenders appear to quickly get to the point and children are fully aware of motives which could be likened to the 'goal-directed' offender described by Elliott (2017). The latter stages are very much predicted by the responses received from children, again likened to similar stages in the model where offenders may review and refine their presentation based upon the potential victims feedback. Elliott also proposes the use of motivators and incentives which is also seen within these findings from this programme of research in the form of job offers, money and gifts.

However, these models are models of grooming and do account for the individual solicitation type behaviours alone or the speed at which offenders may be able to solicit or exploit a child, particularly those whom are vulnerable and who have been found to be more likely to have accessibility and engage in risk-taking behaviours online.

Olson et al's, (2007) theory provides more holistic account when we consider vulnerable children such as those included within this study. The luring communications theory pays

attention to the influence of the contextual environment in relation to ‘gaining access’ which is a key finding from this study and can explain who such children are more likely to be at risk of harm online. Findings from this study indicate that such children have had or do have less parental supervision, are less likely disclose and do not make references to online safety education, likely due to a poorer educational attendance and outcomes because of their current living and historical adverse childhood experiences, making them more ‘accessible’ if we consider Olson’s model and the implication of the contextual environment.

Explanatory theories about the nature and causes of sexual offending serve as more than an intellectual curiosity. Theories are vital for the development of individualised treatment plans that capture the nuance of the factors and contexts contributing to the display of sexually harmful behaviour, and are necessary for the development of effective primary and secondary prevention and harm reduction efforts.

Implications for practitioners, policy makers, professionals and parents

Local authorities, their partners, residential services for children and many other professionals are required to assess a looked-after child’s risk of sexual exploitation. Instruments are required for some of these specific assessments and utilise static and dynamic risk factors to aid reduction and input and intensity of this input from additional services. By determining which variables are true risk factors for online sexual victimisation, exploitation and abuse the programme of research may help in developing and improving current instruments utilised for assessment purposes. Further, this study may offer grounds for improving and developing treatment services, so that all potential care needs of at-risk children can be addressed, and the risk for victimisation is reduced.

Providing people with a better understanding of the online sexual grooming process and gain a wider understating on how these stages progress online directly from those who are subject approaches from adults, interactions with adults, solicitation and or grooming this will help to gain a more robust picture of the process, the reactions of children and the impact on children. In turn this may support the understanding of the offence process from the point of initial contact and support in the early identification of perpetrators and help to support the

delivery or more efficient intervention education, support packages and treatment for those who have been affected.

Adults trying to protect children and provide them with advice are often concerned that it is difficult to keep track of technologies and online applications which in turn has an impact on how online abuse is likely to occur (Mitchel et al, 2013). Replication of, or completion of similar qualitative analyses at regular intervals over time is likely to support robust understanding of the current state of knowledge direct from those children who are having lived experiences. This would also help to track trends and patterns over time in online solicitation, approaches and the grooming process as opposed to adults summing the current experiences of children via retrospective accounts, interviews with offenders or the examination of chat logs for example as within other research.

The immediate dynamics of some of the online dangers are not always be known by application developers. Furthermore, it is not clear from current research what kinds of program messages and interventions have the potential to protect children from specific online harms. Completing of qualitative research such as that conducted within study three serves to bridge this gap by asking children about the protective measures they currently have and identifying shortfalls. It would be beneficial to share the outcomes of such researchers with developers and owners in order to improve the development of safer applications, forums and sites etc.

These findings lead to a number of practice recommendations. Even when there is evidence of measures being implemented, the experiences of some young people, particularly those looked-after as identified within the research, elicit a call for key stakeholders to go the extra mile as and when needed. Support for care experienced children and young people offered within schools must be made more easily accessible and tailored to the specific needs of each child. Considerations are needed by local authorities in relation to how children looked after receive online safety education and messages when they are not attending school or are attending a school which is not delivering the full curriculum. The research identifies that these children are particularly vulnerable and that care staff may not have the relevant skills and knowledge to meet all of children's online safety needs. As such, new systems are

required to ensure this vulnerable receive the same messages as their non-looked after peers. This could also be relevant to children of refugee status, children who are not looked after but whom are NEET or children or children who have had significant time out of education due to ill health for example.

There are varying educational programmes available for delivery within educational services and schools which relate to issues of online safety. For example, a vast number of children in the UK have engaged or are currently engaging in CEOP's 'Thinkuknow' education program and over 70,000 professionals have been trained to deliver it in the UK (CEOP, 2011) However, it is currently unclear as to whether these programmes are effective. This study contributes to the current state of knowledge, demonstrating that some messages have been effective but that there are currently clear gaps in children's knowledge, particularly around privacy settings across applications, despite stating that they have received education in this area. Further research in the area would benefit from including more robust evaluation of children's views and experiences with a more robust focus on the experiences of online safety education, its current efficacy and perceived relevance.

In order to approach online child sexual exploitation from a prevention perspective we must consider how to reach the intended audience. This is particularly important for hard-to-reach vulnerable groups such as looked after children. Targeted prevention strategies tend to be aimed at parents or within education delivered through schools. As stated previously in this chapter, looked after children are a group who are not cared for by their biological parents or assigned guardians and therefore do not have the same support or protection as their non-looked after peers. Furthermore, there is a significant proportion of children looked-after who are not currently in any formal education and even if they are, very few are receiving the same curriculum as those educated within mainstream schools. Targeted prevention programmes should consider a different mode of delivery in order to reach all audiences, particularly those which are most vulnerable.

These findings have specific policy implications and highlight the need for early interventions in relation to children exposed to ACE's such as children looked-after. Professionals should consider means to bridge the potential gaps between children-looked after and non-looked

after children. This could help to improve preventative approaches for educational, safeguarding and social care policies, internet safeguards, and to increase children's and care giver awareness of the risks of sexual exploitation, solicitation and victimisation online.

Similar to the work completed by Messawher et al, (2023), this research has shown that we have much to learn from children. Despite changes in legislation relevant to ensuring that children and listened to and their views are sought (The Children Act 1989; 2004) children are still excluded in from defining the phenomenon's that occur directly towards them. Messawher et al, (2023) points out that such definitions are insufficient without incorporating their views. This research served to obtain the views of multiple children from two different groups to explore the phenomenon's of online solicitation, victimisation and exploitation online and as such helping to progress the inclusion of children in research in general as well as demonstrating a detailed ethical procedure for further studies to replicate, ensuring safety and well-being for further research in this field.

Furthermore, assessment tools for child sexual exploitation and online risk used by local authorities and professionals tend to use the information known about the child to determine risk level and subsequently supply intervention. As we have seen within recent grooming theories and literature, one of the key components for grooming both online and off-line is that of the trusting relationship that the offender builds which limits disclosure. El-Asam et al., (2021) suggests that a lack of awareness of online risks, combined with dated or inappropriately focused assessment tools could result in such risks being missed. This is particularly important for those whom work in child protection and safeguarding role such as social workers, who often work with vulnerable children looked after by the local authority.

Implications for Future Research

One of the largest implications for future research observed from this programme of research is that of the action research completed. The findings from the study in respect of children's level of understanding raises questions for future and previous research in the area. Several amendments were made following action research to quite significantly simplify language originally used with proposed materials. Professionals, policy makers and researchers should

therefore consider the level of language used not only within research materials and prompts for example but also when designing preventative or educational materials.

Like other recent research findings from the latter part of this research suggest that some care experienced young people are still not receiving the support required in relation to the help and protection received online. Further research with this group to reduce marginalisation and explore individual vulnerabilities further is crucial for aiding the protection of this increasing group.

These results have implications for planning prevention programs among children. Additional studies are needed among samples of children and adults from additional age groups, genders, ethnicities and those from wider geographical locations to improve generalisability.

Awareness-raising initiatives tend to address all children and young people, creating the perception of a widespread problem (Livingstone & Gorzig, 2014). Future research should attempt to clarify which children are likely to encounter sexual messages or to be harmed online. This will support improved and individualised targeting of safety initiatives for these vulnerable groups. This information is key to helping health professionals, teachers, parents and specialists identify those more likely to be a victim of exploitation.

Given concerns and impact for potential victims who have been solicited online which led ultimately to a sexual offence through engaging in sexual conversation, gaining sexual imagery or content from a child it is vital that we continue to expand our knowledge in this area but also ensure that future theories provide focus to understand those crimes which do not require the utilisation of the full grooming process. Offline and online sexual offence theories, whilst relevant and in some parts applicable similar to those of online offending described above do not account for 'online solicitors' only and as such these specific types of behaviours require further investigation and focus.

Originality

There are several aspects of this thesis which are original and provide a significant contribution to the current state of knowledge. Firstly, this study directly explored the experiences, views and opinions of children looked-after. Children looked-after are a particularly vulnerable group who are difficult to access and engage for research purposes due to their particular vulnerabilities and personal circumstances. Secondly, a large portion of this research has been informed and developed in consultation with looked-after children. Ensuring that the voices of vulnerable children are heard and that the current state of the knowledge is informed by their direct opinions, views and perceived experiences. Engaging children within the research has not only been of significant benefit to this thesis but is original in that other research with children-looked, to my knowledge, has not taken similar steps to ensure compatibility with those who are being studied. Study three explicitly explores the views, opinions and perceptions of children, including those with pre-existing vulnerabilities. The majority of studies exploring vulnerability to online child sexual exploitation online and victimisation use offenders to understand the phenomenon, explore retrospective experiences or use quantitative analyses. The final study is original in that there is currently no other research available that reviews the experiences of those who work directly with children looked after specifically in relation to online child sexual exploitation, victimisation and solicitation.

Reflective Account

In this section I would like to reflect upon the research process as a whole, the positives and the difficulties along the way. For me, the research process as a whole was both enlightening, enjoyable and difficult. Interruptions to the research process were by far the most difficult aspect. Breaks were required for maternity leave purposes as well as that of the global pandemic. This not only impacted on the relevance of data across time and my understanding of the this quickly developing field of research. There were difficulties getting back on task and having to re familiarise myself with the data and research upon each return to study.

The most difficult part of the process was the arrival of the global pandemic which halted some data collection. Adaptions were necessary to ensure data collection to ensue online. This did make the process more difficult and wasn't my favoured choice of data collection due

to being impersonal. Covid 19 had an impact on the number of participants, with some turning over the relevant age within this time and therefore not being able to participate. The research process was also completed on a part time basis, meaning the length of time to complete the project was increased.

In relation to the ethical approval process, there were some difficulties along the way. Initially the project aimed to have a different research landscape for study 4 wherein information relating to children's histories was to be obtained.

Consent from the organisations in relation to study 2 and 3 was more difficult to obtain. This was because of the availability of someone authorised to give consent was difficult to establish. Given my line of work the recruitment process was easier than expected. There were no issues in the recruitment of young adults or adult residential workers in respect of studies 1 and four. Children were also enthusiastic to engage in the process however there were several processes to be overcome in order to ensure the safety and wellbeing of children and vulnerable children participating therefore this process was lengthier. Gaining consent from social workers and parents where applicable was also arduous and time consuming. Positively, all children who requested to take part were given consent.

Designing the questionnaires to be utilised in studies 3 and 4 were one of the more difficult aspects in terms of design. This was because at the time of design, no suitable, approved measures were available to utilise in the study. However, the pilot study employed was invaluable and supported exploration of the design and participants reactions, emotions to and potential responses in which to base the questions for study 3.

I found that although time consuming again, the field work aspect was a relatively easy and enjoyable process. I enjoyed getting to meet new children in their homes and taking the time to explore their views and opinions during data collection. I was fully able to adhere to risk assessments and keep all those involved safe. The data collection process was positive, I found this part of the process easy given my experience of working with children and young people directly for a number of years. I found I was able to quickly and easily build up a rapport and a level of trust with participants. My previous experience also helped to ensure this was a

positive process for children involved. When engaging with all children in the research I was conscious that my own body language, facial expression and tone as well as being mindful to and aware of children, particularly CLA of their potential histories and previous experiences and I truly believe the research was completed in a way which made children feel safe and that they enjoyed the experience and were happy to have contributed.

The data analysis aspect was difficult due to me completing all data transcription and utilising 3 qualitative studies throughout the thesis. This was extremely time consuming and potentially detrimental to the time line between interviews. However, I felt it was important to complete the reflective process between interviews and review my own practice. I believe that this process enabled me to ensure more robust data sets for analysis. The write up aspect was relatively straight forward although the time span from the initial introduction to completion was long which ultimately affected the overall presentation of the thesis.

On reflection, this research process could have been more successful if completed full time, if there was more than one researcher and if there were access/ability to use more resources such as transcription services.

Conclusions

The purpose of the full programme of research was to provide a nuanced knowledge of adolescents' sexual online behaviour by investigating subjectively positive and negative online sexual interactions with adults and peers. Further, the study aimed to contribute to the understanding of risks for children to online victimisation, solicitation and exploitation. What is clear from this programme of research is that vulnerability offline is connected with children's susceptibility, experience and conduct online and creates potentially dangerous situations for children with pre-existing vulnerability (El Asam & Katz, 2018). The increased vulnerability of children looked-after, in conjunction with current living circumstances, likelihood of reduced education, potentially poor parental relationships and likely adverse childhood experiences serves to further increase the risk of harm online.

In summary, this PhD thesis has provided a better understanding of the experiences of children's online sexual exploitative experiences. Whilst further research with individual and marginalised groups is required to determine vulnerability between children looked-after and those children who are not looked-after, the research does indicate some specific areas of concern for marginalised children and prompts changes to the way in which we should support and protect these children.

The programme of research has expanded existing literature and demonstrated a significant need for further direct research with children in this field on the whole. It provides children and marginalised children with an opportunity to be heard and consulted, that other researchers must continue to hear and consider going forward in order to not only validate the current state of knowledge but also to improve future processes.

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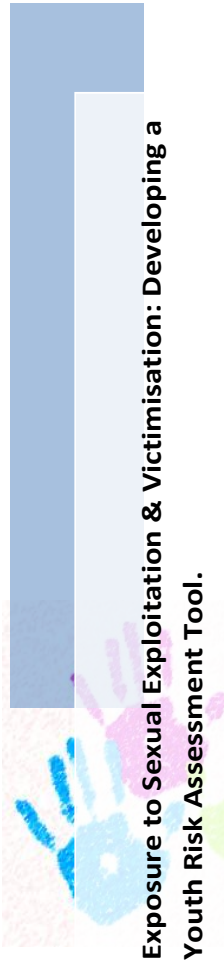
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APPENDICIES

1a: Study 1 - Recruitment Advertisement



Use the Internet? Aged 18+? Want to help towards valuable research in child safety?

I need your help !

My name is Natalie Yates and I am a PhD student in the School of Psychology at UCLan. I am looking for groups of participants aged between 18 years and over to attend a recorded focus group discussion in which issues relating to online sexual behaviour, attitudes towards online behaviour and the 'norms' of online behaviour as well as experiences online will be discussed. The study aims to gather information relating to abusive online behaviours from others and the personal views and experiences of those within the group. The groups will include approximately 4-8 participants in each session.

If you are interested in discussing your views, opinions or past experiences relating to online behaviour, please contact the researcher on (NAYates@uclan.ac.uk). Your participation would be greatly appreciated and **course credit** will be offered in return for participation.

Thank you for reading this information. Please note: groups of 4 or more friends are welcome to complete a group session on their own.

Please tear off my details below and contact me to arrange a convenient time and date.

NAYates@uclan.ac.uk

NAYates@uclan.ac.uk

NAYates@uclan.ac.uk

NAYates@uclan.ac.uk

NAYates@uclan.ac.uk

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NAYates@uclan.ac.uk

NAYates@uclan.ac.uk

1b: Study 1 - Participant Information Sheet

Information Sheet



Thank you for expressing an interest in taking part in a focus group discussion as outlined in the advertisement. Before agreeing to participate in the research, please read the information below carefully.

About the Study

The aim of this study is to examine online social and sexual relationships, and is part of my PhD research. This will specifically address the formation and breakdown of online relationships, cybersexual interactions, and perceptions of adult-child interactions online. As a result, some of the issues addressed are of a sensitive nature. Talking about these issues is optional, but you should not give consent to participate if you think this could be a problem. If you do agree to participate and this causes any distress or raises any issues, you will be provided with details of relevant agencies providing further help and support.

The session is expected to last about 1 hour. The group discussion will be recorded and transcribed for analysis. All data will be stored electronically in accordance with UCLan data storage policies.

All data gathered will be confidential and only the project researchers will have access to it. Your responses will also be made anonymous, and you will not be able to be identified in any subsequent publications which provide quotes from the groups. However, full confidentiality cannot be assured given the group nature of the discussion and the involvement of multiple participants. *As a result, I would like to ask you to please respect the privacy and confidentiality of others within the group.*

The researcher would also like to ask that those participating in the group do not discuss any personally sensitive details or information relating to criminal or illegal activity. Any information of this nature or that relates to a risk of harm to others may have to be disclosed to law enforcement and other agencies.

The overall results of the study will be written up for my thesis, journal articles and used to identify research areas for future focus groups on this topic with young people (aged under 18). This will also inform future research with young people which examines their online behaviour and will contribute to Internet Safety.

Wherever possible, groups of friends are able to participate in a private group discussion. Groups of 4 or more are required for discussion. Those who wish to participate individually may be included in a group with other students from the University of Central Lancashire.

You may withdraw from the group discussion at any time, but it will not be possible to withdraw your contribution as specific individuals cannot be identified from the session recording data.

If you are comfortable with the information provided above and would like to participate in the study, please reply to the researcher stating your interest. Please indicate whether you would prefer to participate with an existing group of friends or individually, and if there are any upcoming dates on which you would not be available to participate. You may also decline your interest in participation by responding to the researcher by email. If the researcher does not receive a response, this will also be regarded as a wish to not continue involvement with the study.

Please feel free to direct any further questions that you may have about the study and participation to the researcher using the contact details below.

Thank you.

Natalie Yates
School of Psychology,
University of Central Lancashire,
Preston, Lancashire
PR1 2HE
01772 893420
NAyates@uclan.ac.uk

Dr Jo Bryce
School of Psychology,
University of Central Lancashire,
Preston, Lancashire
PR1 2HE
01772 893437
JBryce@uclan.ac.uk

1c: Study 1 - Participant Consent Sheet

Participant Consent Sheet

If you are happy to take part in the research outlined above please complete and sign the checklist below.

I agree to take part in the study. I have read the participant information sheet and I understand what the study involves, and that all my questions have been answered to my satisfaction.

I understand that I am free to withdraw from the group session at any time and am able to do this for any reason without prejudice.

I am aware that if I do withdraw from the group it will not be possible to withdraw information already discussed.

I have read the participant information sheet and all issues surrounding confidentiality and security of data have been made clear to verbally by the researcher.

I also understand the importance of respecting the confidentiality and anonymity of others and any discussions held within the group.

Data Protection: I agree to the University processing the personal data that I have supplied. I agree to the processing of such data for any purpose connected to the research project as outlined to me.

Name (print).....Signed.....Date.....

1d: Study 1 - Focus Group Agenda

Initial Ice Breaker Question

1. What type of things do you do online? (e.g., websites visited, frequent activities).
2. What are the positives of being online?
3. What are the negatives?

Relationship Formation

1. Who do you talk to online and why?
2. Have you ever interacted with someone you met online but didn't know offline?
3. How easy do you think it is for people your age group to meet a friend/partner online?
4. How would these relationships develop? (e.g., meeting, becoming closer).
5. Do you think relationships form differently online than those offline? How and why?
6. What do you think are the positives and negatives of relationships that have been formed online?
7. Do you know anyone that has had a relationship with someone they met online?

Cybersexual Interactions

1. What kind of information and interactions do people share with others that they meet online? (Examples below are prompts to facilitate discussion).
 - a. General information about themselves, interests and activities.
 - b. Photographs of themselves.
 - c. Photographs or videos that could be classified as explicit (e.g., nude, partially nude, topless etc.)
 - d. Use of sexually explicit language.
 - e. Talking via a webcam or video feed.
2. Are these actions seen as more acceptable online than offline?
3. Do people say/share things with people online that they wouldn't in everyday offline situations?

Relationship Breakdown

1. What problems might occur in online relationships?
2. Do you know anyone who has problems as a result of an online relationship (e.g., bullying, harassment)?
3. What might stop people from wanting to have a relationship with someone they met online?
4. Would you consider meeting someone in person that you had met online?
5. Do you know anyone who has interacted with someone online that asked them to do or say something that they didn't want to do or made them feel uncomfortable?

Approaches by Adults Online

1. When you were younger (below the age of 16), did you know anyone who was in contact with someone online who they knew was older than them?
2. Were they asked to send personal details or pictures to them?
3. Were they asked to meet them?
4. Did they ever receive gifts or money (or promises of) from them?

Experiences and Relationships with Adults Online

1. Why do you think an adult would contact a young person online? Is this acceptable and if so under what circumstances?
2. Do you think that children/young people have different experiences online than you do yourself? If so why, and can you tell me how you think these experiences differ?
3. Do children and young people act differently online than adults? How, why?
4. Have your online activities and experience changed as you got older? How?

1e: Study 1 – Participant Debrief Sheet

Participant Debrief

Thank you for participating in the study. If your participation has raised any issues or concerns, there are a number of services that you can contact for advice and guidance. These sites are directed at young people, but do provide advice, guidance and for adults in relation to the research area.

Sources of help and information

Thinkuknow

www.thinkuknow.co.uk/

- Thinkuknow is a website which promotes Internet safety for children, run by the Child Exploitation and Online Protection (CEOP) Centre. It provides useful information regarding contacts and information for issues related to Internet safety for children, young people, carers and teachers.

Beatbullying

www.beatbullying.org/

- Beatbullying works across the UK to stop bullying. The organisation gives advice and guidance on bullying related issues on or offline and aims to help and empower young people to support each other.

Cybermentors

www.cybermentors.org.uk/

- CyberMentors is all about young people helping and supporting each other online. You can access cyber mentors for help if you are being bullied or are feeling a bit low. If you are troubled by any of the issues raised or have online or offline concerns the site provides CyberMentors that are available for support.

You should contact your service provider if you are being harassed, bullied or have any other issues whilst online. Alternatively there are a number of places where you can report problems:

Inappropriate contact by an adult

www.ceop.police.uk/peop-report/

Cyberbullying

www.cybermentors.org.uk/

Inappropriate Content

www.iwf.org.uk/report

If you feel you would like to speak to someone immediately the below numbers are available 24 hours a day for advice:

Childline: 0800 1111

NSPCC Helpline: 0808 800 5000

1f: Study 1 - Example coding – Thematic Analysis

STUDY 1 – FOCUS GROUP 2 - CODED

		sends them to me all of the time, I like open it up and there's a poo, it's awful,	Exposure/sharing for entertainment.	
Easy and quick image sharing	P 1:	That's it so they are just going to have reams of poo (Laughing)	Sharing images	Sharing Accessibility
	P 4:	So they split it.		
Easy and quick image sharing. Entertainment Exposure to unwanted content	P 1:	He sent a picture of his balls to [name] once so his balls will be on there as well. (Laughing)	Exposing others to images	Exposure
	P 3:	So you send a photo thinking it's just your girlfriend or your boyfriend that's going to see it but it's not it is?	Images shared online are stored. Understanding re privacy breaches and the potential for others to see images despite common beliefs Once sent can't be taken back.	Sharing Privacy
Lack of privacy and data protection	P 1:	Yeah that's it. Sorry mate.	continued image sharing/privacy breaches	Privacy Loss of control
Lack of privacy and data protection	P 4:	But then there is a lot of people that do it, and don't think of anything of it.	Disregard for consequences of uploading images online. Risk taking as normal for 'a lot'	Risk
Image sharing Exposing others to unwanted content	P 2:	I've had to delete my brother from snap chat. I have because I was getting the	Self-created nude/semi-nude images being shared to wide audiences willingly regardless of	Sharing Exposure

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STUDY 1 – FOCUS GROUP 3 - CODED

	R:	Do you know anyone who has interacted with someone online that asked them to do or say something that they didn't want to do or that made them feel uncomfortable?		
Relationship formation Gifts	P 2:	We kinda know someone who met someone online and he gave her things, and I think afterwards he got a bit needy, so she kinda stopped it.	Unknown others able to communicate and try to form relationships online. Providing gifts to children	Accessibility Relationships Adult-child interactions Approaching children
	R:	Right.		
	P 1:	She was 15.		
	P 4:	Who was that?		
	P 2:	[name].		
Gifts	P 1:	Oh yeah. He bought her a Blackberry.	Purchasing gifts for someone under the age of 16	Grooming Adult child interactions
	P 2:	When she was 15 she had Facebook and someone messaged her saying erm ... She'd just got Facebook; he messaged her saying ...		
	R:	Is this a stranger?		

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2a: Study 2 - Recruitment Advertisement and Information Sheet

Online Relationships & Interactions Study

Young Person Information Sheet



My name is Natalie and I am a manager for Cambian and I work in Warrington. I also complete research at the University of Central Lancashire and am looking for young people between the age of 11 and 17 to help me.

The study I need your help with involves you looking at some interview questions and a questionnaire that I am going to give to other young people. I would then ask you to give me your views and opinions on it. The questions in the interview and questionnaire are about the internet and what young people do online. Including information about who young people talk to what online relationships are like. I just want to know what you think about these and whether I can improve my questions or whether there is anything you think I have missed out or could make my study better. I will need to record this interview so I can write it up later but your identity will be kept private at all times. The interview should take about 30 minutes, unless you want to talk more or talk to me at the end. There are no 'right' or 'wrong' answers. I want to hear your ideas, experiences and views, whatever they may be.

In return for taking time out of your day, you will receive **£10.00** Amazon voucher to spend.

What will happen to the things I tell you?



With all the ideas and information from you and the other young people who take part, I will write a report and other documents. These may even get published.

Everything you say will be anonymous; meaning, I will change your name or any other names that you give me when I write about your ideas. Everything is confidential, except if you tell me about you or someone else being hurt. If this happens, I will have to tell your parent or guardian. In some cases, if I think what you tell me about something really serious I may even need to inform the police but I will discuss what sort of things I would need to share before we

start. I will always talk to you before I do this.

Do I have to take part?

No. You do not have to take part in this research. It is up to you to decide if you want to take part or not. Before you decide, you may want to talk it through with your keyworker or other people that you trust. Whatever you decide is OK.

What if I change my mind?

Even if you say 'yes', you can stop at any time. You can choose which questions to answer and you can stop without telling me why either before or throughout the interview. Once I have left you and the interview is over, I will add your ideas to those of other young people and from then on I won't know which ideas are yours. Because of this, from that point, you can't change your mind.

How can I take part?

If you would like to take part in the research please tell your keyworker and I will arrange a time to come and see you and give you some more details. I will also need confirmation from those with parental responsibility, so after our meeting I will show you the information I will need to send to them.

Who will the research help?

We hope you will enjoy helping us. The research will collect ideas and information to help young people and children to be safe online. Thank you for taking the time to read this information. If you would like any further information about the study please feel free to contact me on NAyates@uclan.ac.uk or a responsible adult is able to contact me on your behalf.

2b: Study 2 - Information Sheet Parents and Carers

Online Relationships and Interactions Study



Parents and Carers Information Sheet

My name is Natalie Yates and I am PhD research student studying at the University of Central Lancashire completing research on online activities and relationships. I am looking for children and young people between the ages of 11 - 17 to take part.

The research involves your child being asked some questions about the internet, what they do online and what other young people do online. This will include information about who they talk to and what their online relationships are like. I will need to voice record this interview so I can write it up later, but your child's identity will be kept private at all times. The interview should take approximately 30 minutes. Following the interview, I will need to complete a questionnaire with your child around 4 weeks later. This is also about the internet and what they and other young people do online. There are no 'right' or 'wrong' answers. I want to hear about your child's ideas and experiences.

In return for participating fully in the study your child will receive a **£10.00** Amazon voucher.

What if your child changes their mind?

Even if your child agrees to take part they can stop at any time, without judgement. They can choose which questions to answer and they can stop without telling me why. The only time they are not able to withdraw is when I have left them and the interview and questionnaire are complete. This is because all their information will be anonymised I will be unable to withdraw the information specific to your child. They will be made aware of this before the research takes place.

What will happen to the things they tell me?

The ideas and information your child and other young people provide me with will be used within my PhD research report. The research report aims to improve professional practice and contribute to knowledge of young people's online relationships, communication and potential vulnerability online.

Everything your child says will be anonymous. I will omit any names or identifiable information from the report. Everything is confidential, unless your child discloses safeguarding information (i.e. information about them or someone else being hurt or if I feel your child or someone else is in danger for example). Your child will be made aware of this before and throughout the research process. This may mean I need to inform you as the person with parental responsibility or in the event more serious information is disclosed the police. If this does happen, I will keep your child fully informed.

Who will the research help?

We hope that your child will enjoy helping us. The research will collect ideas and information to help young people and children to be safe online as well as supplementing existing research in the area. Your child has expressed an interest in taking part in this study and I hope that you will provide consent for them to take part by signing the consent sheet provided. However, if you chose not to provide consent this is also ok. I will need to inform your child that she is not able to progress further with the research and where possible, would like your ideas on how best to do this.

2c: Study 2 – Recruitment Conduct Protocol

Recruitment and Conduct Protocol Study 2

Step	Action
1	Recruitment advertisement is distributed to home managers to identify young people potentially appropriate for participation in the study.
2	Home managers feedback to researcher about young people who they identify as appropriate and who may be interested in taking part.
3	Researcher approaches responsible clinician to ensure suitability and agreement for identified child to take part in such research.
4	Researcher provides information sheet to children via keyworker and is available for further questions.
5	Researcher receives verbal confirmation of interest which she then confirms with the home manager/young person's key worker when they have had time to evaluate and decline without influence from the researcher.
6	Researcher approaches parent / social worker and provides relevant information sheet about the study and consent form as well as researchers details for further information.
7	Providing consent is obtained, researcher arranges date for semi-structured interview to be held in young person's home or university, whichever is preferred.
8	Participant information as detailed in the information sheet reiterated verbally to participants prior to participation. Researcher checks participant understanding. Participant is given a further option to withdraw and provided with the debrief information sheet for their reference, and in case of early withdrawal from the study.
9	Informed consent gained via the participant consent sheet.
10	Semi-structured interview held with breaks provided and further options to withdraw throughout.
11	Participants verbally debriefed.
12	Participants pointed to debrief information sheet again. Opportunity for participants to discuss any issues raised individually with the researcher. Final opportunity given for participants to withdraw from the study.
13	Interview complete.
14	Debrief sheet provided to keyworkers for reference and to support child following interview if required.

2d: Study 2 – Children’s Consent Form

Online Relationships and Interactions Study

CONSENT FORM – Action Research Groups

Please tick each of the following statements to which you agree:

I have read the information leaflet and I have had the chance to ask questions.

I understand that taking part is my choice. I understand that I can stop at any time before or during the interview and I don't have to say why.

I understand that once I have completed the interview and the researcher has left, I am no longer able to withdraw from the study due to my interview being anonymised; meaning that the researcher will not be able to identify which interview is mine.

I agree that what I say can be used as part of a report, together with the feedback from other young people.

I agree that this can be published and understand no-one will be told my name or my personal details or those of anyone else I discuss.

I agree to take part in this study

As part of agreeing to take part in the study I consent to this interview being voice recorded by the researcher so that it can be written up at a later date.

	Print Name	Date	Signature
Young Person			
Researcher			

2e: Study 2 - Consent Form Parents and Carers

Online Relationships and Interactions Study

CONSENT FORM – Action Research Groups

Please tick each of the following statements to which you agree:

I have read the information leaflet and I have had the chance to ask questions.

I understand that taking part is my choice. I understand that I can stop at any time before or during the interview and I don't have to say why.

I understand that once I have completed the interview and the researcher has left, I am no longer able to withdraw from the study due to my interview being anonymised; meaning that the researcher will not be able to identify which interview is mine.

I agree that what I say can be used as part of a report, together with the feedback from other young people.

I agree that this can be published and understand no-one will be told my name or my personal details or those of anyone else I discuss.

I agree to take part in this study

As part of agreeing to take part in the study I consent to this interview being voice recorded by the researcher so that it can be written up at a later date.

	Print Name	Date	Signature
Young Person			
Researcher			

2f: Study 2 - Semi-structured Interview Agenda

Action Research Questions/Prompts and Script

First of all I'm going to tell you a little bit about the research and I just want to get your ideas, views and opinions on the study. There are no right or wrong answers and I would like you to be honest as possible.

Researcher explains the study both the structured interview questions and questionnaire are explained.

1. What are your thoughts on the study in general?
2. Can you tell me anything that you like about the study?
3. Can you tell me anything you don't like?
4. What do you think other young people will think about the study?

Participant is asked to look over the interview questions.

5. Thinking about the interview questions in particular, do you think there is anything missing? Or anything the researcher should add? If so, can you tell me why?
6. Again, when looking at the interview questions is there anything you think shouldn't be in there or you think the researcher should take out? If so, can you tell me why?
7. What do you think about the wording in the interview questions?

Participant is asked to look over the questionnaire

8. Thinking about the questionnaire, do you think there is anything missing from this or any questions the researcher should add?
9. Again, when looking at the questionnaire is there anything you think shouldn't be in there or you think the researcher should take out? If so, can you tell me why?
10. What do you think about the wording in the questionnaire?
11. Do you think young people will want to participate? Can you tell me why/why not?
12. Do you think adults would learn anything by asking these questions? If so why/why not?
13. Is there anything that you could discuss with me that could help me to make this study better for young people or the adults who are trying to learn

2g: Study 2 - Children's Debrief Materials

Young People's

Debrief Information



***Please keep this sheet and take it away with you for information – even if you decided not to fully complete your interview.**

Thank you for taking part in this part of the study. Please remember your answers are confidential and your interview will be made anonymous when being typed up. Only the researcher and supervisors will see the write up of your interview. Your answers are very important in helping us to find out about the interactions and relationships that young people have online. This will enable other young people, adults and organisations to encourage young people to use the Internet safely and responsibly, and to develop their educational materials about safe internet use.

Who can I talk to if taking part makes me feel upset or makes me think that there might be a problem with something that happened to me online?

If you are worried or upset because of anything asked in the questionnaire, or if you are having problems online, you should speak to a friend, carer, parent or someone else you trust about it (e.g., teacher or keyworker). They will be able to give you advice about the best thing to do.

You can find out more about online safety at:

Thinkuknow: www.thinkuknow.co.uk
Childnet International: www.childnet-int.org
Beatbullying: www.beatbullying.org

Other places where you can get help and advice:

Childline: www.childline.org.uk or Tel: 0800 1111

Places where you can report problems:

Inappropriate contact from adults: www.ceop.police.uk/ceop-report

If you have any questions about the study, you can email Natalie at natalie.yates@cambiagroup.com or Natalie's supervisor, Dr Joanne Bryce at University of Central Lancashire, School of Psychology, Preston, PR1 2HE (Tel: 01772 893437; Email: JBryce@uclan.ac.uk).

If you wish to raise a concern about the content or conduct of the study, or the individuals involved that would be inappropriate to raise with the researchers, you should contact the University Officer for Ethics at OfficerForEthics@uclan.ac.uk. You will need to include the study name or a description so that it can be identified, as well as the name of the researcher or supervisor, and details of your complaint or concerns.

THANK YOU AGAIN FOR TAKING PART!

2h: Study 2 - Reflexive Thematic Analysis Process

Table 1: Step by Step Process of reflexive thematic analysis of the data

Step	Example
Familiarising self with data	I completed the interview transcription for all individual interviews. In doing so I repeatedly listened to the audio, read and re-read the transcripts several times to ensure familiarisation.
Initial Coding	Initial codes were formed by labelling all data with basic, initial codes e.g., wording, format, understanding. Abstract coding was also completed to ascertain more detailed understanding and meaning within the data e.g., 'children understand what is being asked', 'confusion caused by technical language'.
Review of Codes	Codes reviewed to check meaning and interpretation against abstract coding. Codes not relevant to the research question disregarded i.e., 'time spent online' and 'location concerns.'
Codes grouped into themes	Codes with multiple meanings organised and highlighted. Preliminary themes generated e.g., 'Questionnaire structure and style' and 'Research engagement'.
Review of themes	Final five themes and two subthemes generated and reflected as within Table 4 below.

2i: Study 2 - Transcript and Coding Examples

STUDY 2 – INTERVIEW 3 - CODED

Questions make sense to children	R: And do you talk to any of the people below through your mobile phone or the Internet? So, I don't know whether this might be a bit confusing. P: Yeah, that would for me totally, because I went from answering one – R: To a different ... Yeah. P: But I'd do all these, down there, and then put the options, so you can just tick what you talk to people on.	Children understand the questions within the questionnaire	Suitable materials/ clarity and understanding
Layout and headings are confusing due to differences in sections	R: Okay. So, basically, section 4, question 9, the headings are confusing because it's totally different to how it was just before? P: Uhuh. R: Okay.	Some confusion around headings due to materials and layout	Layout and formatting
Clarifying directions on how to complete questionnaire	P: Or you should clarify it, and put in brackets (tick your answers).	Suggested additions on how to make questionnaire clearer	Clarification
Applications that children use	R: And, like before, take off the MSM, BBM instant messaging service – P: And WhatsApp.	Suggested amendments to applications included	Amendments

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STUDY 2 – INTERVIEW 3 - CODED

Children may tell researcher about images received from strangers but possibly not from those received from partners	P: Oh, not from friends. That's weird. R: <i>Received sexual messages or pictures or videos from boyfriend or girlfriend?</i> P: I don't know if they'd tell you that. From like a randomer they'd probably tell you, but I don't know if they'd tell you if it's like a boyfriend or girlfriend, especially if they're with them at the time, because if I was with somebody now and they sent me a nude, I would not tell you. I'm not, but if I <u>was</u> I wouldn't tell you. Do you know what I mean?	messages or pictures from others Children may not be forthcoming with all information particularly if this relates to <u>those</u> they have close relationships with and involves sensitive issues.	Disclosure Engagement
Suggested amendments to support disclosure	R: (Laughs) Yeah. <u>So</u> do you think I should put like, 'received them from a stranger' as well?	Making some amendments to wording/sentences may support disclosure	Language/wording
Children may tell researcher about images received from strangers but possibly not from those received from partners	P: Yeah. Because say I was like with [name] - I'm obviously not - and [name] sent me a picture, I wouldn't come up to you and be like, "Oh, look at this picture I've got from my boyfriend". I just wouldn't ... R: Hm, yeah. <i>Sent sexual messages, pictures or videos to friends. Do you think I should put 'to others', just have one question that's to others?</i> P: Yeah.	Children may not be forthcoming with all information particularly if this relates to <u>those</u> they have close relationships with and involves sensitive issues.	Disclosure Engagement

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3a: Study 3 - Recruitment Advertisement, Participant Information sheet and Debrief

Information (highlighted with amendments made due to Covid-19)



Online Relationships & Interactions Study

Young Person's Information Sheet

My name is Natalie and I am a manager for a residential child care company working in Preston & Warrington. I am also doing some research at the University of Central Lancashire and I am looking for young people (**females only**) between the age of 11 and 17 to help me.

The study I need your help with involves answering some questions in an interview. These questions are about the internet and what young people do online. This includes information about who you talk to and what your online relationships are like. I will need to record this interview so I can write it up later, but your identity will be kept private at all times. Because of coronavirus (COVID-19) and the current restrictions in place, I will need to complete this interview via Microsoft Teams or Zoom so you will need to be able to access these. I can help you with this if you need some support. You may also wish to have a space in your home where we can talk about these things privately. The interview should take about 30 minutes, unless you want to talk more or talk to me at the end. There are no 'right' or 'wrong' answers. I just want to hear your ideas, experiences and views, whatever they may be. After our interview, I will also need you to complete a questionnaire about 4 weeks later. This questionnaire is also about what you and other young people do online, including questions about how much time you spend online, what sites you use and your interactions with others. By completing this 4 weeks later it also enables me to get a more accurate reflection of what you do online, rather than just on one particular day. It also helps me to gather more detail about more specific topics which we may not have discussed in our interview.

In return for taking time out of your day for the interview and completing the questionnaire, you will receive a £10.00 voucher.

Because of COVID-19 I recognise that discussing things you do online may be a bit more difficult than normal. Because of this I would really like you to keep your camera on so I can see that you are ok throughout our interview. This gives me chance to offer you breaks if you get a bit bored or fed up or stop the interview if you get upset by anything or are finding things difficult. However, if you don't want to be on the camera, I understand and that is fine too. I will also let your parent or guardian know the day we are completing the interview. This is just so they can check up on you afterwards.

Who can take part?

Any young person who is female, uses the Internet regularly, and is aged 11-17 can complete the questionnaire. If you are aged 11-15 your parents/guardian or social worker will also need to have provided consent for you to take part. If you are aged 16 or over, you do not need parental consent, but we will need to inform your parent, guardian or social worker that you are taking part in the study.

Do I have to take part?

No. You do not have to take part in this research. It is up to you to decide if you want to take part or not. Before you decide, you may want to talk it through with your keyworker or other people that you trust. Whatever you decide is OK. You can take part in the interview and decide not to take part in the questionnaire, but this does mean that you won't have completed the study so you won't be able to claim the Love to Shop voucher.

What if I change my mind?

Even if you say 'yes', you can stop at any time in either the interview or when completing the questionnaire. You can choose which questions to answer and you can stop without telling me why before or throughout the interview or in the middle of completing the questionnaire. Once I have left you and the interview is over or you have fully completed your questionnaire and handed it in, I will add your ideas to those of other young people and from then on I won't know which ideas are yours. Because of this, from that point, you won't be able to change your mind.

How can I take part?

If you would like to take part in the research, please tell either me, your parent, or your keyworker and I will arrange a time to come and see you and give you some more details. I will also need the agreement of someone with parental responsibility for you to take part, so after our meeting I will show you the information I will need to send to them.

Who can I talk to if taking part makes me feel upset or makes me think that there might be a problem with something online?

If you are worried or upset because of anything asked in the interview or questionnaire, or if you are having problems online, you should speak to a friend, carer, parent or someone else you trust about it (e.g., teacher or keyworker). They will be able to give you advice about the best thing to do. You will also be given information about places where you can find out more about staying safe online and who to speak to if you are worried or having any problems after taking part. If you wish to, you are also able to discuss any concerns with me at any point before, during or after the study.

What will happen to the things I tell you?

With all the ideas and information from you and the other young people who take part, I will write a report and other documents. These may even get published. I will need to record the interview but will only save the audio (the recording of what we both say and not a recording where you can be seen). This is so it can be written up afterwards. If you wish to know more about how I will store your personal data you can read the full privacy

notice at: https://www.uclan.ac.uk/data_protection/privacy-notice-research-participants.php. The researcher has also provided a hard copy of this privacy statement with this information sheet.

Everything you say will be anonymous. This means that I will change your name or any other names that you give me when I write about your ideas. Everything is confidential, except if you tell me about you or someone else being hurt. If this happens, I will have to tell your parent or guardian. In some cases, if I think what you tell me about something really serious I may even need to inform the police, but I will discuss what sort of things I would need to share before we start. I will always talk to you before I do this.

Who will the research help?

I hope you will enjoy helping me to complete such an important piece of research. The research will collect ideas and information to help young people and children to be safe online and also help to inform adults and professionals about how we can help young people stay free from harm and how we can support them with difficult online situations.

What should I do if I have any questions?

If you would like any further information about the study please feel free to contact me on NAYates@uclan.ac.uk, or a responsible adult is able to contact me on your behalf.

Where can I find out more about being safe online?

I hope that you are not upset by anything we discuss or anything you may read as part of participating in this project. However, if you are or you want to talk about anything that is affecting you there are lots of services that can support you.

You can find out more about online safety at:

Thinkuknow:	www.thinkuknow.co.uk
Childnet International:	www.childnet-int.org
Beatbullying:	www.beatbullying.org

If you are unsure who to take to about issues you may be facing online or at home. Childline can help you and find you the correct support.

Childline: www.childline.org.uk or Tel: 0800 1111

You can report someone or something you see online to CEOP. They can help you if an adult contacts you and for things like; someone asking you to do something you don't want to do or someone sending you inappropriate pictures or videos. CEOP can also help if you see something online you think is illegal.

Website: www.ceop.police.uk/ceop-report

If you are struggling with your thoughts and feelings there are also places where you can get support for your mental health

Young Minds

www.youngminds.org.uk

Support for young people

0808 808 4994 or Text: YM to 85258 (Free)

Or you can visit www.nhs.co.uk and search for 'mental health helpline'. This service will ask you about your age and location and put you in contact with the right service to help you. The number for the urgent mental health helpline in Lancashire is **0800 953 0110**.

If you have any concerns about the study and would like to talk to someone who isn't part of the research team about them, please contact the University of Central Lancashire Officer for Ethics (Email: OfficerForEthics@uclan.ac.uk). You will need to include the name of the study or a description so that it can be identified, as well as the name of the researcher. You will also need to include details of your complaint or concerns.

3b: Study 3 - Parents and Carers information Sheet and Debrief Materials



Online Relationships and Interactions Study

Parents and Carers Information Sheet

My name is Natalie Yates and I am a PhD student studying at the University of Central Lancashire, Preston. I hold a full DBS certificate and am also a senior registered manager for Cygnet Health Care. As part of my research, I am conducting a study about the online activities and relationships of young females between the ages of 11-17. I have been informed by your child/your child's keyworker that your child is interested in taking part in my study. As a result, I am writing to provide you with further details about the study and seek your consent for their participation.

What will my child be asked to do?

The research involves your child taking part in an interview and completing a questionnaire which will ask about their online behaviour and experiences. This will include information about who they talk to and what their online relationships are like. Due to COVID-19 these interviews are currently taking place online through Microsoft Teams. Because of COVID-19 I recognise that some young people may be having more difficulties than normal and spending more time online. For that reason, I will ask your child if I can interview them face to face whilst online. This is so that I can check that they are not upset and monitor their well-being throughout the interview. This will give me a better opportunity to offer them breaks or to ask them if they wish me to stop the interview should they become upset. I will need to record the interview but will only keep the audio information. This is so I can write it up at a later time and add your child's views to those of others who have taken part. Your child's identity will be kept private at all times and any information they provide me with will be anonymised. The interview should take approximately 30 minutes and will be conducted in your child's home, in a space where your child can chat to me confidentially. Of course, if your child wishes for you to be present, this is also fine. Following the interview, I will then need to complete a questionnaire with your child around 4 weeks later. This also examines their online behaviours and experiences but will go into a little more detail about the frequency of use, the sites they access online and approaches and interactions with others whilst online. This can be completed by the child in their own home and again, should take around 30 minutes to complete. By completing this 4 weeks later it also enables me to get a more accurate reflection of what your child does online, rather than just at one particular point in time. It also helps me to gather more detail about more specific topics which we may not have discussed in our interview.

There are no 'right' or 'wrong' answers to the questions asked in the interview or the questionnaire. I am interested in hearing about your child's ideas and experiences. Your child's answers are very important in helping us to find out about the interactions and relationships that young people have online. This will enable adults and organisations to develop educational materials and encourage young people to use the Internet safely and responsibly.

In return for participating fully in both parts of the study (interview and questionnaire), your child will receive a **£10.00** voucher.

What sort of questions will be asked?

Given the nature of the research, the interview and questionnaire include questions about negative online experiences (e.g., bullying, sexual approaches by adults). If you feel that this is inappropriate or could potentially cause distress to your child, then you should not give consent for them to take part in the study. The briefing information given to your child before they complete the interview and questionnaire will also include information about this issue, and make it clear that they should not take part if they think this might be a problem. They will also be told that providing information about these issues is optional.

Your child will also be advised that if participation in the interview or completing the questionnaire causes any distress or raises any concerns about their online behaviour and experiences, they should speak to a parent, friend, teacher or other trusted person for advice. This advice will also be included in the information provided after they have completed both the interview and the questionnaire. Details of further sources of help and information are also provided, including places where they can report any experiences which they feel have been inappropriate or upsetting (e.g., Childline, CEOP).

What if my child changes their mind?

Even if your child agrees to take part they can stop at any time, without judgement. They can choose which questions to answer and they can stop without telling me why. The only time they are not able to withdraw is after I have left them when the interview and questionnaire are complete. This is because all their information will be anonymised, so I will be unable to withdraw the information specific to your child. They will be made aware of this before the research takes place.

What will happen to the things they tell me?

The ideas and information your child and other young people provide me with will be used in my PhD research report. It aims to improve professional practice and contribute to knowledge of young people's online relationships, communication and potential vulnerability online. Everything your child says will be anonymous. I will omit any names or identifiable information from the report. Everything is confidential, unless your child discloses safeguarding information (i.e., information about them or someone else being hurt, or if I feel your child or someone else is in danger). Your child will be made aware of this before and throughout the research process. This may mean I need to inform you as the person with parental responsibility, or in the event of more serious information being disclosed, the police. If this does happen, I will keep your child and you fully informed. If you wish to know more about how I will store your child's personal data you can read the full privacy notice at: https://www.uclan.ac.uk/data_protection/privacy-notice-research-participants.php. The researcher has also provided a hard copy of this privacy statement with this information sheet.

Who will the research help?

I hope that your child will enjoy helping me. The research will collect ideas and information to help young people and children to be safe online, as well as supplementing existing research in the area. Your child has expressed

an interest in taking part in this study and I hope that you will agree for them to take part by signing the consent sheet provided. However, if you chose not to provide consent, this is also ok. I will need to inform your child that she is not able to progress further with the research and where possible, would like your ideas on how best to do this.

Thank you for taking the time to read this information. If you would like any further information about the study, please feel free to contact me on NAyates@uclan.ac.uk or my supervisor, Dr Joanne Bryce at University of Central Lancashire, School of Psychology, Darwin Building, Preston, PR1 2HE (Tel: 01772 893437; Email: JBryce@uclan.ac.uk).

Sources of Help & Information

If you would like to find out more about online risks and how to keep your children safe on the internet, please visit the links below:

Thinkuknow:	www.thinkuknow.co.uk
Childnet International:	www.childnet-int.org
Beatbullying:	www.beatbullying.org

Other places where you can get help and advice:

Childline: www.childline.org.uk or Tel: 0800 1111

Places where you can report problems:

Inappropriate contact from adults: www.ceop.police.uk/ceop-report

Mental Health Support

Young Minds	www.youngminds.org.uk
Parents Helpline	0808 802 5544
Support for young people (Free)	0808 808 4994 or Text: YM to 85258

Or you can visit www.nhs.co.uk and search for 'mental health helpline'. This service will ask you about your age and location and put you in contact with the right service to help you. The number for the urgent mental health helpline in Lancashire is **0800 953 0110**.

Who can I speak to if I have any concerns about this research study?

If you wish to raise a concern about the content or conduct of the study, or the individuals involved that would be inappropriate to raise with the researchers, you should contact the University Officer for Ethics at OfficerForEthics@uclan.ac.uk. You will need to include the study name or a description so that it can be identified, as well as the name of the researcher or supervisor, and details of your complaint or concerns.

3c: Study 3 - Recruitment and Conduct Protocol

Phase 1 - Semi Structured Interview (children looked-after)

Step	Action
1	Recruitment advertisement is distributed to home managers to identify young people potentially appropriate for participation in the study.
2	Home managers feedback to researcher about young people who they identify as appropriate and who may be interested in taking part.
3	Researcher approaches responsible clinician to ensure suitability and agreement for identified child to take part in such research.
4	Researcher provides information sheet to children via keyworker and is available for further questions.
5	Researcher receives verbal confirmation of interest which she then confirms with the home manager/young person's key worker when they have had time to evaluate and decline without influence from the researcher.
6	Researcher approaches parent / social worker and provides relevant information sheet about the study and consent form as well as researchers details for further information.
7	Providing consent is obtained, researcher arranges date for semi-structured interview to be held in young person's home or university, whichever is preferred.
8	Participant information as detailed in the information sheet reiterated verbally to participants prior to participation. Researcher checks participant understanding. Participant is given a further option to withdraw and provided with the debrief information sheet for their reference, and in case of early withdrawal from the study.
9	Informed consent gained via the participant consent sheet.
10	Semi-structured interview held with breaks provided and further options to withdraw throughout.
11	Participants verbally debriefed.
12	Participants pointed to debrief information sheet again. Opportunity for participants to discuss any issues raised individually with the researcher. Final opportunity given for participants to withdraw from the study.
13	Interview complete.
14	Debrief sheet provided to keyworkers for reference and to support child following interview if required.

Phase 1 – Semi Structured Interview (Non looked-after children)

Step	Action
1	Recruitment advertisement is distributed at the University aimed at Parents/guardians and through social media.
2	Potential young people who may be interested are identified by adults and researcher is contacted by appropriate adult or young person to express interest.
3	Researcher provides information sheet to young people and is available for further questions.
4	Researcher receives verbal/email/written confirmation of interest.
5	Researcher approaches parent/guardian and provides relevant information about the study and consent form.
6	Researcher arranges date for semi structured interview to be held at the participant's home or preferred appropriate location.
7	Participant information as detailed in the information sheet reiterated verbally to participants. Researcher checks participant understanding. Participant is given a further option to withdraw and provided with the debrief information sheet for their reference, and in case of early withdrawal from the study.
8	Informed consent gained via the participant consent sheet.
9	Semi structured interview held with breaks provided and further options to withdraw throughout.
10	Participant verbally debriefed.
11	Participants pointed to debrief information sheet again. Opportunity for participants to discuss any issues raised individually with the researcher. Final opportunity given for participants to withdraw from the study.
12	Interview complete.

Phase 2 – Young Persons Internet Use Questionnaire (relevant for both children looked-after and children not-looked after)

Stage	Action
1	Confirm interest with young person again following Stage 2.
2	Researcher receives verbal confirmation of continued interest which she then confirms with home manager/young person's key worker when they have had time to evaluate and decline without influence from the researcher.
3	Researcher arranges date for quantitative information to be gathered in young person's home/preferred location.
4	Participant information as detailed in the information sheet reiterated verbally to participants. Researcher checks participant understanding. Participant is given a further option to withdraw and again provided with the participant debrief sheet for their reference and in case of early withdrawal.
5	Informed consent gained via the participant consent sheet.
6	Quantitative questionnaire completed in the home with breaks provided and further options to withdraw throughout.
7	Participants verbally debriefed.
8	Participants pointed to debrief information sheet again. Opportunity for participants to discuss any issues raised individually with the researcher. Final opportunity given for participants to withdraw from the study.
9	Session complete.

*The researcher aimed to complete phase 4 within 4 – 6 weeks of completion of the questionnaire. This timescale largely depends upon how quickly keyworkers/trusted adults respond to the information gathering request. Young people will be informed that once this form is received, the researcher stores this information anonymously and therefore, young people are no longer able to withdraw. Due to undefined timescales for the data to be provided, the researcher will provide young people with a further 48 hours after gaining consent from them to withdraw from this part of the study. Young people will still receive their incentive even if they do not wish to participate in this part of the research. Keyworkers/trusted adult (nominated by young person) will be provided with the

debrief information prior to completion of the questionnaire. Participants will also be offered the opportunity to discuss any issues raised individually with the researcher in person if they wish.

3d: Study 3 - Consent Form – Semi Structured Interview (child)

Online Relationships and Interactions Study
CONSENT FORM – Semi Structured Interview

Please tick each of the following statements with which you agree:

I have read the information leaflet and I have had the chance to ask questions.

I understand that taking part is my choice. I understand that I can stop at any time before the interview or during the interview and I don't have to say why.

I agree that what I say can be used as part of a report, together with the feedback from other young people.

I agree that this can be published and understand no-one will be told my name in this report.

I understand that once I have completed the interview the researcher will not be able to identify that this is my interview as she will anonymise it to protect my identity. This means that from this point, I will not be able to withdraw from this part of the study.

I understand that the research will not include any other information that may identify me, my friends, my family or anyone else I discuss.

I agree to take part in this study

I agree to this research being voice recorded so that it can be written up at a later date.

	Print Name	Date	Signature
Young Person			
Researcher			

3e: Study 3 - Consent Form – Questionnaire (child)

Online Relationships and Interactions Study
YOUNG PERSON CONSENT FORM – Questionnaire

Please tick each of the following statements if you agree with them:

I have read the information leaflet and I have had the chance to ask questions.

I understand that taking part is my choice. I understand that I can stop at any time before starting the questionnaire or whilst I am completing it, and I don't have to say why.

I understand that I will not be asked for my name when completing the questionnaire. I understand that this means that once the researcher has left, she will not be able to identify my questionnaire which means I will not be able to withdraw from this part of the study from this point.

I agree that this can be published and understand no-one will be told my name in this report or be able to identify me by the information I have given.

I understand that the research will not include any other information that may identify me, my friends, my family or anyone else I discuss.

I agree to take part in this study

	Print Name	Date	Signature
Young Person			
Researcher			

3f: Study 3 - Consent Form (Parents and Carers)

Online Relationships and Interactions Study
CONSENT FORM – Parents & Carers

Please tick each of the following statements with which you agree:

I have read the information leaflet supplied and I have had the chance to ask questions.

I agree that the information obtained from my myself/ my child can be used as part of a report, together with the information from other young people and that this information will not identify me/them.

I agree that this can be published and understand no-one will be told my name/my child's name in this report or be able to identify me/my child or any other party by the information provided (unless under safeguarding grounds as outlined in the information sheet).

I understand that as part of this research my child will be voice recorded. I understand that this recording will only be heard by the researcher/researchers supervisor (if necessary) and the purpose of this is so that the information can be written up at a later date.

I agree for the child/young person I am responsible for to take part in this study.

Print Name	Role (i.e parent, guardian, social worker)	Date	Signature

3g: Study 3 - Semi Structures Interview Agenda

Researcher script/prompt prior to interview start

From the beginning to the end of the interview you have the right to withdraw at any time. You also do not have to answer every question. If there are any questions you do not wish answer then you can tell me at any point and we will move on to the next as long as you are comfortable to do so. It is ok if there are any questions you do not wish to answer and I will not ask you to give me a reason for this. If you need a break at any point throughout this is also fine and you can have as many breaks as you wish. None of your personal information will kept after I have completed my study and no one will know your name or be able to identify you from the information I document.

The answers you give me in your interview are completely confidential and only you and I will know what answers you have given. There are a few exceptions to this rule. If you tell me something that worries me. For example, a situation where I think you are at risk of harm or are currently being harmed or that someone else is at immediate risk of harm – I have an obligation to pass this on to someone who can help but I would always discuss this with you first.

Do you have any questions?

Do you still wish to go ahead?

Semi-Structured Interview Agenda

Initial Ice Breaker Questions – Section A

1	What do you think are the good or positive things about going online?
2	What do you think are the bad or negative things about going online?
3	What type of things do you do online?

Safety – Section B

1	How private are your social networking accounts?
2	Do you think young people have a good understanding of how to keep themselves safe online and how to do this on different sites/social media?
3	How well do you think you keep yourself safe online? Can you tell me what you do to keep yourself safe?
4	Do you think you keep yourself more safe/private now than you did when you first started going online?

5	If something bad that happened to you online would you report it or tell someone? If so who would you tell or report it to?
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Online Contact/Interactions – Section C

1	What kind of information do young people share with others online?
2	Is there a difference in what young people share with someone they know in real life and someone who they only communicate with over the internet?
3	Do you think young people say and share things online that they wouldn't in everyday offline situations?
4	Do you think some things are seen as more acceptable online than they are offline? If so, why?

Relationship Formation – Section D

1	Who do you talk to online and why?
2	Do you speak to anyone online that you don't know in real life? If so could you tell me a bit more about those friendships or relationships?
3	Do you think it is easy for young people to meet friends, boyfriends or girlfriends online?
4	Do you know anyone that has had a relationship which is not just a friendship with someone they met online?
5	Can you talk me through how you get to know someone online and how you become friends or in a relationship?
6	Do you think relationships form or start differently online than those in real life and could you tell me how and why?
7	What do you think are the good things/positives about relationships that have been started online?
8	What do you think are the bad things/negatives about relationships that have started online?

Relationship Breakdown – Section E

1	Do you think young people tend to stay friends or stay in a relationship with those they have met online or not?
2	Do you know anyone who has had problems as a result of an online friendship/relationship (e.g., bullying, harassment)?
3	What type of things stop young people from wanting to have a friendship/relationship with someone they met online?
4	Would you consider meeting someone in person that you had met online?
5	Do you know anyone who has been speaking to someone online that asked them to do or say something that they didn't want to do or made them feel uncomfortable?

Approaches by Adults Online – Section F

1	What do you think about young people being approached/contacted by adults online that they don't know?
2	Do think that happens and if so how frequently/how often do you think that happens?
3	Do you know anyone who was in contact with someone online who they knew was an adult?
4	If yes <ul style="list-style-type: none">• <i>Do you know how that started?</i>• <i>Were they asked to send personal details or pictures to them?</i>• <i>Do you know if they ever met them or were asked to meet them?</i>• <i>Do you think they ever received gifts or money (or promises of) from them?</i>

Experiences and Relationships with Adults Online – Section G

1	Why do you think a stranger who is an adult would contact a young person online?
2	Do you think there are circumstances or some times where it's ok to do this?
3	Do you think that young people have different experiences online than adults? If so why?
4	Do you think young people act differently online than adults? How, why?
5	Do you think young people hide the things that they do online from adults?
6	If yes What sort of things do they hide and why?
7	As a young person, who do you see as an 'adult'? What age would be an adult to you?
8	Is there a certain age that would stop you talking to an adult you didn't know? If so could you give me an idea of what age you think this would be?

3h: Study 3 - Young person's Questionnaire

Young People's Questionnaire

Section 1: A Little Bit About You

1. **Age (Please State)**

2. **Thinking about a typical day, how often would you say you check your phone? (Please tick the answer which best describes you).**
 - a) I don't check it everyday
 - b) I check it a couple of times a day
 - c) I check it quite often, every couple of hours
 - d) I check it lots, every hour at least
 - e) I check my phone all the time, every 20 minutes at least

3. **Thinking about a typical day, how much time do you spend online? (Please tick the answer which best describes you).**
 - a) I'm never online
 - b) I only go online a little bit, probably somewhere between 20 mins and 2 hours a day
 - c) I go online frequently, maybe somewhere between 2 and 4 hours per day
 - d) I go online a lot, I definitely spend over 4 hours a day online on average
 - e) I am online all of the time or for most of my day when I'm not at school, college or working

4. **How do you access the Internet? (Please tick ALL the answers that apply)**
 - a) I use a shared computer in my home
 - b) I have a computer/laptop in my bedroom
 - c) I have an ipad or similar device that connects to the WIFI
 - d) I have internet access on my mobile phone
 - e) I access the internet through my games console
 - f) I am able to access the internet at school
 - g) I do not have access to the internet at home

SECTION 2: Services you use

5. What online services/sites do you use?

	All the time	Quite a lot	Not very often	Never	Don't know what that is
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instant messaging (i.e., Facebook messenger/what's app)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online gambling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pinterest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tumblr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flickr	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ask.fm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snap Chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miaow Chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kik Messenger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Burn Note	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whisper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yik Yak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MeetMe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Omegle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tinder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarahah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simsimi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical.ly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skype	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others (Please tell me what other APPS, sites and services you use, I'd like to know as many as possible)					

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Section 3: Being Online

6. Please have a look at the statements below and tick all that apply to you or which statements you think are true.

- a) Being online is an important part of my life
- b) I prefer to speak to people online than face to face
- c) I am obsessed with social media
- d) My parents / carers are worried about what I do online
- e) I find it easier to be myself online
- f) My parents / carers monitor/look at what I'm doing online
- g) My parents / carers trust me to be sensible online
- h) If my parents or carers knew what I did online they would be mad/upset/unhappy
- i) My parents / carers know what I do online
- j) I share private things with people online that I would not talk about face to face
- k) I don't know what I would do if I couldn't get online each day
- l) I talk to strangers online
- m) I know what I am doing when I am online
- n) I know what to do if I have a problem online
- o) I feel safe when I'm online
- p) I feel in control online (like I am in charge of what happens)
- q) Adults have no idea what kids/young people really do online
- r) Adults have no idea how to check up on me online
- s) I'll chat to whoever pops up – it's no big deal
- t) I'm really picky about what I put online and who I chat to

Section 4: Who you talk to

7. How often do you talk to the following people ONLINE?

	Never	Occasionally	Sometimes	A lot	All the time
Friends from school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends you made online but have never met offline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

People you have never met or spoken to before ('strangers')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friends of friends that you have never met offline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults that you know online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults that you don't know online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Have you ever spoken to any of the below over the TELEPHONE? (Please tick all that apply)

- a) Friends I have met in person
- b) Friends I met online
- c) Adults I have met in person
- d) Adults I have met online

9. Have you ever spoken to any of the below through SOCIAL NETWORKING SITES or APP'S? (Please tick all that apply)

- a) Friends I have met in person
- b) Friends I met online
- c) Adults I have met in person
- d) Adults I have met online

10. Have you ever spoken to any of the below via EMAIL OR TEXT MESSAGING? (Please tick all that apply)

- a) Friends I have met in person
- b) Friends I met online
- c) Adults I have met in person
- d) Adults I have met online

11. Have you ever spoken to any of the below through CHAT SITES OR FORUMS? (Please tick all that apply)

- a) Friends I have met in person
- b) Friends I met online
- c) Adults I have met in person
- d) Adults I have met online

12. Have you ever spoken to any of the below via VIDEO whether this be through an app or webcam? (Please tick all that apply)

- a) Friends I have met in person
- b) Friends I met online

- c) Adults I have met in person
- d) Adults I have met online

13. Have you ever spoken to any of the below through online gaming sites? (Please tick all that apply)

- a) Friends I have met in person
- b) Friends I met online
- c) Adults I have met in person
- d) Adults I have met online

14. Do you speak to anyone else through any other means? If so, please state.....

Section 5: Communication

15. Have you ever done the following ONLINE? (Please tick all that apply)

- a) Added someone you didn't already know as a friend?
- b) Accepted someone you didn't already know as a friend?
- c) Given your phone number to someone you met online?
- d) Given your address to someone you met online?
- e) Given your location to someone you met online?
- f) Given your snap code/username or similar to someone you met online?
- g) Given your passwords and account details to someone you met online?
- h) Allowed someone you didn't know to connect with you on an app or internet site?
- i) Sent a picture of yourself to someone you met online and haven't met in person?
- j) Changed your profile settings from private to public so that people you didn't know could see your information?
- k) Changed your profile settings to make them more private?
- l) Met someone in person that you met online?
- m) Talked to someone between the ages of 18 and 25 online that you didn't already know?
- n) Talked to someone over 25 that you didn't already know?
- o) Had an occasion where a conversation made you feel uncomfortable because it was sexual?
- p) Had one of your accounts copied or 'cloned'? (Someone pretended to be you)
- q) Met a boyfriend / girlfriend online that you haven't met in person?
- r) Talked to someone you didn't already know about sex?
- s) Received sexual messages, or pictures or videos from friends?
- t) Received sexual messages, pictures or videos from a boyfriend / girlfriend?
- u) Sent sexual messages, pictures or videos to friends?
- v) Sent sexual messages, pictures or videos to a boyfriend / girlfriend?
- w) Sent sexual messages, pictures or videos to someone else you met online?
- x) Been approached by adult (someone over 18) that you don't know whilst online?

- y) Had a boyfriend/girlfriend that you met online that was over the age of 18?
- z) Been given gifts by someone who you met online who was over the age of 18?

16. How often has the following happened to you in the last 12 months?

	Never	Not very often	Sometimes	A lot	All the time
Seen something online that made you feel uncomfortable or scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been sent nasty or hurtful messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talked to someone who said things which made you feel scared or uncomfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sent nasty comments or messages to someone else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Found out someone you met online wasn't who they said they were	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been asked about sex by someone you met online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been asked to send sexual messages, pictures or videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sent sexual messages, pictures or videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received sexual messages, pictures or videos from someone you didn't know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had to block someone online because of their behaviour to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had to report something upsetting that happened to you online to a service provider (Facebook/Instagram/snapchat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had to report something upsetting that happened to you online to the police / CEOP (Child Exploitation Online Protection Centre)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had to report something upsetting that happened to you online to a trusted adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 6: A bit about your friends

Remember this section asks you tell me about your friends not your own experiences.

17. Have your friends ever done the following ONLINE? (Please tick all that apply)

- a) Added someone they didn't already know as a friend?
- b) Accepted someone they didn't already know as a friend?
- c) Given their phone number to someone they met online?
- d) Given their address to someone they met online?
- e) Given their location to someone they met online?
- f) Given their snap code/username or similar to someone they met online?
- g) Given their passwords and account details to someone they met online?
- h) Allowed someone they didn't know to connect with them on an app or internet site?
- i) Sent a picture of themselves to someone they met online and haven't met in person?
- j) Changed their profile settings from private to public so that people they didn't know could see their information?
- k) Changed their profile settings to make them more private?
- l) Met someone in person that they met online?
- m) Talked to someone between the ages of 18 and 25 online that they didn't already know?
- n) Talked to someone over 25 that they didn't already know?
- o) Had an occasion where a conversation made them feel uncomfortable because it was sexual?
- p) Had one of their accounts copied or 'cloned'? (Someone pretended to be them)
- q) Met a boyfriend / girlfriend online that they haven't met in person?
- r) Talked to someone they didn't already know about sex?
- s) Received sexual messages, or pictures or videos from friends?
- t) Received sexual messages, pictures or videos from a boyfriend / girlfriend?
- u) Sent sexual messages, pictures or videos to friends?
- v) Sent sexual messages, pictures or videos to a boyfriend / girlfriend?
- w) Sent sexual messages, pictures or videos to someone else they met online?
- x) Been approached by adult (someone over 18) that they didn't know whilst online?
- y) Had a boyfriend/girlfriend that they met online that was over the age of 18?
- z) Been given gifts by someone who they met online who was over the age of 18?

Section 6: Thoughts and feelings

17. How often have you felt the following ONLINE in the last 12 months?

	Never	Not very often	A few times	A lot	All the time
Happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Embarrassed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Frustrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoyment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flattered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guilty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terrified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ugly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attractive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Can you tell me how you feel about the following statements and tick the box which best describes you?

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
I usually get on with people of my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sure of myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often do things without thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to try new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to do risky things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to meet new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often feel lonely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk to my parents / carers about how I feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have lots of friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk to my friends about how I feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for me to be popular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to gossip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I care what my parents / carers think about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to keep secrets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am easily influenced by my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry about things quite a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I care what my friends think about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do things I don't want to because of peer pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often get angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I generally do what I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 7: Online Safety

19. Which of the following people (if any) would you ask for help if you were upset by anything that happened ONLINE? (Please tick all that apply)

- a) My parents/carers
- b) A Teacher
- c) Friends
- d) An online friend
- e) Service provider (i.e., report to Facebook/Instagram/snapchat)
- f) A helpline (i.e., ChildLine)
- g) Police
- h) A sibling (brother or sister) or close family member
- i) Social worker
- j) I wouldn't tell anyone

20. How often do your parents / carers / care workers do the following?

	Never	Not very often	Sometimes	A lot	All the time
Sit with you while you use the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to you about online safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk to you about what you do online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Only allow Internet use in a family room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have monitoring software installed on the computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use parental controls made available by a service provider (BT/SKY/Virgin Media for example)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check your online profile, Apps, messages or emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check through your phone or devices? (I Pad/laptop for example)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check your friends list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your opinion would you say that young people are safe online?

- a) Yes
- b) No
- c) Not sure

In your opinion do young people access sites/apps that are unsafe?

- a) Yes
- b) No
- c) Not sure

In your opinion should adults be concerned about what young people are doing online?

- a) Yes
- b) No
- c) Not sure

In your opinion would children and young people be honest about what they do online to their parents/carers?

- a) Yes
- b) No
- c) Not sure

**YOU ARE FINISHED
THANK YOU FOR TAKING PART!**

**Please pass this questionnaire to the researcher and don't forget to keep hold of your information
sheet**

Date Completed:

Time Completed:

Participant Reference Number:

Voucher Given? Y/N

I have received my incentive voucher for taking part in this study.

Signed.....

3i: Study 3 – Reflexive thematic analysis process

Table 1: Step by Step process of reflexive thematic analysis of the data

Step	Example
Familiarising self with data	I completed the interview transcription for all 14 individual interviews. In doing so I repeatedly listened to the audio, read and re-read the transcripts several time to ensure familiarisation. Notes were taken in relation codes observed across both groups and any observed differences and similarities between both the participating children looked-after and non-looked-after children.
Initial Coding	Initial codes were formed by labelling all data with basic, initial codes e.g., real-life implications, popularity pressures. Abstract coding was also completed to ascertain more detailed understanding and meaning within the data e.g., ‘Adults utilise images posted by children to comment and initiate interactions. Initial code labels were noted and recorded for each individual participant so that patterns and differences across the data subsets could be tracked within later stages of the analysis.
Review of Codes	Codes were reviewed to check meaning and interpretation against abstract coding. Codes not relevant to the research question disregarded e.g., daily activities, bullying’.
Codes grouped into themes	Codes with multiple meanings organised and highlighted. Preliminary themes generated e.g., approaches by adults, deception.
Review of themes	Final six themes and thirteen subthemes generated for all participants (n=14) and reflected as within Table 2 below.
Themes fully defined and named	Theme 1: Secrecy Theme 2: Online relationships Theme 3: Online safety

	<p>Theme 4: Online Interactions</p> <p>Theme 5: Adult-child Interactions</p> <p>Theme 6: Disinhibition, Anonymity and presenting an alternative 'self'</p>
Interpretation and Reporting	Appropriate quotes from the data extracted for representation of generated themes within results and discussion.
Review of differences between groups	Both codes and themes were reviewed and compared between sub-groups of participants (children looked after (n=5) and children not looked-after (n=9)).
Evaluation of sub set (relational) themes	Relevant themes were analysed for similarities and differences in meaning and suggestion from participants. Comparisons across data sets were coded and analysed for significant themes relevant to the groups.
Review of relational themes	A further 3 themes were generated relevant to differences and relevant comparisons between groups and are noted below.
Themes fully defined and named – phase 2	<p>Theme 1: Support networks and Disclosure</p> <p>Theme 2: Disinhibition</p> <p>Theme 3: Elevated risk and awareness</p>
Interpretation and recording – phase 2	Appropriate quotes from the data extracted to appropriately represent generated themes.

3j: Study 3 - Cross Referencing CLA and NCLA Code related information

		NCLA Participant									CLA Participant				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
1	Secrecy Self (S) Others (O)	S	O	O	O	O	O	O	O	-	-	S/O	O	S/O	S/O
2	Keep self-safe	Y	Y	Y	Y	Y	Y	Y	Y	Y	-	Y	Y	N	Y
3	Others keep self-safe	V	V	V	V	V	V	V	V	Y	D	N	N	N	D
4	Approached U Adults	Y	-	N	N	Y	Y	Y	Y	Y	-	Y	Y	Y	Y
5	Responded U Approaches	Y	-	-	N	-	Y	-	-	-	-	Y	Y	Y	-
6	Friends Approached U Adults	-	Y	-	N	Y	Y	Y	-	-	-	Y	Y	-	Y
7	Interacted U Adults	N	-	-	N	-	-	-	Y	-	-	Y	-	Y	N
8	Friends Interacted U Adults	-	Y	-	N	-	-	-	-	-	-	-	-	-	N
9	Grooming	-	-	-	N	-	-	-	N	-	-	-	-	Y	-
10	Grooming Friends	-	-	-	N	-	-	-	-	-	-	Y	-	-	-
11	Asked for sexual images/Chat	-	-	-	-	-	-	-	Y	-	Y	-	-	Y	-
12	Friends asked sexual images/chat	Y	Y	-	-	-	Y	Y	Y	Y	-	Y	Y	-	-
13	Sent Sexual images/chat	-	-	-	-	-	-	-	-	-	Y	-	-	-	-
14	Friends Sent Sexual Images/chat	-	N	-	-	-	-	-	Y	N	-	Y	Y	-	-
15	Received sexual images/chat	-	-	-	-	-	Y	-	Y	-	-	-	-	-	-
16	Friends received sexual images	-	-	Y	-	Y	Y	-	-	-	-	Y	-	-	-
17	Privacy settings (ON/OFF/Varied)	V	ON	V	ON	ON	V	ON	ON	ON	V	ON	V	V	ON
18	Increased Privacy over time	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	N	Y
19	Risk Awareness Exploit/Groom Y/N/S	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
20	Protective Measures Y/N/S	Y	-	-	Y	Y	Y	Y	Y	Y	S	Y	-	Y	Y
21	Parent Monitoring	N	-	-	-	-	Y	-	-	Y	S	-	-	Y	-
22	Safety Education Y/N/S	Y	-	-	-	N	-	Y	Y	Y	-	-	N	-	-

23	Awareness Safety Features Y/N/S (somewhat)	Y	Y	N	Y	Y	Y	-	Y	Y	S	Y	Y	Y	Y
24	Can report concerns trusted adult Y/N/S	Y	Y	Y	Y	-	Y	Y	Y	Y	-	Y	-	-	-
25	Have reported concerns	N	-	-	-	-	-	-	-	-	-	Y	-	Y	-
26	Disinhibited/Disinhibition others	Y	Y	-	Y	Y	Y	Y	Y	-	Y	Y	Y	Y	Y
27	Desensitised	Y	-	-	-	Y	Y	Y	-	-	Y	-	Y	Y	Y
28	Deception/Inauthentic			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	-	Y
29	Accept unknown others	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
30	Friends' Accept unknown others	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
31	Met Unknown other	C	N	C	C	C	C	Y	C	N	Y	Y	N	Y	C
32	Met unknown adult	Y	N	-	N	-	N	-	-	N	-	-	N		
33	Friends with U Others	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
34	Friends 'friends' with U others	Y	Y	Y	Y	Y	Y	Y	Y	Y	-	Y	Y	Y	Y
35	Online relationship U others	Y	-	N	N	-	N	N	Y	N	-	Y	N	Y	N
36	Friends online relationship U others	-	Y	N	Y	Y	N	Y	Y	Y	-	Y	Y	Y	-
37	Friends met U other Y/N/C	-	-	-	C	C	N	Y	-	Y	-	Y	N	Y	-
38	Friends met U Adult	-	-	-	-	-	N	Y	-	N	-	-	N	N	-

KEY

Y – Yes
N – No

C – Considered
D – Don't know

S – Somewhat
V – Varied

S – Self
O – Others

3k: Study 3 - Quantitative Raw Data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	CLA	Age	Phone	TimeOnline	Intshared	Intbedroo	IntIPad	IntMobile	IntConsol	IntSchool	NoInterne	PlatfQ1	PlatfQ2	PlatfQ3	PlatfQ4	PlatfQ5	PlatfQ6	PlatfQ7
2	2.00	-99.00	5.00	4.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	1.00	3.00	1.00	3.00	1.00	3.00	3.00
3	2.00	13.00	5.00	4.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00	1.00	3.00	1.00	1.00	4.00
4	2.00	14.00	5.00	4.00	0.00	2.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00	2.00	3.00	1.00	3.00	3.00
5	2.00	13.00	3.00	4.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	1.00	3.00	3.00	3.00	1.00	4.00	4.00
6	2.00	13.00	4.00	4.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	2.00	3.00	2.00	2.00	1.00	2.00	4.00
7	2.00	16.00	5.00	4.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	2.00	3.00	2.00	3.00	1.00	4.00	4.00
8	2.00	15.00	5.00	3.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	3.00	2.00	2.00	2.00	1.00	1.00	3.00
9	2.00	11.00	2.00	2.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	1.00	2.00	2.00	1.00	1.00	2.00	3.00
10	2.00	15.00	5.00	4.00	0.00	2.00	0.00	0.00	0.00	0.00	0.00	2.00	3.00	2.00	4.00	1.00	1.00	4.00
11	1.00	17.00	3.00	3.00	0.00	4.00	0.00	0.00	0.00	0.00	0.00	2.00	2.00	2.00	2.00	1.00	1.00	4.00
12	1.00	17.00	5.00	4.00	0.00	2.00	0.00	0.00	0.00	0.00	0.00	3.00	4.00	2.00	1.00	1.00	4.00	4.00
13	1.00	14.00	5.00	4.00	0.00	2.00	0.00	0.00	0.00	0.00	0.00	-99.00	2.00	2.00	3.00	1.00	2.00	4.00
14	1.00	12.00	3.00	2.00	0.00	2.00	0.00	0.00	0.00	0.00	0.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00
15	1.00	16.00	4.00	4.00	0.00	1.00	0.00	0.00	0.00	0.00	0.00	-99.00	2.00	1.00	2.00	1.00	2.00	3.00

	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK
1	PlatfQ8	PlatfQ9	PlatfQ10	PlatfQ11	PlatfQ12	PlatfQ13	PlatfQ14	PlatfQ15	PlatfQ16	PlatfQ17	PlatfQ18	PlatfQ19	PlatfQ20	PlatfQ21	PlatfQ22	PlatfQ23	PlatfQ24	PlatfQ25	PlatfQ26
2	1.00	1.00	1.00	1.00	1.00	3.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00
3	1.00	3.00	1.00	1.00	1.00	1.00	4.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00
4	1.00	1.00	1.00	1.00	1.00	3.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	4.00
5	1.00	1.00	1.00	1.00	1.00	3.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00
6	1.00	2.00	1.00	1.00	1.00	4.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	3.00
7	2.00	2.00	1.00	1.00	1.00	4.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00
8	1.00	4.00	4.00	1.00	1.00	4.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
9	1.00	1.00	1.00	1.00	1.00	3.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00
10	1.00	2.00	1.00	1.00	1.00	4.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00
11	1.00	1.00	1.00	1.00	1.00	3.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
12	1.00	1.00	1.00	1.00	1.00	4.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
13	1.00	1.00	1.00	1.00	1.00	3.00	4.00	1.00	1.00	1.00	1.00	1.00	-99.00	2.00	1.00	1.00	1.00	1.00	4.00
14	1.00	1.00	1.00	1.00	1.00	3.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	-99.00	1.00	1.00	1.00	1.00	1.00
15	1.00	2.00	1.00	1.00	1.00	4.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	4.00

	AL	AM	AN	AO	AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY	AZ	BA	BB	BC	BD
1	PlatfQ27	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp	OnlineExp
2	1.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00
3	1.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00
4	1.00	2.00	2.00	1.00	1.00	1.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00
5	1.00	2.00	1.00	2.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00
6	2.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	2.00	1.00
7	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00
8	2.00	2.00	2.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00
9	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00
10	1.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00
11	1.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00
12	1.00	1.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	2.00	2.00	1.00
13	2.00	2.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	1.00	1.00	2.00	1.00
14	1.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00
15	1.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS	BT	BU	BV	BW
1	OnlineExp	OnlineExp	TalkQ1	TalkQ2	TalkQ3	TalkQ4	TalkQ5	TalkQ6	TalkQ7	TeleinPer	TeleOnlin	TeleAinPe	TeleAonli	AppsinPei	AppsOnlin	AppsAinP	AppsAonl	EmailinPe	EmailOnlin
2	1.00	2.00	5.00	5.00	3.00	1.00	3.00	1.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00
3	1.00	2.00	5.00	4.00	2.00	1.00	3.00	1.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00
4	1.00	2.00	4.00	4.00	3.00	2.00	3.00	3.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00
5	1.00	1.00	5.00	5.00	3.00	1.00	3.00	1.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00
6	1.00	2.00	5.00	3.00	1.00	1.00	2.00	3.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00
7	1.00	2.00	5.00	5.00	4.00	1.00	2.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00
8	2.00	1.00	4.00	3.00	4.00	4.00	3.00	3.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00
9	1.00	2.00	3.00	2.00	2.00	1.00	1.00	2.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	1.00	2.00	2.00
10	1.00	1.00	5.00	3.00	4.00	2.00	2.00	1.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00
11	1.00	2.00	5.00	4.00	1.00	2.00	2.00	1.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00
12	1.00	2.00	2.00	5.00	1.00	1.00	1.00	1.00	3.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00	2.00	1.00
13	1.00	2.00	5.00	3.00	3.00	2.00	4.00												

BX	BY	BZ	CA	CB	CC	CD	CE	CF	CG	CH	CI	CJ	CK	CL	CM	CN	CO	CP
EmailAinF	EmailAonI	ForumsInI	ForumsOr	ForumsAI	ForumsAc	VideoInP	VideoOnI	VideoAI	VideoAon	GamingIn	GamingOr	GamingAI	GamingAc	CommQ1	CommQ2	CommQ3	CommQ4	CommQ5
2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00
2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00
2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00
2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00
2.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00
2.00	2.00	2.00	2.00	2.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00
2.00	2.00	2.00	2.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	2.00
2.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00
2.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00
2.00	1.00	2.00	2.00	2.00	1.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00
2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00
2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00
2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00

CQ	CR	CS	CT	CU	CV	CW	CX	CY	CZ	DA	DB	DC	DD	DE	DF	DG	DH	DI
CommQ6	CommQ7	CommQ8	CommQ9	CommQ10	CommQ11	CommQ12	CommQ13	CommQ14	CommQ15	CommQ16	CommQ17	CommQ18	CommQ19	CommQ20	CommQ21	CommQ22	CommQ23	CommQ24
2.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00
1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00
2.00	1.00	2.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00
1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
2.00	1.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00
2.00	1.00	2.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	2.00
1.00	1.00	2.00	1.00	1.00	2.00	2.00	1.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00

DJ	DK	DL	DM	DN	DO	DP	DQ	DR	DS	DT	DU	DV	DW	DX	DY	DZ	EA	EB
CommQ25	CommQ26	NegExpQ1	NegExpQ2	NegExpQ3	NegExpQ4	NegExpQ5	NegExpQ6	NegExpQ7	NegExpQ8	NegExpQ9	NegExpQ10	NegExpQ11	NegExpQ12	NegExpQ13	NegExpQ14	NegExpQ15	FExpQ1	FExpQ2
1.00	1.00	1.00	3.00	1.00	3.00	1.00	1.00	1.00	1.00	3.00	4.00	1.00	1.00	3.00	2.00	2.00	2.00	1.00
1.00	1.00	1.00	3.00	1.00	3.00	1.00	1.00	1.00	1.00	2.00	4.00	1.00	1.00	3.00	2.00	2.00	2.00	1.00
1.00	1.00	2.00	4.00	3.00	1.00	2.00	3.00	1.00	2.00	2.00	1.00	1.00	1.00	4.00	2.00	2.00	2.00	1.00
1.00	1.00	1.00	3.00	1.00	3.00	1.00	1.00	3.00	1.00	1.00	3.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00
1.00	1.00	2.00	3.00	1.00	2.00	1.00	1.00	1.00	3.00	3.00	3.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00
1.00	1.00	4.00	3.00	4.00	2.00	3.00	4.00	4.00	1.00	4.00	4.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00
1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	2.00
1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00
1.00	1.00	2.00	3.00	3.00	1.00	1.00	1.00	1.00	1.00	2.00	3.00	2.00	1.00	1.00	2.00	2.00	2.00	2.00
1.00	1.00	5.00	4.00	3.00	2.00	2.00	2.00	1.00	2.00	3.00	3.00	4.00	1.00	2.00	2.00	2.00	2.00	1.00
1.00	1.00	2.00	4.00	3.00	2.00	1.00	3.00	4.00	2.00	3.00	4.00	4.00	1.00	1.00	2.00	2.00	2.00	2.00
1.00	1.00	3.00	3.00	2.00	2.00	2.00	2.00	3.00	1.00	5.00	5.00	2.00	1.00	1.00	2.00	2.00	2.00	1.00

EB	EC	ED	EE	EF	EG	EH	EI	EJ	EK	EL	EM	EN	EO	EP	EQ	ER	ES	ET
FExpQ4	FExpQ5	FExpQ6	FExpQ7	FExpQ8	FExpQ9	FExpQ10	FExpQ11	FExpQ12	FExpQ13	FExpQ14	FExpQ15	FExpQ16	FExpQ17	FExpQ18	FExpQ19	FExpQ20	FExpQ21	FExpQ22
1.00	2.00	2.00	1.00	1.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	2.00	1.00	1.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00	1.00	1.00
1.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	1.00	1.00	2.00	1.00	1.00	1.00	2.00	2.00	1.00	2.00
1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00
1.00	2.00	2.00	1.00	2.00	2.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00	2.00	2.00
1.00	1.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00	2.00	2.00
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00
2.00	1.00	2.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	2.00	2.00
1.00	1.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	2.00
1.00	1.00	2.00	1.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00	2.00	2.00
2.00	2.00	2.00	2.00	2.00	2.00	1.00	2.00	2.00	2.00	1.00	2.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00
2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
1.00	1.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

	EU	EV	EW	EX	EY	EZ	FA	FB	FC	FD	FE	FF	FG	FH	FI	FJ	FK	FL	FM
1	FExpQ23	FExpQ24	FExpQ25	FExpQ26	FeelingQ1	FeelingQ2	FeelingQ3	FeelingQ4	FeelingQ5	FeelingQ6	FeelingQ7	FeelingQ8	FeelingQ9	FeelingQ1	FeelingQ1	FeelingQ1	FeelingQ1	FeelingQ1	FeelingQ1
2	1.00	1.00	2.00	1.00	5.00	2.00	4.00	3.00	1.00	5.00	3.00	2.00	1.00	2.00	3.00	1.00	3.00	1.00	2.00
3	1.00	1.00	2.00	1.00	5.00	2.00	4.00	3.00	1.00	5.00	3.00	2.00	1.00	2.00	3.00	1.00	3.00	1.00	2.00
4	1.00	2.00	1.00	1.00	2.00	1.00	1.00	4.00	3.00	3.00	1.00	4.00	2.00	4.00	2.00	4.00	2.00	5.00	3.00
5	1.00	1.00	1.00	1.00	4.00	3.00	4.00	1.00	1.00	1.00	1.00	3.00	1.00	3.00	3.00	1.00	3.00	1.00	3.00
5	1.00	2.00	1.00	1.00	4.00	2.00	3.00	2.00	2.00	2.00	3.00	1.00	1.00	1.00	3.00	1.00	3.00	3.00	-99.00
7	1.00	2.00	1.00	1.00	5.00	2.00	5.00	2.00	3.00	3.00	5.00	1.00	5.00	1.00	4.00	1.00	3.00	3.00	1.00
3	1.00	2.00	2.00	1.00	5.00	3.00	4.00	3.00	4.00	3.00	5.00	4.00	2.00	4.00	3.00	2.00	4.00	4.00	4.00
3	1.00	2.00	1.00	1.00	3.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	3.00	2.00	3.00	2.00	2.00
0	2.00	1.00	1.00	1.00	5.00	2.00	2.00	1.00	1.00	5.00	5.00	1.00	3.00	1.00	5.00	1.00	1.00	1.00	1.00
1	1.00	1.00	1.00	1.00	5.00	2.00	4.00	2.00	3.00	2.00	4.00	1.00	3.00	1.00	4.00	1.00	2.00	2.00	1.00
2	2.00	2.00	2.00	2.00	4.00	2.00	4.00	3.00	4.00	4.00	1.00	2.00	2.00	2.00	4.00	1.00	2.00	3.00	2.00
3	1.00	1.00	1.00	1.00	4.00	3.00	4.00	4.00	3.00	4.00	3.00	1.00	4.00	3.00	3.00	1.00	3.00	3.00	3.00
4	2.00	2.00	1.00	1.00	2.00	3.00	4.00	4.00	3.00	3.00	2.00	3.00	4.00	3.00	2.00	3.00	4.00	4.00	-99.00
5	2.00	2.00	1.00	2.00	4.00	3.00	2.00	2.00	1.00	3.00	5.00	1.00	4.00	2.00	4.00	1.00	1.00	1.00	1.00
6																			

	FM	FN	FO	FP	FQ	FR	FS	FT	FU	FV	FW	FX	FY	FZ	GA	GB	GC	GD	GE
1	FeelingQ1	FeelingQ1	FeelingQ1	FeelingQ1	FeelingQ1	FeelingQ2	VSelfQ1	VSelfQ2	VSelfQ3	VSelfQ4	VSelfQ5	VSelfQ6	VSelfQ7	VSelfQ8	VSelfQ9	VSelfQ10	VSelfQ11	VSelfQ12	VSelfQ13
2	2.00	1.00	1.00	3.00	3.00	3.00	4.00	4.00	4.00	2.00	2.00	2.00	2.00	4.00	4.00	4.00	2.00	4.00	4.00
3	2.00	1.00	1.00	3.00	3.00	3.00	4.00	4.00	4.00	2.00	2.00	2.00	2.00	4.00	4.00	4.00	2.00	4.00	4.00
4	4.00	1.00	1.00	3.00	4.00	3.00	2.00	1.00	4.00	2.00	2.00	2.00	4.00	2.00	2.00	4.00	4.00	4.00	2.00
5	3.00	3.00	1.00	3.00	3.00	3.00	4.00	4.00	4.00	2.00	4.00	2.00	4.00	2.00	4.00	4.00	3.00	2.00	4.00
6	-99.00	1.00	1.00	3.00	4.00	2.00	5.00	3.00	4.00	2.00	2.00	3.00	4.00	4.00	5.00	1.00	3.00	5.00	5.00
7	1.00	1.00	1.00	3.00	2.00	3.00	5.00	5.00	5.00	4.00	2.00	3.00	3.00	5.00	5.00	5.00	2.00	2.00	5.00
8	4.00	3.00	3.00	2.00	4.00	2.00	4.00	2.00	4.00	4.00	3.00	3.00	5.00	3.00	2.00	5.00	2.00	4.00	4.00
9	2.00	2.00	2.00	2.00	3.00	2.00	3.00	2.00	2.00	4.00	2.00	3.00	2.00	4.00	3.00	3.00	3.00	3.00	4.00
10	1.00	1.00	1.00	3.00	1.00	1.00	5.00	5.00	5.00	3.00	5.00	2.00	3.00	5.00	5.00	2.00	4.00	1.00	1.00
11	1.00	1.00	1.00	3.00	2.00	2.00	4.00	4.00	4.00	2.00	3.00	1.00	3.00	4.00	5.00	3.00	4.00	3.00	4.00
12	2.00	1.00	1.00	4.00	3.00	3.00	2.00	4.00	4.00	4.00	3.00	2.00	3.00	5.00	5.00	2.00	2.00	2.00	3.00
13	3.00	4.00	4.00	4.00	5.00	2.00	4.00	4.00	5.00	3.00	2.00	4.00	3.00	4.00	5.00	3.00	4.00	4.00	2.00
14	-99.00	3.00	2.00	3.00	5.00	1.00	4.00	-99.00	4.00	4.00	4.00	3.00	5.00	4.00	2.00	4.00	1.00	4.00	4.00
15	1.00	1.00	1.00	5.00	1.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	1.00	5.00	5.00	5.00	1.00

	GE	GF	GG	GH	GI	GJ	GK	GL	GM	GN	GO	GP	GQ	GR	GS	GT	GU	GV	GW
1	VSelfQ13	VSelfQ14	VSelfQ15	VSelfQ16	VSelfQ17	VSelfQ18	VSelfQ19	VSelfQ20	HelpQ1	HelpQ2	HelpQ3	HelpQ4	HelpQ5	HelpQ6	HelpQ7	HelpQ8	HelpQ9	HelpQ10	Protector
	4.00	4.00	3.00	4.00	4.00	2.00	2.00	4.00	2.00	1.00	2.00	1.00	1.00	2.00	2.00	2.00	2.00	1.00	2.00
	4.00	4.00	3.00	4.00	4.00	2.00	2.00	4.00	2.00	1.00	2.00	1.00	1.00	2.00	2.00	2.00	2.00	1.00	2.00
	2.00	4.00	4.00	4.00	4.00	3.00	4.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00
	4.00	3.00	4.00	4.00	4.00	2.00	4.00	3.00	2.00	2.00	2.00	1.00	1.00	2.00	2.00	2.00	2.00	1.00	2.00
	5.00	5.00	3.00	4.00	4.00	2.00	3.00	4.00	2.00	2.00	2.00	1.00	2.00	1.00	1.00	2.00	1.00	1.00	3.00
	5.00	5.00	2.00	4.00	5.00	2.00	3.00	3.00	2.00	2.00	2.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00
	4.00	5.00	5.00	5.00	5.00	4.00	5.00	2.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00	2.00	1.00	1.00	3.00
	4.00	3.00	4.00	4.00	4.00	2.00	3.00	4.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
3	1.00	5.00	3.00	3.00	2.00	1.00	3.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00
2	4.00	3.00	5.00	4.00	4.00	1.00	1.00	3.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00
2	3.00	3.00	3.00	4.00	3.00	2.00	3.00	3.00	2.00	1.00	2.00	1.00	1.00	1.00	1.00	2.00	2.00	1.00	1.00
3	2.00	5.00	5.00	5.00	5.00	4.00	5.00	3.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	2.00
4	4.00	4.00	4.00	4.00	4.00	3.00	4.00	2.00	1.00	1.00	2.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	3.00
5	1.00	3.00	5.00	1.00	4.00	2.00	5.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00

	GW	GX	GY	GZ	HA	HB	HC	HD	HE	HF	HG	HH	HI
1	Protector	Protector	Protector	Protector	Protector	Protector	Protector	Protector	Protector	Safety	UnsafeAp	AConcern	Honesty
0	2.00	4.00	4.00	1.00	2.00	2.00	4.00	5.00	5.00	3.00	1.00	1.00	2.00
0	2.00	4.00	4.00	1.00	2.00	2.00	4.00	5.00	5.00	3.00	1.00	1.00	2.00
0	2.00	2.00	3.00	-99.00	1.00	4.00	3.00	3.00	3.00	2.00	1.00	1.00	2.00
0	2.00	4.00	4.00	2.00	2.00	2.00	4.00	4.00	3.00	2.00	1.00	1.00	3.00
0	3.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	1.00	3.00	2.00
0	1.00	1.00	1.00	1.00	1.00	1.00	3.00	3.00	2.00	3.00	1.00	3.00	2.00
0	3.00	3.00	4.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00
0	1.00	2.00	2.00	1.00	2.00	-99.00	2.00	2.00	3.00	2.00	1.00	1.00	2.00
0	3.00	2.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	1.00	3.00	2.00
0	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	3.00	2.00	3.00	2.00
0	1.00	3.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00
0	2.00	4.00	4.00	4.00	2.00	2.00	1.00	1.00	1.00	2.00	1.00	3.00	2.00
0	3.00	4.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	2.00	1.00	1.00	2.00
0	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	2.00

3I: Study 3 – Frequency Analysis

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
CLA	14	0	1.6429	2.0000	.49725
Age	13	1	14.3077	14.0000	1.88788
Phone	14	0	4.2143	5.0000	1.05090
TimeOnline	14	0	3.5714	4.0000	.75593
Intshared	0	14			
Intbedroom	14	0	2.8571	3.0000	1.23146
IntIPad	0	14			
IntMobile	0	14			
IntConsole	0	14			
IntSchool	0	14			
NoInternet	0	14			
PlatfQ1	12	2	1.9167	2.0000	.66856
PlatfQ2	14	0	2.4286	2.0000	.75593
PlatfQ3	14	0	1.8571	2.0000	.53452
PlatfQ4	14	0	2.4286	2.5000	.85163
PlatfQ5	14	0	1.0000	1.0000	.00000
PlatfQ6	14	0	2.2143	2.0000	1.18831
PlatfQ7	14	0	3.4286	4.0000	.85163
PlatfQ8	14	0	1.0714	1.0000	.26726
PlatfQ9	14	0	1.6429	1.0000	.92878
PlatfQ10	14	0	1.2143	1.0000	.80178
PlatfQ11	14	0	1.0000	1.0000	.00000
PlatfQ12	14	0	1.0000	1.0000	.00000
PlatfQ13	14	0	3.2857	3.0000	.82542
PlatfQ14	14	0	3.5714	4.0000	.93761
PlatfQ15	14	0	1.2143	1.0000	.80178
PlatfQ16	14	0	1.0000	1.0000	.00000
PlatfQ17	14	0	1.0000	1.0000	.00000
PlatfQ18	14	0	1.0000	1.0000	.00000
PlatfQ19	14	0	1.0000	1.0000	.00000
PlatfQ20	13	1	1.0000	1.0000	.00000
PlatfQ21	13	1	1.0769	1.0000	.27735
PlatfQ22	14	0	1.0000	1.0000	.00000
PlatfQ23	14	0	1.0000	1.0000	.00000
PlatfQ24	14	0	1.2143	1.0000	.42582
PlatfQ25	14	0	1.0000	1.0000	.00000
PlatfQ26	14	0	2.3571	3.0000	1.27745
PlatfQ27	14	0	1.2143	1.0000	.42582
OnlineExpQ1	14	0	1.7143	2.0000	.46881
OnlineExpQ2	14	0	1.2143	1.0000	.42582
OnlineExpQ3	14	0	1.4286	1.0000	.51355
OnlineExpQ4	14	0	1.2143	1.0000	.42582
OnlineExpQ5	14	0	1.2143	1.0000	.42582

OnlineExpQ6	14	0	1.4286	1.0000	.51355
OnlineExpQ7	14	0	1.8571	2.0000	.36314
OnlineExpQ8	14	0	1.0000	1.0000	.00000
OnlineExpQ9	14	0	1.4286	1.0000	.51355
OnlineExpQ10	14	0	1.2857	1.0000	.46881
OnlineExpQ11	14	0	1.5000	1.5000	.51887
OnlineExpQ12	14	0	1.1429	1.0000	.36314
OnlineExpQ13	14	0	2.0000	2.0000	.00000
OnlineExpQ14	14	0	1.9286	2.0000	.26726
OnlineExpQ15	14	0	1.7143	2.0000	.46881
OnlineExpQ16	14	0	1.5000	1.5000	.51887
OnlineExpQ17	14	0	1.4286	1.0000	.51355
OnlineExpQ18	14	0	1.2143	1.0000	.42582
OnlineExpQ19	14	0	1.0714	1.0000	.26726
OnlineExpQ20	14	0	1.7857	2.0000	.42582
TalkQ1	14	0	4.4286	5.0000	.93761
TalkQ2	14	0	3.9286	4.0000	.99725
TalkQ3	14	0	2.6429	3.0000	1.08182
TalkQ4	14	0	1.5714	1.0000	.85163
TalkQ5	14	0	2.4286	2.5000	.85163
TalkQ6	14	0	1.7857	1.5000	.89258
TalkQ7	14	0	1.2857	1.0000	.61125
TeleInPer	14	0	2.0000	2.0000	.00000
TeleOnline	14	0	1.5714	2.0000	.51355
TeleAinPer	14	0	1.9286	2.0000	.26726
TeleAonline	14	0	1.0000	1.0000	.00000
AppsInPer	14	0	2.0000	2.0000	.00000
AppsOnline	14	0	1.7143	2.0000	.46881
AppsAinPer	14	0	1.9286	2.0000	.26726
AppsAonline	14	0	1.0714	1.0000	.26726
EmailInPer	14	0	2.0000	2.0000	.00000
EmailOnline	14	0	1.5714	2.0000	.51355
EmailAinPer	14	0	2.0000	2.0000	.00000
EmailAonline	14	0	1.2143	1.0000	.42582
ForumsInPer	14	0	1.6429	2.0000	.49725
ForumsOnline	14	0	1.5000	1.5000	.51887
ForumsAinper	14	0	1.3571	1.0000	.49725
ForumsAonline	14	0	1.0714	1.0000	.26726
VideoInPer	14	0	1.9286	2.0000	.26726
VideoOnline	14	0	1.4286	1.0000	.51355
VideoAinper	14	0	1.7143	2.0000	.46881
VideoAonline	14	0	1.0000	1.0000	.00000
GamingInper	14	0	1.5000	1.5000	.51887
GamingOnline	14	0	1.2857	1.0000	.46881
GamingAinper	14	0	1.0714	1.0000	.26726
GamingAonline	14	0	1.0000	1.0000	.00000
CommQ1	14	0	1.8571	2.0000	.36314
CommQ2	14	0	1.9286	2.0000	.26726
CommQ3	14	0	1.4286	1.0000	.51355
CommQ4	14	0	1.0000	1.0000	.00000
CommQ5	14	0	1.0714	1.0000	.26726
CommQ6	14	0	1.5714	2.0000	.51355

CommQ7	14	0	1.0000	1.0000	.00000
CommQ8	14	0	1.4286	1.0000	.51355
CommQ9	14	0	1.4286	1.0000	.51355
CommQ10	14	0	1.2143	1.0000	.42582
CommQ11	14	0	1.8571	2.0000	.36314
CommQ12	14	0	1.3571	1.0000	.49725
CommQ13	14	0	1.2857	1.0000	.46881
CommQ14	14	0	1.2143	1.0000	.42582
CommQ15	14	0	1.3571	1.0000	.49725
CommQ16	14	0	1.1429	1.0000	.36314
CommQ17	14	0	1.2857	1.0000	.46881
CommQ18	14	0	1.0000	1.0000	.00000
CommQ19	14	0	1.5000	1.5000	.51887
CommQ20	14	0	1.2143	1.0000	.42582
CommQ21	14	0	1.0714	1.0000	.26726
CommQ22	14	0	1.0714	1.0000	.26726
CommQ23	14	0	1.0714	1.0000	.26726
CommQ24	14	0	1.5714	2.0000	.51355
CommQ25	14	0	1.0000	1.0000	.00000
CommQ26	14	0	1.0000	1.0000	.00000
NegExpQ1	14	0	1.9286	1.5000	1.26881
NegExpQ2	14	0	2.7143	3.0000	1.06904
NegExpQ3	14	0	1.8571	1.0000	1.09945
NegExpQ4	14	0	1.7857	2.0000	.80178
NegExpQ5	14	0	1.2857	1.0000	.61125
NegExpQ6	14	0	1.6429	1.0000	.92878
NegExpQ7	14	0	1.8571	1.0000	1.23146
NegExpQ8	14	0	1.2143	1.0000	.42582
NegExpQ9	14	0	2.4286	2.0000	1.15787
NegExpQ10	14	0	3.0714	3.0000	.99725
NegExpQ11	14	0	1.7143	1.0000	1.13873
NegExpQ12	14	0	1.0000	1.0000	.00000
NegExpQ13	14	0	1.6429	1.0000	1.00821
FExpQ1	14	0	2.0000	2.0000	.00000
FExpQ2	14	0	1.9286	2.0000	.26726
FExpQ3	14	0	1.7857	2.0000	.42582
FExpQ4	14	0	1.2857	1.0000	.46881
FExpQ5	14	0	1.2857	1.0000	.46881
FExpQ6	14	0	1.8571	2.0000	.36314
FExpQ7	14	0	1.2143	1.0000	.42582
FExpQ8	14	0	1.5714	2.0000	.51355
FExpQ9	14	0	1.8571	2.0000	.36314
FExpQ10	14	0	1.4286	1.0000	.51355
FExpQ11	14	0	1.7143	2.0000	.46881
FExpQ12	14	0	1.7143	2.0000	.46881
FExpQ13	14	0	1.4286	1.0000	.51355
FExpQ14	14	0	1.2143	1.0000	.42582
FExpQ15	14	0	1.5714	2.0000	.51355
FExpQ16	14	0	1.3571	1.0000	.49725
FExpQ17	14	0	1.7143	2.0000	.46881
FExpQ18	14	0	1.3571	1.0000	.49725
FExpQ19	14	0	1.6429	2.0000	.49725

FExpQ20	14	0	1.5714	2.0000	.51355
FExpQ21	14	0	1.4286	1.0000	.51355
FExpQ22	14	0	1.6429	2.0000	.49725
FExpQ23	14	0	1.2857	1.0000	.46881
FExpQ24	14	0	1.5714	2.0000	.51355
FExpQ25	14	0	1.2857	1.0000	.46881
FExpQ26	14	0	1.1429	1.0000	.36314
FeelingQ1	14	0	4.0714	4.0000	1.07161
FeelingQ2	14	0	2.3571	2.0000	.63332
FeelingQ3	14	0	3.3571	4.0000	1.15073
FeelingQ4	14	0	2.5714	2.5000	1.01635
FeelingQ5	14	0	2.2857	2.5000	1.13873
FeelingQ6	14	0	3.2143	3.0000	1.25137
FeelingQ7	14	0	3.2857	3.0000	1.43734
FeelingQ8	14	0	1.9286	1.5000	1.14114
FeelingQ9	14	0	2.4286	2.0000	1.39859
FeelingQ10	14	0	2.1429	2.0000	1.09945
FeelingQ11	14	0	3.2857	3.0000	.82542
FeelingQ12	14	0	1.3571	1.0000	.63332
FeelingQ13	14	0	2.8571	3.0000	1.09945
FeelingQ14	14	0	2.2857	2.5000	1.13873
FeelingQ15	12	2	2.1667	2.0000	1.11464
FeelingQ16	14	0	1.7143	1.0000	1.06904
FeelingQ17	14	0	1.5000	1.0000	.94054
FeelingQ18	14	0	3.1429	3.0000	.77033
FeelingQ19	14	0	3.0714	3.0000	1.26881
FeelingQ20	14	0	2.5000	2.5000	1.01905
VSelfQ1	14	0	3.9286	4.0000	.99725
VSelfQ2	13	1	3.6154	4.0000	1.26085
VSelfQ3	14	0	4.1429	4.0000	.77033
VSelfQ4	14	0	3.7857	4.0000	1.05090
VSelfQ5	14	0	2.7143	2.0000	.99449
VSelfQ6	14	0	2.9286	3.0000	1.07161
VSelfQ7	14	0	3.0714	3.0000	1.32806
VSelfQ8	14	0	3.7857	4.0000	.89258
VSelfQ9	14	0	3.5000	4.0000	1.28602
VSelfQ10	14	0	4.2857	4.5000	.91387
VSelfQ11	14	0	2.5000	2.0000	1.09193
VSelfQ12	14	0	3.4286	4.0000	.93761
VSelfQ13	14	0	3.3571	4.0000	1.33631
VSelfQ14	14	0	4.0000	4.0000	.87706
VSelfQ15	14	0	3.7857	4.0000	.97496
VSelfQ16	14	0	3.8571	4.0000	.94926
VSelfQ17	14	0	4.0000	4.0000	.78446
VSelfQ18	14	0	2.3571	2.0000	1.08182
VSelfQ19	14	0	3.2857	3.0000	1.13873
VSelfQ20	14	0	3.0000	3.0000	1.17670
HelpQ1	14	0	1.5714	2.0000	.51355
HelpQ2	14	0	1.2857	1.0000	.46881
HelpQ3	14	0	1.9286	2.0000	.26726
HelpQ4	14	0	1.1429	1.0000	.36314
HelpQ5	14	0	1.2143	1.0000	.42582

HelpQ6	14	0	1.2143	1.0000	.42582
HelpQ7	14	0	1.3571	1.0000	.49725
HelpQ8	14	0	1.5000	1.5000	.51887
HelpQ9	14	0	1.2143	1.0000	.42582
HelpQ10	14	0	1.1429	1.0000	.36314
ProtectionQ1	14	0	2.0000	2.0000	.78446
ProtectionQ2	14	0	2.6429	2.5000	1.21574
ProtectionQ3	14	0	2.6429	2.5000	1.33631
ProtectionQ4	13	1	1.6154	1.0000	1.32530
ProtectionQ5	14	0	1.6429	1.0000	1.08182
ProtectionQ6	13	1	1.7692	1.0000	1.09193
ProtectionQ7	14	0	2.2857	1.5000	1.48989
ProtectionQ8	14	0	2.4286	1.5000	1.69680
ProtectionQ9	14	0	2.2857	1.5000	1.54066
Safety	14	0	2.3571	2.0000	.63332
UnsafeApp	14	0	1.0714	1.0000	.26726
AConcern	14	0	1.7143	1.0000	.99449
Honesty	14	0	2.0714	2.0000	.26726

Frequency Table

		CLA			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CLA	5	35.7	35.7	35.7
	NCLA	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11.00	1	7.1	7.7	7.7
	12.00	1	7.1	7.7	15.4
	13.00	3	21.4	23.1	38.5
	14.00	2	14.3	15.4	53.8
	15.00	2	14.3	15.4	69.2
	16.00	2	14.3	15.4	84.6
	17.00	2	14.3	15.4	100.0
	Total	13	92.9	100.0	
Missing	-99.00	1	7.1		
Total		14	100.0		

		Phone			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Couple	1	7.1	7.1	7.1
	Often	3	21.4	21.4	28.6

	Lots	2	14.3	14.3	42.9
	All	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

TimeOnline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Allittle	2	14.3	14.3	14.3
	Freq	2	14.3	14.3	28.6
	Alot	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

PlatfQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	21.4	25.0	25.0
	Not very often	7	50.0	58.3	83.3
	Quite a lot	2	14.3	16.7	100.0
	Total	12	85.7	100.0	
Missing	-99.00	2	14.3		
Total		14	100.0		

PlatfQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	7.1	7.1	7.1
	Not very often	7	50.0	50.0	57.1
	Quite a lot	5	35.7	35.7	92.9
	All the time	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

PlatfQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	21.4	21.4	21.4
	Not very often	10	71.4	71.4	92.9
	Quite a lot	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

PlatfQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	14.3	14.3	14.3

	Not very often	5	35.7	35.7	50.0
	Quite a lot	6	42.9	42.9	92.9
	All the time	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

PlatfQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	35.7	35.7	35.7
	Not very often	4	28.6	28.6	64.3
	Quite a lot	2	14.3	14.3	78.6
	All the time	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

PlatfQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	7.1	7.1	7.1
	Quite a lot	5	35.7	35.7	42.9
	All the time	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

PlatfQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	92.9	92.9	92.9
	Not very often	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

PlatfQ9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	57.1	57.1	57.1
	Not very often	4	28.6	28.6	85.7
	Quite a lot	1	7.1	7.1	92.9
	All the time	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

PlatfQ10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	92.9	92.9	92.9
	All the time	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

PlatfQ11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	7.1	7.1	7.1
	Quite a lot	7	50.0	50.0	57.1
	All the time	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

PlatfQ14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	7.1	7.1	7.1
	Not very often	1	7.1	7.1	14.3
	Quite a lot	1	7.1	7.1	21.4
	All the time	11	78.6	78.6	100.0
	Total	14	100.0	100.0	

PlatfQ15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	92.9	92.9	92.9
	All the time	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

PlatfQ16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	92.9	100.0	100.0
Missing	-99.00	1	7.1		
Total		14	100.0		

PlatfQ21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	12	85.7	92.3	92.3
	Not very often	1	7.1	7.7	100.0
	Total	13	92.9	100.0	
Missing	-99.00	1	7.1		
Total		14	100.0		

PlatfQ22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	78.6	78.6	78.6
	Not very often	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

PlatfQ25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

PlatfQ26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	42.9	42.9	42.9
	Quite a lot	5	35.7	35.7	78.6
	All the time	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

PlatfQ27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	78.6	78.6	78.6
	Not very often	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

OnlineExpQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	28.6	28.6	28.6
	Yes	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

OnlineExpQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

OnlineExpQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1

	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

OnlineExpQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

OnlineExpQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

OnlineExpQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

OnlineExpQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	14.3	14.3	14.3
	Yes	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

OnlineExpQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	100.0	100.0	100.0

OnlineExpQ9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

OnlineExpQ10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	71.4	71.4	71.4
	Yes	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

OnlineExpQ11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	50.0	50.0	50.0
	Yes	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

OnlineExpQ12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	85.7	85.7	85.7
	Yes	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

OnlineExpQ13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	100.0	100.0	100.0

OnlineExpQ14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	7.1	7.1	7.1
	Yes	13	92.9	92.9	100.0
	Total	14	100.0	100.0	

OnlineExpQ15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	28.6	28.6	28.6
	Yes	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

OnlineExpQ16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	50.0	50.0	50.0

	Yes	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

OnlineExpQ17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

OnlineExpQ18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

OnlineExpQ19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	92.9	92.9	92.9
	Yes	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

OnlineExpQ20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	21.4	21.4	21.4
	Yes	11	78.6	78.6	100.0
	Total	14	100.0	100.0	

TalkQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occ	1	7.1	7.1	7.1
	Some	1	7.1	7.1	14.3
	Alot	3	21.4	21.4	35.7
	All	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

TalkQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Occ	1	7.1	7.1	7.1
	Some	4	28.6	28.6	35.7
	Alot	4	28.6	28.6	64.3
	All	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

TalkQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	21.4	21.4	21.4
	Occ	2	14.3	14.3	35.7
	Some	6	42.9	42.9	78.6
	Alot	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

TalkQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	57.1	57.1	57.1
	Occ	5	35.7	35.7	92.9
	Alot	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

TalkQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	14.3	14.3	14.3
	Occ	5	35.7	35.7	50.0
	Some	6	42.9	42.9	92.9
	Alot	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

TalkQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	50.0	50.0	50.0
	Occ	3	21.4	21.4	71.4
	Some	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

TalkQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	78.6	78.6	78.6
	Occ	2	14.3	14.3	92.9

	Some	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

TeleInPer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	100.0	100.0	100.0

TeleOnline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	42.9	42.9	42.9
	Yes	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

TeleAinPer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	7.1	7.1	7.1
	Yes	13	92.9	92.9	100.0
	Total	14	100.0	100.0	

TeleAonline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	100.0	100.0	100.0

AppsInPer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	100.0	100.0	100.0

AppsOnline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	28.6	28.6	28.6
	Yes	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

AppsAinPer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	7.1	7.1	7.1
	Yes	13	92.9	92.9	100.0

Total		14	100.0	100.0	
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AppsAonline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	92.9	92.9	92.9
	Yes	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

EmailInPer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	100.0	100.0	100.0

EmailOnline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	42.9	42.9	42.9
	Yes	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

EmailAinPer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	100.0	100.0	100.0

EmailAonline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

ForumsInPer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	35.7	35.7	35.7
	Yes	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

ForumsOnline

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	No	7	50.0	50.0	50.0
	Yes	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

ForumsAinper

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	64.3	64.3	64.3
	Yes	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

ForumsAonline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	92.9	92.9	92.9
	Yes	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

VideoInPer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	7.1	7.1	7.1
	Yes	13	92.9	92.9	100.0
	Total	14	100.0	100.0	

VideoOnline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

VideoAinper

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	28.6	28.6	28.6
	Yes	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

VideoAonline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	100.0	100.0	100.0

GamingInper

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	50.0	50.0	50.0
	Yes	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

GamingOnline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	71.4	71.4	71.4
	Yes	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

GamingAinper

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	92.9	92.9	92.9
	Yes	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

GamingAonline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	100.0	100.0	100.0

CommQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	14.3	14.3	14.3
	Yes	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

CommQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	7.1	7.1	7.1
	Yes	13	92.9	92.9	100.0
	Total	14	100.0	100.0	

CommQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

CommQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	100.0	100.0	100.0

CommQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	92.9	92.9	92.9
	Yes	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

CommQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	42.9	42.9	42.9
	Yes	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

CommQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	100.0	100.0	100.0

CommQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

CommQ9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

CommQ10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

CommQ11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	14.3	14.3	14.3
	Yes	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

CommQ12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	64.3	64.3	64.3
	Yes	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

CommQ13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	71.4	71.4	71.4
	Yes	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

CommQ14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

CommQ15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	64.3	64.3	64.3
	Yes	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

CommQ16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	85.7	85.7	85.7
	Yes	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

CommQ17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	71.4	71.4	71.4
	Yes	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

CommQ18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	100.0	100.0	100.0

CommQ19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	50.0	50.0	50.0
	Yes	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

CommQ20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

CommQ21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	92.9	92.9	92.9
	Yes	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

CommQ22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	92.9	92.9	92.9
	Yes	1	7.1	7.1	100.0

Total		14	100.0	100.0	
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CommQ23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	92.9	92.9	92.9
	Yes	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

CommQ24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	42.9	42.9	42.9
	Yes	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

CommQ25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	100.0	100.0	100.0

CommQ26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	100.0	100.0	100.0

NegExpQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	50.0	50.0	50.0
	Occ	4	28.6	28.6	78.6
	Some	1	7.1	7.1	85.7
	Alot	1	7.1	7.1	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

NegExpQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	21.4	21.4	21.4
	Occ	1	7.1	7.1	28.6
	Some	7	50.0	50.0	78.6
	Alot	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

NegExpQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	57.1	57.1	57.1
	Occ	1	7.1	7.1	64.3
	Some	4	28.6	28.6	92.9
	Alot	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

NegExpQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	42.9	42.9	42.9
	Occ	5	35.7	35.7	78.6
	Some	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

NegExpQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	78.6	78.6	78.6
	Occ	2	14.3	14.3	92.9
	Some	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

NegExpQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	57.1	57.1	57.1
	Occ	4	28.6	28.6	85.7
	Some	1	7.1	7.1	92.9
	Alot	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

NegExpQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	64.3	64.3	64.3
	Some	3	21.4	21.4	85.7
	Alot	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

NegExpQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	78.6	78.6	78.6
	Occ	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

NegExpQ9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	21.4	21.4	21.4
	Occ	5	35.7	35.7	57.1
	Some	4	28.6	28.6	85.7
	Alot	1	7.1	7.1	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

NegExpQ10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Occ	5	35.7	35.7	35.7
	Some	4	28.6	28.6	64.3
	Alot	4	28.6	28.6	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

NegExpQ11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	64.3	64.3	64.3
	Occ	2	14.3	14.3	78.6
	Some	1	7.1	7.1	85.7
	Alot	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

NegExpQ12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	14	100.0	100.0	100.0

NegExpQ13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	64.3	64.3	64.3
	Occ	2	14.3	14.3	78.6
	Some	2	14.3	14.3	92.9
	Alot	1	7.1	7.1	100.0

Total		14	100.0	100.0	
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FExpQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	100.0	100.0	100.0

FExpQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	7.1	7.1	7.1
	Yes	13	92.9	92.9	100.0
	Total	14	100.0	100.0	

FExpQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	3	21.4	21.4	21.4
	Yes	11	78.6	78.6	100.0
	Total	14	100.0	100.0	

FExpQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	71.4	71.4	71.4
	Yes	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

FExpQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	71.4	71.4	71.4
	Yes	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

FExpQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	14.3	14.3	14.3
	Yes	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

FExpQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

FExpQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	42.9	42.9	42.9
	Yes	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

FExpQ9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	14.3	14.3	14.3
	Yes	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

FExpQ10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

FExpQ11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	28.6	28.6	28.6
	Yes	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

FExpQ12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	28.6	28.6	28.6
	Yes	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

FExpQ13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

FExpQ14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

FExpQ15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	42.9	42.9	42.9
	Yes	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

FExpQ16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	64.3	64.3	64.3
	Yes	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

FExpQ17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	4	28.6	28.6	28.6
	Yes	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

FExpQ18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	64.3	64.3	64.3
	Yes	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

FExpQ19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	35.7	35.7	35.7
	Yes	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

FExpQ20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	42.9	42.9	42.9
	Yes	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

FExpQ21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	8	57.1	57.1	57.1
	Yes	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

FExpQ22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	35.7	35.7	35.7
	Yes	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

FExpQ23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	71.4	71.4	71.4
	Yes	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

FExpQ24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	42.9	42.9	42.9
	Yes	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

FExpQ25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	71.4	71.4	71.4
	Yes	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

FExpQ26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	85.7	85.7	85.7
	Yes	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

FeelingQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NotOft	2	14.3	14.3	14.3
	Few	1	7.1	7.1	21.4
	Alot	5	35.7	35.7	57.1
	All	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

FeelingQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	7.1	7.1	7.1
	NotOft	7	50.0	50.0	57.1
	Few	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

FeelingQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	7.1	7.1	7.1
	NotOft	3	21.4	21.4	28.6
	Few	1	7.1	7.1	35.7
	Alot	8	57.1	57.1	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

FeelingQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	14.3	14.3	14.3
	NotOft	5	35.7	35.7	50.0

	Few	4	28.6	28.6	78.6
	Alot	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

FeelingQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	35.7	35.7	35.7
	NotOf	2	14.3	14.3	50.0
	Few	5	35.7	35.7	85.7
	Alot	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

FeelingQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	7.1	7.1	7.1
	NotOf	3	21.4	21.4	28.6
	Few	5	35.7	35.7	64.3
	Alot	2	14.3	14.3	78.6
	All	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

FeelingQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	14.3	14.3	14.3
	NotOf	2	14.3	14.3	28.6
	Few	4	28.6	28.6	57.1
	Alot	2	14.3	14.3	71.4
	All	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

FeelingQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	50.0	50.0	50.0
	NotOf	3	21.4	21.4	71.4
	Few	2	14.3	14.3	85.7
	Alot	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

FeelingQ9

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Never	5	35.7	35.7	35.7
	NotOf	3	21.4	21.4	57.1
	Few	2	14.3	14.3	71.4
	Alot	3	21.4	21.4	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

FeelingQ10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	35.7	35.7	35.7
	NotOf	4	28.6	28.6	64.3
	Few	3	21.4	21.4	85.7
	Alot	2	14.3	14.3	100.0
	All				
	Total	14	100.0	100.0	

FeelingQ11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NotOf	2	14.3	14.3	14.3
	Few	7	50.0	50.0	64.3
	Alot	4	28.6	28.6	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

FeelingQ12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	71.4	71.4	71.4
	NotOf	3	21.4	21.4	92.9
	Few	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

FeelingQ13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	14.3	14.3	14.3
	NotOf	2	14.3	14.3	28.6
	Few	7	50.0	50.0	78.6
	Alot	2	14.3	14.3	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

FeelingQ14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	35.7	35.7	35.7
	NotOf	2	14.3	14.3	50.0
	Few	5	35.7	35.7	85.7
	Alot	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

FeelingQ15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	28.6	33.3	33.3
	NotOf	4	28.6	33.3	66.7
	Few	2	14.3	16.7	83.3
	Alot	2	14.3	16.7	100.0
	Total	12	85.7	100.0	
Missing	-99.00	2	14.3		
Total		14	100.0		

FeelingQ16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	64.3	64.3	64.3
	NotOf	1	7.1	7.1	71.4
	Few	3	21.4	21.4	92.9
	Alot	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

FeelingQ17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	71.4	71.4	71.4
	NotOf	2	14.3	14.3	85.7
	Few	1	7.1	7.1	92.9
	Alot	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

FeelingQ18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NotOf	2	14.3	14.3	14.3
	Few	9	64.3	64.3	78.6
	Alot	2	14.3	14.3	92.9
	All	1	7.1	7.1	100.0

Total	14	100.0	100.0
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FeelingQ19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	14.3	14.3	14.3
	NotOf	2	14.3	14.3	28.6
	Few	5	35.7	35.7	64.3
	Alot	3	21.4	21.4	85.7
	All	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

FeelingQ20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	14.3	14.3	14.3
	NotOf	5	35.7	35.7	50.0
	Few	6	42.9	42.9	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

VSelfQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	14.3	14.3	14.3
	Neither	1	7.1	7.1	21.4
	Agree	7	50.0	50.0	71.4
	StrongAgr	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

VSelfQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	StrongDis	1	7.1	7.7	7.7
	Disagree	2	14.3	15.4	23.1
	Neither	1	7.1	7.7	30.8
	Agree	6	42.9	46.2	76.9
	StrongAgr	3	21.4	23.1	100.0
	Total	13	92.9	100.0	
Missing	-99.00	1	7.1		
Total		14	100.0		

VSelfQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.1	7.1	7.1
	Agree	9	64.3	64.3	71.4
	StrongAgr	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

VSelfQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	21.4	21.4	21.4
	Agree	8	57.1	57.1	78.6
	StrongAgr	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

VSelfQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	57.1	57.1	57.1
	Neither	3	21.4	21.4	78.6
	Agree	2	14.3	14.3	92.9
	StrongAgr	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

VSelfQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	42.9	42.9	42.9
	Neither	5	35.7	35.7	78.6
	Agree	1	7.1	7.1	85.7
	StrongAgr	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

VSelfQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	StrongDis	1	7.1	7.1	7.1
	Disagree	5	35.7	35.7	42.9
	Neither	3	21.4	21.4	64.3
	Agree	2	14.3	14.3	78.6
	StrongAgr	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

VSelfQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.1	7.1	7.1
	Neither	4	28.6	28.6	35.7
	Agree	6	42.9	42.9	78.6
	StrongAgr	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

VSelfQ9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	StrongDis	1	7.1	7.1	7.1
	Disagree	3	21.4	21.4	28.6
	Neither	1	7.1	7.1	35.7
	Agree	6	42.9	42.9	78.6
	StrongAgr	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

VSelfQ10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.1	7.1	7.1
	Neither	1	7.1	7.1	14.3
	Agree	5	35.7	35.7	50.0
	StrongAgr	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

VSelfQ11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	StrongDis	2	14.3	14.3	14.3
	Disagree	6	42.9	42.9	57.1
	Neither	4	28.6	28.6	85.7
	Agree	1	7.1	7.1	92.9
	StrongAgr	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

VSelfQ12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	21.4	21.4	21.4
	Neither	3	21.4	21.4	42.9
	Agree	7	50.0	50.0	92.9
	StrongAgr	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

VSelfQ13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	StrongDis	2	14.3	14.3	14.3
	Disagree	2	14.3	14.3	28.6
	Neither	1	7.1	7.1	35.7
	Agree	7	50.0	50.0	85.7
	StrongAgr	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

VSelfQ14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neither	5	35.7	35.7	35.7
	Agree	4	28.6	28.6	64.3
	StrongAgr	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

VSelfQ15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.1	7.1	7.1
	Neither	5	35.7	35.7	42.9
	Agree	4	28.6	28.6	71.4
	StrongAgr	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

VSelfQ16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	StrongDis	1	7.1	7.1	7.1
	Neither	1	7.1	7.1	14.3
	Agree	10	71.4	71.4	85.7
	StrongAgr	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

VSelfQ17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	7.1	7.1	7.1
	Neither	1	7.1	7.1	14.3
	Agree	9	64.3	64.3	78.6
	StrongAgr	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

VSelfQ18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	StrongDis	2	14.3	14.3	14.3
	Disagree	8	57.1	57.1	71.4
	Neither	2	14.3	14.3	85.7
	Agree	1	7.1	7.1	92.9
	StrongAgr	1	7.1	7.1	100.0
	Total		14	100.0	100.0

VSelfQ19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	StrongDis	1	7.1	7.1	7.1
	Disagree	2	14.3	14.3	21.4
	Neither	5	35.7	35.7	57.1
	Agree	4	28.6	28.6	85.7
	StrongAgr	2	14.3	14.3	100.0
	Total		14	100.0	100.0

VSelfQ20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	StrongDis	2	14.3	14.3	14.3
	Disagree	2	14.3	14.3	28.6
	Neither	5	35.7	35.7	64.3
	Agree	4	28.6	28.6	92.9
	StrongAgr	1	7.1	7.1	100.0
	Total		14	100.0	100.0

HelpQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	42.9	42.9	42.9
	Yes	8	57.1	57.1	100.0
	Total	14	100.0	100.0	

HelpQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	71.4	71.4	71.4
	Yes	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

HelpQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	7.1	7.1	7.1
	Yes	13	92.9	92.9	100.0
	Total	14	100.0	100.0	

HelpQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	85.7	85.7	85.7
	Yes	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

HelpQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

HelpQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

HelpQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	64.3	64.3	64.3
	Yes	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

HelpQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	7	50.0	50.0	50.0
	Yes	7	50.0	50.0	100.0
	Total	14	100.0	100.0	

HelpQ9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	78.6	78.6	78.6
	Yes	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

HelpQ10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	12	85.7	85.7	85.7
	Yes	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

ProtectionQ1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	28.6	28.6	28.6
	Occ	6	42.9	42.9	71.4
	Some	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

ProtectionQ2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	21.4	21.4	21.4
	Occ	4	28.6	28.6	50.0
	Some	2	14.3	14.3	64.3
	Alot	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

ProtectionQ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	28.6	28.6	28.6
	Occ	3	21.4	21.4	50.0
	Some	1	7.1	7.1	57.1
	Alot	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

ProtectionQ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	71.4	76.9	76.9
	Occ	1	7.1	7.7	84.6
	Alot	1	7.1	7.7	92.3

	All	1	7.1	7.7	100.0
	Total	13	92.9	100.0	
Missing	-99.00	1	7.1		
Total		14	100.0		

ProtectionQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	57.1	57.1	57.1
	Occ	5	35.7	35.7	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

ProtectionQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	50.0	53.8	53.8
	Occ	4	28.6	30.8	84.6
	Alot	2	14.3	15.4	100.0
	Total	13	92.9	100.0	
Missing	-99.00	1	7.1		
Total		14	100.0		

ProtectionQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	50.0	50.0	50.0
	Occ	1	7.1	7.1	57.1
	Some	2	14.3	14.3	71.4
	Alot	3	21.4	21.4	92.9
	All	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

ProtectionQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	50.0	50.0	50.0
	Occ	1	7.1	7.1	57.1
	Some	2	14.3	14.3	71.4
	Alot	1	7.1	7.1	78.6
	All	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

ProtectionQ9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	50.0	50.0	50.0
	Occ	1	7.1	7.1	57.1
	Some	3	21.4	21.4	78.6
	Alot	1	7.1	7.1	85.7
	All	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Safety

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	7.1	7.1	7.1
	No	7	50.0	50.0	57.1
	Unsure	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

UnsafeApp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	92.9	92.9	92.9
	No	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

AConcern

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	64.3	64.3	64.3
	Unsure	5	35.7	35.7	100.0
	Total	14	100.0	100.0	

Honesty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	92.9	92.9	92.9
	Unsure	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

4a: Study 4 - Social Media Recruitment Advertisement



Picture 1: Picture to accompany post to grab attention

Are you 21 and over? Do you work within residential childcare? If so, I am looking for participants to share their views, opinions and experiences in relation to working with looked after children and young people.

My name is Natalie and I am a senior homes manager for a residential child care organisation. I am also currently completing my PhD in child sexual exploitation online. As part of my research, I would like to gather the views and opinions of those who currently work with children and young people who are looked after. I am specifically interested in child sexual exploitation online, perceptions of the services provided to looked after children, and the levels of risk children and young people are perceived to be at from sexual exploitation online. The questionnaire will take between 15 and 45 minutes to complete depending on your responses and is completely anonymous. I hope that my research will improve our knowledge in this area and inform practice, as well as helping to keep young people safe. If you would like to participate, please access the below link to gain more information and to proceed to the questionnaire.

*Link to Qualtrics questionnaire included here.

4b: Study 4: Pre-Questionnaire Briefing sheet

Participant Briefing Sheet

My name is Natalie Yates and I am currently completing my PhD in online child sexual exploitation, as well as holding a senior homes manager position within a residential childcare provider. I am currently conducting an online questionnaire study about online child sexual exploitation and am looking for participants aged 21 or older whom currently work with looked after children and young people to take part. Please read the information on this page carefully so you can decide whether you want to complete the questionnaire.

If you agree to participate, you will be required to complete a questionnaire that will take approximately 15 – 45 minutes to complete depending on your responses. **Some of the questions asked are sensitive (e.g., asking about online child exploitation and children whom you are currently working with or whom you have previously worked with), and may cause some participant's emotional distress. If you feel that this might be a problem, please do not take part.** If you do experience any distress as a result of participating in the study, sources of help and support will be provided on the debrief page.

Participation in this study is completely voluntary. All information and data collected will remain completely anonymous and confidential. Data will be stored in a secure, password protected file on the university network and will be destroyed following participation in line with the universities policies.

The data will be used for my project write up, as well as potentially for journal articles and teaching purposes. Only myself, my project supervisor and others with legitimate academic need will have access to the data. This may include sharing your responses with others doing similar research, but only if their request to access it is approved by the University. You will not be able to be identified should this happen as all answers are anonymous.

You can withdraw from this study until the point of submitting the completed questionnaire by closing the browser window or not clicking 'submit'. However, once you have submitted your responses, you will not be able to withdraw as all data is anonymous and individual responses cannot be identified.

By completing the questionnaire and submitting your data, you are giving consent to take part in the study.

Please contact myself or my supervisor if you need any more information or have questions.

Thank you

Researcher contact details:

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If you have concerns about the research and you wish to raise them with somebody who is independent of the research team, please contact the University Officer for Ethics (OfficerForEthics@uclan.ac.uk).

4c: Study 4 - Qualtrics online questionnaire

Residential Care and Vulnerability to Child Sexual Exploitation

Survey Flow

Block: Default Question Block (10 Questions)

Standard: Block 2 (10 Questions)

Standard: Block 2 (6 Questions)

Standard: Block 3 (10 Questions)

Standard: Block 4 (7 Questions)

Standard: Block 5 (17 Questions)

Standard: Block 6 (12 Questions)

Standard: Block 7 (6 Questions)

Standard: Block 8 (6 Questions)

Standard: Block 9 (6 Questions)

Standard: Block 10 (9 Questions)

Standard: Block 11 (2 Questions)

Block: (0 Questions)

Page Break

Start of Block: Default Question Block

Q101 Thank you for agreeing to participate in this study. Before starting the questionnaire, please take some time to click on the link named 'Participant Information Sheet' below and carefully read the supporting information before continuing.

Q101 [Participant information sheet](#)

Page Break



Q1 Please state the name of the organisation in which you work.

Q2 Do you work in a residential home with children and young people who are currently looked after?

Yes (1)

No (2)

Skip To: End of Survey If Do you work in a residential home with children and young people who are currently looked after? = No

Q3 What type of contract do you have with your employer?

Full Time (1)

Part Time (2)

Ad Hoc/Bank Staff/Zero Hours Contract (3)

Other (4)

Q4 Approximately how many hours a week do you work within the residential home?

- Less than 10 (1)
 - 10 - 20 (2)
 - 20 - 40 (3)
 - 40 - 60 (4)
 - 60 hours and over (5)
-

Q5 How long have you worked within residential childcare?

- Less than 6 months (1)
 - 6 months - 1 year (2)
 - 1 - 5 years (3)
 - 5 - 10 years (4)
 - 10 years and over (5)
-

Q6 At what level do you work within residential care?

- Support worker/Care worker (1)
 - Team leader/deputy Manager/senior Staff member (2)
 - Registered Manager/Homes Manager (3)
 - Bank Staff/Ad Hoc/Agency Staff (4)
-

Q7 Roughly how much time per working day do you spend with children and young people?

- All of my day (1)
 - The majority of my day (2)
 - Roughly half of my day (3)
 - A little bit of my day (4)
 - None of my working day (5)
-

Q8 How many children live in the home in which you currently work?

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 or more (6)

End of Block: Default Question Block

Start of Block: Block 2

Q9 Please tell me how much you agree with the following statements:

Q10 I generally have close, professional relationships with children and young people who are looked after.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q11 One or more young people currently living in the home are AT RISK of child sexual exploitation (CSE) online.

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q12 One or more young people currently living in the home are currently SUBJECT to CSE online.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Skip To: End of Block If One or more young people currently living in the home are currently SUBJECT to CSE online. = Strongly disagree

Skip To: End of Block If One or more young people currently living in the home are currently SUBJECT to CSE online. = Somewhat disagree

Skip To: End of Block If One or more young people currently living in the home are currently SUBJECT to CSE online. = Neither agree nor disagree

Q13 What is the nature of this exploitation? (Please tick all that apply)

- The child is receiving gifts from an adult (1)
- The child believes they are in a relationship with an adult (2)
- The child is involved in the exchange of sexual images with an adult (3)
- The child is involved in sexual chat with an adult (4)
- The child is involved in offline meetings with an adult (5)
- The child is talking to an adult they believe to be their friend (6)

Q14 How many adults do you think are involved in the exploitation

- 1 (1)
 - 2 (2)
 - 3 - 5 (3)
 - More than 5 (4)
 - Don't know (5)
-

Q15 How many other children do you think are involved in the exploitation?

- No other children (1)
 - 1 other child (2)
 - 2 - 5 other children (3)
 - More than 5 other children (4)
 - Don't know (5)
-

Q16 What is happening/happened to this relationship? (Please select all that apply)

- It continues and there is nothing the home can do (1)
 - It continues and is monitored by the home (2)
 - It continues and the home are trying to stop it (3)
 - It has ended naturally (4)
 - It ended due to what was put in place by the home (5)
 - Other (6)
-

Q17 What was done to protect the child's safety? (Please select all that apply)

- Nothing (1)
 - The child's social worker was informed (2)
 - The relationship was monitored (3)
 - The child was moved from the home/area (4)
 - The child's supervision was increased (5)
 - The child's mobile phone/ online access was removed (6)
 - The police we contacted (7)
 - Other (8)
-

Q19 The child that is subject to CSE online is involved with external services (physically being visited/seen by someone professional who is external to the home in relation to the CSE (other than a social worker).

- Very often (1)
- Quite often (2)
- Occasionally (3)
- Not very often (4)
- Never (5)

End of Block: Block 2

Start of Block: Block 2

Q20 Please tell me how much you agree with the following statements:

Q21 Young people living within a residential setting are GENERALLY likely to disclose CSE that occurs online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q22 Young people living within a residential setting are likely to disclose CSE that occurs online to a STAFF MEMBER

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q23 Young people living within a residential setting are likely disclose CSE that occurs online to a FAMILY MEMBER

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q24 Young people living within a residential setting are likely to disclose CSE that occurs online to ANOTHER TRUSTED ADULT i.e social worker, teacher, advocate.

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q25 Young people living within a residential setting are likely to disclose CSE that occurs online to a PEER OR FRIEND.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

End of Block: Block 2

Start of Block: Block 3

Q26 Thinking about all the children you CURRENTLY work with and their histories prior to coming to the home, please tell me how much you agree with the following statements:

Q27 I am currently working with a child who has been sexually exploited online previously

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q28 I am currently working with a young person that has in the past received gifts from an unknown adult within circumstances that were believed to be for the intention of grooming.

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q29 I am working with a young person that has disclosed in the past that they were in a relationship with an adult ONLINE or that started ONLINE

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Display This Question:

*If I am working with a young person that has disclosed in the past that they were in a relationship... =
Strongly agree*

*And I am working with a young person that has disclosed in the past that they were in a relationship... =
Somewhat agree*

*And I am working with a young person that has disclosed in the past that they were in a relationship... =
Neither agree nor disagree*

Q30 How did this relationship start?

- Online (1)
 - Through a friend/associate (2)
 - Through a family member (3)
 - They met in person (4)
 - Don't know (5)
-

Display This Question:

*If I am working with a young person that has disclosed in the past that they were in a relationship... =
Strongly agree*

*And I am working with a young person that has disclosed in the past that they were in a relationship... =
Somewhat agree*

*And I am working with a young person that has disclosed in the past that they were in a relationship... =
Neither agree nor disagree*

Q31 Do you know what happened to that relationship?

- It continued (1)
 - It continued and was monitored (2)
 - It ended naturally (3)
 - It ended due to what others/professionals put in place (4)
 - Other (5)
-

Q32 I am currently working with a young person who has met with an adult in person that they had met online for what I or others believed to be a sexual reason on behalf of the adult.

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Display This Question:

*If I am currently working with a young person who has met with an adult in person that they had met... =
Strongly agree*

*And I am currently working with a young person who has met with an adult in person that they had met...
= Somewhat agree*

Q33 Did this happen on more than one occasion?

- No, it was just on occasion (1)
- It happened on a few occasions (2)
- It happened on numerous occasions (3)

Skip To: End of Block If Did this happen on more than one occasion? = No, it was just on occasion

Display This Question:

If I am currently working with a young person who has met with an adult in person that they had met... = Strongly agree

And I am currently working with a young person who has met with an adult in person that they had met... = Somewhat agree

Q34 What was done to protect the child's safety? (Please select all that apply)

- Nothing (1)
 - The child's social worker was informed (2)
 - The relationship was monitored (3)
 - The child was moved (4)
 - The child's supervision was increased (5)
 - The child's mobile phone/social media was removed (6)
 - The police were contacted (7)
 - The child was referred to an external agency (8)
 - Other (9)
-

Display This Question:

If I am currently working with a young person who has met with an adult in person that they had met... = Strongly agree

And I am currently working with a young person who has met with an adult in person that they had met... = Somewhat agree

Q35 The child is involved with external services? (Physically being visited/seen by someone external to the home in relation to CSE other than a social worker).

- Very often (1)
- Quite often (2)
- Occasionally (3)
- Not very often (4)
- Never (5)

End of Block: Block 3

Start of Block: Block 4

Q36 Thinking about previous young people you have worked with, please tell me how much you agree with the following statements:

Q37 I have in the past worked with a young person who met face to face with an adult that they had originally met online?

- Yes (1)
- No (2)

Skip To: End of Block If I have in the past worked with a young person who met face to face with an adult that they had or... = No

Q38 Did this happen on more than one occasion?

- No it was just one occasion (1)
 - It happened on a few occasions (2)
 - It happened on numerous occasions (3)
-

Q39 I felt the adult had met with the young person for reasons that I would describe as sexual

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q40 The young person was given the right amount of support and help by the home

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q41 The young person was given the right amount of support and help them understand their exploitation

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q42 Staff in the home were fully equipped and knowledgeable enough to give this young person the right amount of support

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

End of Block: Block 4

Start of Block: Block 5

Q43 Thinking about the behaviours exhibited by young people who have been sexually exploited online and your own personal experience of looking after children and young people, please tell me how much you agree with the following statements:

Q44 Young people who have been exploited online are at high risk of being missing from home or running away.

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q45 Young people who have been exploited online are at high risk of self-harming behaviours (excluding suicidal ideation/or attempts)

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q46 Young people who have been exploited online are at high risk of substance misuse

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q47 Young people who have been exploited online are at high risk of contact sexual abuse

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q48 Young people who have been exploited online are at high risk of being bullied

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q49 Young people who have been exploited online are at high risk of criminality

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q50 Young people who have been exploited online are at high risk of presenting with sexualised behaviours

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q51 Young people who have been exploited online are at high risk of gang affiliation

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q52 Young people who have been exploited online are at high risk of presenting with suicidal ideation or attempts of suicide

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q53 Young people who have been exploited online are at high risk of presenting with anger and aggression

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q54 Young people who have been exploited online have a history of sexual abuse

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q55 Young people who have been exploited online have a history of neglect

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q56 Young people who have been exploited online have a history of physical abuse

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q57 Young people who have been exploited online have a history of emotional abuse

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q58 Young people who have been exploited online have a history of being a victim of bullying

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q59 Young people who have been exploited online have support networks out of the home

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

End of Block: Block 5

Start of Block: Block 6

Q60 Thinking about the organisation that you work for and other employees known to you within the same organisation, please tell me how much you agree with the following statements:

Q61 Employees are currently good at identifying CSE online when it occurs

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q62 Employees are currently good at keeping young people safe from online CSE

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q63 Employees working within the home are aware of 'apps' (Applications), social media and online services children and young people use

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q64 Employees working in the home know their way around computers and online services and would understand information shared by children about their online experiences

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q65 Employees working within the home are good at identifying the signs and symptoms of online CSE

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q66 Employees working within the home have a good level of knowledge surrounding CSE online

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q67 Employees working within the home get regular training on online CSE. (at least once every 12 months)

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q68 The quality of training employees receive on CSE online is of a good standard

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q69 Employees know what services are on offer to help children and young people who are being exploited online or who have previously been exploited online

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q70 Employees have access to, and know the whereabouts of the organisations policy which relates to online CSE

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q71 Employees are fully aware of the information and content held in the organisations policy which relates to online CSE

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

End of Block: Block 6

Start of Block: Block 7

Q72 Thinking about the services and support young people receive, please tell me how much you agree with the following statements:

Q73 Young people who have been victim of CSE online get the right amount of support

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q74 We could do more as a home to support young people who have been victims of online CSE

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q75 Young people get the right amount of support from the home to understand online CSE

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q76 The home needs more support from the external services to support young people who have been victims of online CSE

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q77 We could do more as an organisation to support young people who have been victims of online CSE

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

End of Block: Block 7

Start of Block: Block 8

Q78 Thinking about YOUR OWN knowledge, please tell me how much you agree with the following statements:

Q79 I have a good understanding of the models, theories or explanations of CSE online

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q80 I have a good amount of knowledge in relation to the signs and symptoms of CSE online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q81 I have a good amount of knowledge in relation to the characteristics of perpetrators of CSE online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q83 I have a good amount of knowledge about the effects that CSE online can have on children and young people

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q84 I have a good amount of knowledge surrounding the vulnerability factors that could make children and people more vulnerable to CSE online

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

End of Block: Block 8

Start of Block: Block 9

Q85 Thinking about the knowledge of your CO-WORKERS and COLLEAGUES, please tell me how much you agree with the following statements

Q86 My co-workers have a good amount of knowledge in relation to models of CSE online

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q87 My co-workers have a good amount of knowledge in relation to the signs and symptoms of CSE online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q88 My co-workers have a good amount of knowledge in relation to the characteristics of perpetrators of CSE online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q89 My co-workers have a good amount of knowledge about the effects that CSE online can have on children and young people

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q90 My co-workers have a good amount of knowledge surrounding the vulnerability factors that could make children and young people more vulnerable to CSE online

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

End of Block: Block 9

Start of Block: Block 10

Q91 Thinking about the impact of previous/current CSE online, please tell how much you agree with the following statements:

Q92 Young people's relationships with peers and friends are affected by CSE online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q93 Young people's physical health is affected by CSE online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q94 Young people's mental/emotional health is affected by CSE online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q95 Young people's education is affected by CSE online

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q96 Young people's risk-taking behaviours are affected by CSE online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q97 Young people's safety is affected by CSE online

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q98 Young people's relationships with those that work in the home is affected by CSE online

- Strongly agree (1)
 - Somewhat agree (2)
 - Neither agree nor disagree (3)
 - Somewhat disagree (4)
 - Strongly disagree (5)
-

Q99 Young people's relationships with family is affected by CSE online

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

End of Block: Block 10

Start of Block: Block 11

Q103 Thank you for participating in this research. Before leaving the page, please take time to click the link below and fully read the participant debrief sheet which includes further information and sources of help and guidance.

Q108 [Participant Debrief Information](#)

4d: Study 4 – Participant Debrief Materials

Participant Debrief

Thank you for your participation in this research study and completing the questionnaire.

This research study is examining online child sexual exploitation and as a professional, your thoughts, experiences and opinions on this issue.

By researching this area, it is hoped that knowledge will be developed which could help to improve professional practice, provide us with more insight into those who may be vulnerable to online sexual exploitation, and to improve professional knowledge within this area.

Please remember that now you have submitted your answers, you will be unable to withdraw your data from the study.

If this study has raised any issues for you, particularly relating to the sensitive issues addressed in the questionnaire, please access the contacts below can offer help and support.

Sources of help and information for adults:

NSPCC:	www.nspcc.org.uk	Tel: 0808 800 5000
Barnardo's:	www.barnardos.org.uk	
NAPAC	www.napac.org.uk	Tel:0808 801 0331

You can find out more about online safety at:

Thinkuknow:	www.thinkuknow.co.uk
Childnet International:	www.childnet-int.org
Beatbullying:	www.beatbullying.org

Places where you can report problems:

Inappropriate contact from adults:	www.ceop.police.uk/ceop-report	
Concerns about a child:	www.crimestoppers-uk.org	Tel: 0800555111

If you feel a child is in immediate danger, please contact 999.

If you feel a child is at risk please discuss any concerns with the young person's social worker, the homes manager and/or the local authority designated officer for safeguarding in your area. The details of which are required to be accessible within the residential home.

If you feel concerns surrounding child sexual exploitation have not been responded to appropriately you should follow the organisations whistle blowing policy. Should this continue to be an issue you are also able to report your concerns to Ofsted on: 0300 123 1231

If you would like more information regarding this study, please contact me using the contact details below.

Researcher contact details:

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Supervisor Contact Details:

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If you have concerns about the research and you wish to raise them with somebody who is independent of the research team, please contact the University Officer for Ethics (OfficerForEthics@uclan.ac.uk).

4e: Study 4 - Table of data removal and rationale

No of cases removed	Rationale
27	Participants were removed from the data as they had clicked on the link for participation and agreed to participate but then had not answered any of the questions included and subsequently, there was no data to include in the analysis.
10	Removed due to answering 'No' to question 2 in the survey (Do you currently work within residential childcare?). Participants not currently working within the residential childcare sector did not qualify for participation in the study as per the research advertisement and participant briefing information. Therefore, the questionnaire was designed not to allow participants to continue to the next question.
3	Participants were removed due to answering yes to question 2 but then not answering any further questions in the survey.
17	Participants were removed due to answering less than 50% of the questions included in the study as to not skew the data.

4f: Study 4 – Table of missing values per variable inc percentage

Variable	No Missing Values	Percentage Missing Values
Stf_Identify	4	3.4
Stf_Safe	4	3.4
Stf_Aware	4	3.4
Stf_ITSkills	4	3.4
Stf_SignSym	4	3.4
Stf_Knowledge	4	3.4
Stf_RegTrain	4	3.4
Stf_QaulTrain	4	3.4
Stf_Services	4	3.4
Stf_Policy	4	3.4
Stf_PolicyContent	4	3.4
VicSup	9	7.6
HomeSup	9	7.6
ChildSup	9	7.6
ExtSup	9	7.6
OrgSup	9	7.6
I_Theory	12	10.2
I_SignSym	12	10.2
I_Perp	12	10.2
I_Effects	12	10.2
I_Vulnerability	12	10.2
Co_Theory	14	11.9
Co_SignSym	14	11.9
Co_Perp	14	11.9
Co_Effects	14	11.9
Co_Vulnerability	14	11.9
Impact_PeerRel	15	12.7
Impact_Health	15	12.7
Impact_Emot	15	12.7
Impact_Edu	15	12.7
Impact_Risk	15	12.7
Impact_Safety	15	12.7
Impact_HomeRel	15	12.7
Impact_FamRel	15	12.7

4h: Study 4 – Frequency Analysis: Full Sample

Do you work in a residential home with children and young people who are currently looked after?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	118	100.0	100.0	100.0

What type of contract do you have with your employer?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full Time	105	89.0	89.0	89.0
	Part Time	3	2.5	2.5	91.5
	Ad Hoc/Bank Staff/Zero Hours Contract	10	8.5	8.5	100.0
	Total	118	100.0	100.0	

Approximately how many hours a week do you work within the residential home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10	2	1.7	1.7	1.7
	10 - 20	11	9.3	9.3	11.0
	20 - 40	29	24.6	24.6	35.6
	40 - 60	60	50.8	50.8	86.4
	60 hours and over	16	13.6	13.6	100.0
	Total	118	100.0	100.0	

How long have you worked within residential childcare?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 6 months	5	4.2	4.2	4.2
	6 months - 1 year	16	13.6	13.6	17.8
	1 - 5 years	50	42.4	42.4	60.2
	5 - 10 years	25	21.2	21.2	81.4
	10 years and over	22	18.6	18.6	100.0
	Total	118	100.0	100.0	

At what level do you work within residential care?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Support worker/Care worker	40	33.9	33.9	33.9
	Team leader/deputy Manager/senior Staff member	44	37.3	37.3	71.2
	Registered Manager/Homes Manager	26	22.0	22.0	93.2
	Bank Staff/Ad Hoc/Agency Staff	8	6.8	6.8	100.0

Total	118	100.0	100.0
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Roughly how much time per working day do you spend with children and young people?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of my day	11	9.3	9.3	9.3
	The majority of my day	58	49.2	49.2	58.5
	Roughly half of my day	29	24.6	24.6	83.1
	A little bit of my day	20	16.9	16.9	100.0
	Total	118	100.0	100.0	

How many children live in the home in which you currently work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	25	21.2	21.2	21.2
	2	34	28.8	28.8	50.0
	3	24	20.3	20.3	70.3
	4	27	22.9	22.9	93.2
	5	2	1.7	1.7	94.9
	6 or more	6	5.1	5.1	100.0
	Total	118	100.0	100.0	

I generally have close, professional relationships with children and young people who are looked after.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	74	62.7	62.7	62.7
	Somewhat agree	38	32.2	32.2	94.9
	Neither agree nor disagree	5	4.2	4.2	99.2
	Somewhat disagree	1	.8	.8	100.0
	Total	118	100.0	100.0	

One or more young people currently living in the home are AT RISK of child sexual exploitation (CSE) online.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	47	39.8	39.8	39.8
	Somewhat agree	40	33.9	33.9	73.7
	Neither agree nor disagree	15	12.7	12.7	86.4
	Somewhat disagree	7	5.9	5.9	92.4
	Strongly disagree	9	7.6	7.6	100.0
	Total	118	100.0	100.0	

One or more young people currently living in the home are currently SUBJECT to CSE online.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	15	12.7	12.7	12.7
	Somewhat agree	14	11.9	11.9	24.6
	Neither agree nor disagree	28	23.7	23.7	48.3
	Somewhat disagree	22	18.6	18.6	66.9
	Strongly disagree	39	33.1	33.1	100.0
	Total	118	100.0	100.0	

What is the nature of this exploitation? (Please tick all that apply) The child is receiving gifts from an adult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	109	92.4	92.4	92.4
	Yes	9	7.6	7.6	100.0
	Total	118	100.0	100.0	

What is the nature of this exploitation? (Please tick all that apply) The child believes they are in a relationship with an adult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	113	95.8	95.8	95.8
	Yes	5	4.2	4.2	100.0
	Total	118	100.0	100.0	

What is the nature of this exploitation? (Please tick all that apply) The child is involved in the exchange of sexual images with an adult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	108	91.5	91.5	91.5
	Yes	10	8.5	8.5	100.0
	Total	118	100.0	100.0	

What is the nature of this exploitation? (Please tick all that apply) The child is involved in sexual chat with an adult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	111	94.1	94.1	94.1
	Yes	7	5.9	5.9	100.0
	Total	118	100.0	100.0	

What is the nature of this exploitation? (Please tick all that apply) The child is involved in offline meetings with an adult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	110	93.2	93.2	93.2
	Yes	8	6.8	6.8	100.0
	Total	118	100.0	100.0	

What is the nature of this exploitation? (Please tick all that apply) The child is talking to an adult they believe to be their friend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	97	82.2	82.2	82.2
	Yes	21	17.8	17.8	100.0
	Total	118	100.0	100.0	

How many adults do you think are involved in the exploitation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	101	85.6	85.6	85.6
	1	13	11.0	11.0	96.6
	2	2	1.7	1.7	98.3
	3 - 5	1	.8	.8	99.2
	More than 5	1	.8	.8	100.0
	Total	118	100.0	100.0	

How many other children do you think are involved in the exploitation?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	106	89.8	89.8	89.8
	No other children	9	7.6	7.6	97.5
	1 other child	1	.8	.8	98.3
	More than 5 other children	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

What is happening/happened to this relationship? (Please select all that apply) It continues and there is nothing the home can do

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	115	97.5	97.5	97.5
	Yes	3	2.5	2.5	100.0
	Total	118	100.0	100.0	

What is happening/happened to this relationship? (Please select all that apply) It continues and is monitored by the home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	110	93.2	93.2	93.2
	Yes	8	6.8	6.8	100.0
	Total	118	100.0	100.0	

What is happening/happened to this relationship? (Please select all that apply) It continues and the home are trying to stop it

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	109	92.4	92.4	92.4
	Yes	9	7.6	7.6	100.0
	Total	118	100.0	100.0	

What is happening/happened to this relationship? (Please select all that apply) It has ended naturally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	117	99.2	99.2	99.2
	Yes	1	.8	.8	100.0
	Total	118	100.0	100.0	

What is happening/happened to this relationship? (Please select all that apply) It ended due to what was put in place by the home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	103	87.3	87.3	87.3
	Yes	15	12.7	12.7	100.0
	Total	118	100.0	100.0	

What is happening/happened to this relationship? (Please select all that apply) Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	108	91.5	91.5	91.5
	Yes	10	8.5	8.5	100.0
	Total	118	100.0	100.0	

What was done to protect the child's safety? (Please select all that apply) Nothing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	118	100.0	100.0	100.0

What was done to protect the child's safety? (Please select all that apply) The child's social worker was informed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	91	77.1	77.1	77.1
	The child's social worker was informed	27	22.9	22.9	100.0
	Total	118	100.0	100.0	

What was done to protect the child's safety? (Please select all that apply) The relationship was monitored

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	103	87.3	87.3	87.3
	The relationship was monitored	15	12.7	12.7	100.0
	Total	118	100.0	100.0	

What was done to protect the child's safety? (Please select all that apply) The child was moved from the home/area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	111	94.1	94.1	94.1
	The child was moved from the home/area	7	5.9	5.9	100.0
	Total	118	100.0	100.0	

What was done to protect the child's safety? (Please select all that apply) The child's supervision was increased

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	93	78.8	78.8	78.8
	The child's supervision was increased	25	21.2	21.2	100.0
	Total	118	100.0	100.0	

What was done to protect the child's safety? (Please select all that apply) The child's mobile phone/ online access was removed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	97	82.2	82.2	82.2

	The child's mobile phone/ online access was removed	21	17.8	17.8	100.0
	Total	118	100.0	100.0	

What was done to protect the child's safety? (Please select all that apply) The police we contacted

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	94	79.7	79.7	79.7
	The police we contacted	24	20.3	20.3	100.0
	Total	118	100.0	100.0	

What was done to protect the child's safety? (Please select all that apply) Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	110	93.2	93.2	93.2
	Other	8	6.8	6.8	100.0
	Total	118	100.0	100.0	

The child that is subject to CSE online is involved with external services (physically being visited/seen by someone professional who is external to the home in relation to the CSE (other than a social worker)).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/a	89	75.4	75.4	75.4
	Very often	4	3.4	3.4	78.8
	Quite often	7	5.9	5.9	84.7
	Ocasionally	7	5.9	5.9	90.7
	Not very often	9	7.6	7.6	98.3
	Never	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

Young people living within a residential setting are GENERALLY likely to disclose CSE that occurs online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	5.1	5.1	5.1
	Somewhat agree	24	20.3	20.3	25.4
	Neither agree nor disagree	29	24.6	24.6	50.0
	Somewhat disagree	47	39.8	39.8	89.8
	Strongly disagree	12	10.2	10.2	100.0
	Total	118	100.0	100.0	

Young people living within a residential setting are likely to disclose CSE that occurs online to a STAFF MEMBER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	5.1	5.1	5.1
	Somewhat agree	46	39.0	39.0	44.1
	Neither agree nor disagree	17	14.4	14.4	58.5
	Somewhat disagree	38	32.2	32.2	90.7
	Strongly disagree	11	9.3	9.3	100.0
	Total	118	100.0	100.0	

Young people living within a residential setting are likely to disclose CSE that occurs online to a FAMILY MEMBER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	.8	.8	.8
	Somewhat agree	15	12.7	12.7	13.6
	Neither agree nor disagree	31	26.3	26.3	39.8
	Somewhat disagree	46	39.0	39.0	78.8
	Strongly disagree	25	21.2	21.2	100.0
	Total	118	100.0	100.0	

Young people living within a residential setting are likely to disclose CSE that occurs online to ANOTHER TRUSTED ADULT i.e social worker, teacher, advocate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	1.7	1.7	1.7
	Somewhat agree	32	27.1	27.1	28.8
	Neither agree nor disagree	31	26.3	26.3	55.1
	Somewhat disagree	26	22.0	22.0	77.1
	Strongly disagree	27	22.9	22.9	100.0
	Total	118	100.0	100.0	

Young people living within a residential setting are likely to disclose CSE that occurs online to a PEER OR FRIEND.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	19.5	19.5	19.5
	Somewhat agree	43	36.4	36.4	55.9
	Neither agree nor disagree	34	28.8	28.8	84.7
	Somewhat disagree	12	10.2	10.2	94.9
	Strongly disagree	6	5.1	5.1	100.0
	Total	118	100.0	100.0	

I am currently working with a child who has been sexually exploited online previously

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	16.9	16.9	16.9
	Somewhat agree	21	17.8	17.8	34.7
	Neither agree nor disagree	15	12.7	12.7	47.5
	Somewhat disagree	25	21.2	21.2	68.6
	Strongly disagree	37	31.4	31.4	100.0
	Total	118	100.0	100.0	

I am currently working with a young person that has in the past received gifts from an unknown adult within circumstances that were believed to be for the intention of grooming.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	11.9	11.9	11.9
	Somewhat agree	16	13.6	13.6	25.4
	Neither agree nor disagree	23	19.5	19.5	44.9
	Somewhat disagree	17	14.4	14.4	59.3
	Strongly disagree	48	40.7	40.7	100.0
	Total	118	100.0	100.0	

I am working with a young person that has disclosed in the past that they were in a relationship with an adult ONLINE or that started ONLINE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	10.2	10.2	10.2
	Somewhat agree	11	9.3	9.3	19.5
	Neither agree nor disagree	19	16.1	16.1	35.6
	Somewhat disagree	20	16.9	16.9	52.5
	Strongly disagree	56	47.5	47.5	100.0
	Total	118	100.0	100.0	

I am currently working with a young person who has met with an adult in person that they had met online for what I or others believed to be a sexual reason on behalf of the adult.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	14.4	14.4	14.4
	Somewhat agree	11	9.3	9.3	23.7
	Neither agree nor disagree	19	16.1	16.1	39.8
	Somewhat disagree	14	11.9	11.9	51.7
	Strongly disagree	57	48.3	48.3	100.0
	Total	118	100.0	100.0	

I have in the past worked with a young person who met face to face with an adult that they had originally met online?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	59	50.0	50.0	50.0
	No	59	50.0	50.0	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of being missing from home or running away.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	83	70.3	70.3	70.3
	Somewhat agree	30	25.4	25.4	95.8
	Neither agree nor disagree	5	4.2	4.2	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of self harming behaviours (excluding suicidal ideation/or attempts)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	47	39.8	39.8	39.8
	Somewhat agree	62	52.5	52.5	92.4
	Neither agree nor disagree	9	7.6	7.6	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of substance misuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	35	29.7	29.7	29.7
	Somewhat agree	67	56.8	56.8	86.4
	Neither agree nor disagree	16	13.6	13.6	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of contact sexual abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	56	47.5	47.5	47.5
	Somewhat agree	52	44.1	44.1	91.5
	Neither agree nor disagree	9	7.6	7.6	99.2
	Strongly disagree	1	.8	.8	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of being bullied

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	19.5	19.5	19.5
	Somewhat agree	54	45.8	45.8	65.3
	Neither agree nor disagree	36	30.5	30.5	95.8
	Somewhat disagree	4	3.4	3.4	99.2
	Strongly disagree	1	.8	.8	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of criminality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	23.7	23.7	23.7
	Somewhat agree	46	39.0	39.0	62.7
	Neither agree nor disagree	32	27.1	27.1	89.8
	Somewhat disagree	11	9.3	9.3	99.2
	Strongly disagree	1	.8	.8	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of presenting with sexualised behaviours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	42	35.6	35.6	35.6
	Somewhat agree	47	39.8	39.8	75.4
	Neither agree nor disagree	28	23.7	23.7	99.2
	Strongly disagree	1	.8	.8	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of gang affiliation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	16.9	16.9	16.9
	Somewhat agree	42	35.6	35.6	52.5
	Neither agree nor disagree	34	28.8	28.8	81.4
	Somewhat disagree	15	12.7	12.7	94.1
	Strongly disagree	7	5.9	5.9	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of presenting with suicidal ideation or attempts of suicide

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	22.9	22.9	22.9
	Somewhat agree	53	44.9	44.9	67.8

Neither agree nor disagree	35	29.7	29.7	97.5
Somewhat disagree	3	2.5	2.5	100.0
Total	118	100.0	100.0	

Young people who have been exploited online are at high risk of presenting with anger and aggression

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	44	37.3	37.3	37.3
	Somewhat agree	53	44.9	44.9	82.2
	Neither agree nor disagree	20	16.9	16.9	99.2
	Somewhat disagree	1	.8	.8	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online have a history of sexual abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	11.0	11.0	11.0
	Somewhat agree	41	34.7	34.7	45.8
	Neither agree nor disagree	47	39.8	39.8	85.6
	Somewhat disagree	11	9.3	9.3	94.9
	Strongly disagree	6	5.1	5.1	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online have a history of neglect

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	18.6	18.6	18.6
	Somewhat agree	49	41.5	41.5	60.2
	Neither agree nor disagree	35	29.7	29.7	89.8
	Somewhat disagree	5	4.2	4.2	94.1
	Strongly disagree	7	5.9	5.9	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online have a history of physical abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	8.5	8.5	8.5
	Somewhat agree	37	31.4	31.4	39.8
	Neither agree nor disagree	55	46.6	46.6	86.4
	Somewhat disagree	9	7.6	7.6	94.1
	Strongly disagree	7	5.9	5.9	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online have a history of emotional abuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	26	22.0	22.0	22.0
	Somewhat agree	50	42.4	42.4	64.4
	Neither agree nor disagree	29	24.6	24.6	89.0
	Somewhat disagree	7	5.9	5.9	94.9
	Strongly disagree	6	5.1	5.1	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online have a history of being a victim of bullying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	6.8	6.8	6.8
	Somewhat agree	40	33.9	33.9	40.7
	Neither agree nor disagree	55	46.6	46.6	87.3
	Somewhat disagree	9	7.6	7.6	94.9
	Strongly disagree	6	5.1	5.1	100.0
	Total	118	100.0	100.0	

Young people who have been exploited online have support networks out of the home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	11.9	11.9	11.9
	Somewhat agree	24	20.3	20.3	32.2
	Neither agree nor disagree	43	36.4	36.4	68.6
	Somewhat disagree	23	19.5	19.5	88.1
	Strongly disagree	14	11.9	11.9	100.0
	Total	118	100.0	100.0	

Employees are currently good at identifying CSE online when it occurs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	19.5	20.2	20.2
	Somewhat agree	60	50.8	52.6	72.8
	Neither agree nor disagree	15	12.7	13.2	86.0
	Somewhat disagree	13	11.0	11.4	97.4
	Strongly disagree	3	2.5	2.6	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		
Total		118	100.0		

Employees are currently good at keeping young people safe from online CSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	25.4	26.3	26.3
	Somewhat agree	49	41.5	43.0	69.3
	Neither agree nor disagree	18	15.3	15.8	85.1
	Somewhat disagree	15	12.7	13.2	98.2
	Strongly disagree	2	1.7	1.8	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		
Total		118	100.0		

Employees working within the home are aware of 'apps' (Applications), social media and online services children and young people use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	43	36.4	37.7	37.7
	Somewhat agree	38	32.2	33.3	71.1
	Neither agree nor disagree	6	5.1	5.3	76.3
	Somewhat disagree	11	9.3	9.6	86.0
	Strongly disagree	16	13.6	14.0	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		
Total		118	100.0		

Employees working in the home know their way around computers and online services and would understand information shared by children about their online experiences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	32	27.1	28.1	28.1
	Somewhat agree	42	35.6	36.8	64.9
	Neither agree nor disagree	9	7.6	7.9	72.8
	Somewhat disagree	16	13.6	14.0	86.8
	Strongly disagree	15	12.7	13.2	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		
Total		118	100.0		

Employees working within the home are good at identifying the signs and symptoms of online CSE

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly agree	37	31.4	32.5	32.5
	Somewhat agree	58	49.2	50.9	83.3
	Neither agree nor disagree	12	10.2	10.5	93.9
	Somewhat disagree	6	5.1	5.3	99.1
	Strongly disagree	1	.8	.9	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		
Total		118	100.0		

Employees working within the home have a good level of knowledge surrounding CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	33.9	35.1	35.1
	Somewhat agree	47	39.8	41.2	76.3
	Neither agree nor disagree	14	11.9	12.3	88.6
	Somewhat disagree	10	8.5	8.8	97.4
	Strongly disagree	3	2.5	2.6	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		
Total		118	100.0		

Employees working within the home get regular training on online CSE. (at least once every 12 months)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	53	44.9	46.5	46.5
	Somewhat agree	19	16.1	16.7	63.2
	Neither agree nor disagree	10	8.5	8.8	71.9
	Somewhat disagree	11	9.3	9.6	81.6
	Strongly disagree	21	17.8	18.4	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		
Total		118	100.0		

The quality of training employees receive on CSE online is of a good standard

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	34	28.8	29.8	29.8
	Somewhat agree	42	35.6	36.8	66.7
	Neither agree nor disagree	8	6.8	7.0	73.7
	Somewhat disagree	12	10.2	10.5	84.2
	Strongly disagree	18	15.3	15.8	100.0

Total		114	96.6	100.0
Missing	-99	4	3.4	
Total		118	100.0	

Employees know what services are on offer to help children and young people who are being exploited online or who have previously been exploited online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	32	27.1	28.1	28.1
	Somewhat agree	39	33.1	34.2	62.3
	Neither agree nor disagree	10	8.5	8.8	71.1
	Somewhat disagree	16	13.6	14.0	85.1
	Strongly disagree	17	14.4	14.9	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		
Total		118	100.0		

Employees have access to, and know the whereabouts of the organisations policy which relates to online CSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	42	35.6	36.8	36.8
	Somewhat agree	43	36.4	37.7	74.6
	Neither agree nor disagree	6	5.1	5.3	79.8
	Somewhat disagree	13	11.0	11.4	91.2
	Strongly disagree	10	8.5	8.8	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		
Total		118	100.0		

Employees are fully aware of the information and content held in the organisations policy which relates to online CSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	34	28.8	29.8	29.8
	Somewhat agree	38	32.2	33.3	63.2
	Neither agree nor disagree	10	8.5	8.8	71.9
	Somewhat disagree	8	6.8	7.0	78.9
	Strongly disagree	24	20.3	21.1	100.0
	Total	114	96.6	100.0	
Missing	-99	4	3.4		

Total		118	100.0		
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Young people who have been victim of CSE online get the right amount of support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	9.3	10.1	10.1
	Somewhat agree	43	36.4	39.4	49.5
	Neither agree nor disagree	14	11.9	12.8	62.4
	Somewhat disagree	28	23.7	25.7	88.1
	Strongly disagree	13	11.0	11.9	100.0
	Total	109	92.4	100.0	
Missing	-99	9	7.6		
Total		118	100.0		

We could do more as a home to support young people who have been victims of online CSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	24.6	26.6	26.6
	Somewhat agree	48	40.7	44.0	70.6
	Neither agree nor disagree	22	18.6	20.2	90.8
	Somewhat disagree	6	5.1	5.5	96.3
	Strongly disagree	4	3.4	3.7	100.0
	Total	109	92.4	100.0	
Missing	-99	9	7.6		
Total		118	100.0		

Young people get the right amount of support from the home to understand online CSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	19.5	21.1	21.1
	Somewhat agree	47	39.8	43.1	64.2
	Neither agree nor disagree	11	9.3	10.1	74.3
	Somewhat disagree	19	16.1	17.4	91.7
	Strongly disagree	9	7.6	8.3	100.0
	Total	109	92.4	100.0	
Missing	-99	9	7.6		
Total		118	100.0		

The home needs more support from the external services to support young people who have been victims of online CSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	45	38.1	41.3	41.3
	Somewhat agree	40	33.9	36.7	78.0
	Neither agree nor disagree	18	15.3	16.5	94.5
	Somewhat disagree	4	3.4	3.7	98.2
	Strongly disagree	2	1.7	1.8	100.0
	Total	109	92.4	100.0	
Missing	-99	9	7.6		
Total		118	100.0		

We could do more as an organisation to support young people who have been victims of online CSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	42	35.6	38.5	38.5
	Somewhat agree	36	30.5	33.0	71.6
	Neither agree nor disagree	21	17.8	19.3	90.8
	Somewhat disagree	7	5.9	6.4	97.2
	Strongly disagree	3	2.5	2.8	100.0
	Total	109	92.4	100.0	
Missing	-99	9	7.6		
Total		118	100.0		

I have a good understanding of the models, theories or explanations of CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	37	31.4	34.9	34.9
	Somewhat agree	39	33.1	36.8	71.7
	Neither agree nor disagree	12	10.2	11.3	83.0
	Somewhat disagree	14	11.9	13.2	96.2
	Strongly disagree	4	3.4	3.8	100.0
	Total	106	89.8	100.0	
Missing	-99	12	10.2		
Total		118	100.0		

I have a good amount of knowledge in relation to the signs and symptoms of CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	58	49.2	54.7	54.7

	Somewhat agree	41	34.7	38.7	93.4
	Neither agree nor disagree	3	2.5	2.8	96.2
	Somewhat disagree	1	.8	.9	97.2
	Strongly disagree	3	2.5	2.8	100.0
	Total	106	89.8	100.0	
Missing	-99	12	10.2		
Total		118	100.0		

I have a good amount of knowledge in relation to the characteristics of perpetrators of CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	43	36.4	40.6	40.6
	Somewhat agree	37	31.4	34.9	75.5
	Neither agree nor disagree	5	4.2	4.7	80.2
	Somewhat disagree	9	7.6	8.5	88.7
	Strongly disagree	12	10.2	11.3	100.0
	Total	106	89.8	100.0	
Missing	-99	12	10.2		
Total		118	100.0		

I have a good amount of knowledge about the effects that CSE online can have on children and young people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	57	48.3	53.8	53.8
	Somewhat agree	38	32.2	35.8	89.6
	Neither agree nor disagree	4	3.4	3.8	93.4
	Somewhat disagree	4	3.4	3.8	97.2
	Strongly disagree	3	2.5	2.8	100.0
	Total	106	89.8	100.0	
Missing	-99	12	10.2		
Total		118	100.0		

I have a good amount of knowledge surrounding the vulnerability factors that could make children and people more vulnerable to CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	56	47.5	52.8	52.8
	Somewhat agree	40	33.9	37.7	90.6
	Neither agree nor disagree	4	3.4	3.8	94.3
	Somewhat disagree	3	2.5	2.8	97.2
	Strongly disagree	3	2.5	2.8	100.0

Total		106	89.8	100.0
Missing	-99	12	10.2	
Total		118	100.0	

My co-workers have a good amount of knowledge in relation to models of CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	21.2	24.0	24.0
	Somewhat agree	45	38.1	43.3	67.3
	Neither agree nor disagree	11	9.3	10.6	77.9
	Somewhat disagree	12	10.2	11.5	89.4
	Strongly disagree	11	9.3	10.6	100.0
	Total	104	88.1	100.0	
Missing	-99	14	11.9		
Total		118	100.0		

My co-workers have a good amount of knowledge in relation to the signs and symptoms of CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	25.4	28.8	28.8
	Somewhat agree	57	48.3	54.8	83.7
	Neither agree nor disagree	7	5.9	6.7	90.4
	Somewhat disagree	8	6.8	7.7	98.1
	Strongly disagree	2	1.7	1.9	100.0
	Total	104	88.1	100.0	
Missing	-99	14	11.9		
Total		118	100.0		

My co-workers have a good amount of knowledge in relation to the characteristics of perpetrators of CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	22.9	26.0	26.0
	Somewhat agree	42	35.6	40.4	66.3
	Neither agree nor disagree	8	6.8	7.7	74.0
	Somewhat disagree	13	11.0	12.5	86.5
	Strongly disagree	14	11.9	13.5	100.0
	Total	104	88.1	100.0	
Missing	-99	14	11.9		

Total		118	100.0		
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My co-workers have a good amount of knowledge about the effects that CSE online can have on children and young people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	31	26.3	29.8	29.8
	Somewhat agree	57	48.3	54.8	84.6
	Neither agree nor disagree	9	7.6	8.7	93.3
	Somewhat disagree	5	4.2	4.8	98.1
	Strongly disagree	2	1.7	1.9	100.0
	Total	104	88.1	100.0	
Missing	-99	14	11.9		
Total		118	100.0		

My co-workers have a good amount of knowledge surrounding the vulnerability factors that could make children and young people more vulnerable to CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	31	26.3	29.8	29.8
	Somewhat agree	65	55.1	62.5	92.3
	Neither agree nor disagree	4	3.4	3.8	96.2
	Somewhat disagree	3	2.5	2.9	99.0
	Strongly disagree	1	.8	1.0	100.0
	Total	104	88.1	100.0	
Missing	-99	14	11.9		
Total		118	100.0		

Young people's relationships with peers and friends are affected by CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	48	40.7	46.6	46.6
	Somewhat agree	44	37.3	42.7	89.3
	Neither agree nor disagree	8	6.8	7.8	97.1
	Somewhat disagree	3	2.5	2.9	100.0
	Total	103	87.3	100.0	
Missing	-99	15	12.7		
Total		118	100.0		

Young people's physical health is affected by CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	45	38.1	43.7	43.7
	Somewhat agree	42	35.6	40.8	84.5
	Neither agree nor disagree	14	11.9	13.6	98.1
	Somewhat disagree	2	1.7	1.9	100.0
	Total	103	87.3	100.0	
Missing	-99	15	12.7		
Total		118	100.0		

Young people's mental/emotional health is affected by CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	79	66.9	76.7	76.7
	Somewhat agree	23	19.5	22.3	99.0
	Neither agree nor disagree	1	.8	1.0	100.0
	Total	103	87.3	100.0	
Missing	-99	15	12.7		
Total		118	100.0		

Young people's education is affected by CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	62	52.5	60.2	60.2
	Somewhat agree	34	28.8	33.0	93.2
	Neither agree nor disagree	7	5.9	6.8	100.0
	Total	103	87.3	100.0	
Missing	-99	15	12.7		
Total		118	100.0		

Young people's risk-taking behaviours are affected by CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	74	62.7	71.8	71.8
	Somewhat agree	27	22.9	26.2	98.1
	Neither agree nor disagree	2	1.7	1.9	100.0
	Total	103	87.3	100.0	
Missing	-99	15	12.7		
Total		118	100.0		

Young people's safety is affected by CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	83	70.3	80.6	80.6
	Somewhat agree	18	15.3	17.5	98.1
	Neither agree nor disagree	2	1.7	1.9	100.0
	Total	103	87.3	100.0	
Missing	-99	15	12.7		
Total		118	100.0		

Young people's relationships with those that work in the home is affected by CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	53	44.9	51.5	51.5
	Somewhat agree	43	36.4	41.7	93.2
	Neither agree nor disagree	7	5.9	6.8	100.0
	Total	103	87.3	100.0	
Missing	-99	15	12.7		
Total		118	100.0		

Young people's relationships with family is affected by CSE online

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	41	34.7	39.8	39.8
	Somewhat agree	41	34.7	39.8	79.6
	Neither agree nor disagree	18	15.3	17.5	97.1
	Somewhat disagree	3	2.5	2.9	100.0
	Total	103	87.3	100.0	
Missing	-99	15	12.7		
Total		118	100.0		

Univariate Statistics

	N	Mean	Std. Deviation	Missing		No. of Extremes ^a	
				Count	Percent	Low	High
Participant	118	67.1695	42.34379	0	.0	0	0
WorkResi	118	1.00	.000	0	.0	.	.
Contract	118	1.19	.574	0	.0	.	.
Workhrs	118	3.65	.890	0	.0	2	0
LengthEmploy	118	3.36	1.068	0	.0	5	0
Position	118	2.02	.915	0	.0	0	0
Timespent	118	2.49	.884	0	.0	0	0

Nochildren	118	2.70	1.348	0	.0	0	0
Relationship	118	1.43	.620	0	.0	0	1
AtRiskOCSE	118	2.08	1.207	0	.0	0	0
SubjectOCSE	118	3.47	1.388	0	.0	0	0
Gifts	118	.08	.267	0	.0	.	.
Believe	118	.04	.202	0	.0	.	.
Images	118	.08	.280	0	.0	.	.
SexChat	118	.06	.237	0	.0	.	.
Meet	118	.07	.252	0	.0	.	.
Friend	118	.18	.384	0	.0	.	.
Ad_Involved	118	.20	.593	0	.0	.	.
Ch_Involved	118	.16	.599	0	.0	.	.
Rel_Continue	118	.03	.158	0	.0	.	.
Rel_Monitor	118	.07	.252	0	.0	.	.
Rel_TryStop	118	.08	.267	0	.0	.	.
Rel_NatEnd	118	.01	.092	0	.0	.	.
Rel_EndHome	118	.13	.335	0	.0	.	.
Rel_Other	118	.08	.280	0	.0	.	.
Prot_None	118	.00	.000	0	.0	.	.
Prot_SW	118	.23	.422	0	.0	.	.
Prot_Monitor	118	.13	.335	0	.0	.	.
Prot_Move	118	.06	.237	0	.0	.	.
Prot_Supervise	118	.21	.410	0	.0	.	.
Prot_Access	118	.18	.384	0	.0	.	.
Prot_Police	118	.20	.404	0	.0	.	.
Prot_Other	118	.07	.252	0	.0	.	.
Vist_Prof	118	.72	1.395	0	.0	.	.
Disc_Gen	118	3.30	1.065	0	.0	0	0
Disc_Staff	118	3.02	1.140	0	.0	0	0
Disc_Family	118	3.67	.979	0	.0	1	0
Disc_Adult	118	3.37	1.161	0	.0	0	0
Disc_Peer	118	2.45	1.075	0	.0	0	6
Prev_OCSE	118	3.32	1.496	0	.0	0	0
Prev_Gifts	118	3.58	1.434	0	.0	0	0
Prev_Rel_Adult	118	3.82	1.381	0	.0	0	0
MetAdult	118	3.70	1.498	0	.0	0	0
Face_Face	118	1.50	.502	0	.0	0	0
Risk_Missing	118	1.34	.558	0	.0	0	0
Risk_SHarm	118	1.68	.612	0	.0	0	0
Risk_Substance	118	1.84	.640	0	.0	0	0
Risk_CSAbuse	118	1.63	.702	0	.0	0	1
Risk_Bullied	118	2.20	.822	0	.0	0	1
Risk_Crime	118	2.25	.951	0	.0	0	1
Risk_Sexualised	118	1.91	.816	0	.0	0	1
Risk_Gangs	118	2.55	1.099	0	.0	0	7
Risk_Suicide	118	2.12	.786	0	.0	0	0
Risk_Anger	118	1.81	.739	0	.0	0	1
Hist_SexAbuse	118	2.63	.977	0	.0	0	6
Hist_Neglect	118	2.37	1.028	0	.0	0	7
Hist_PhyAbuse	118	2.71	.944	0	.0	0	7
Hist_EmoAbuse	118	2.30	1.040	0	.0	0	6
Hist_VicBullying	118	2.70	.899	0	.0	0	6

SupportNet	118	2.99	1.166	0	.0	0	0
Stf_Identify	114	2.24	.989	4	3.4	0	3
Stf_Safe	114	2.21	1.035	4	3.4	0	0
Stf_Aware	114	2.29	1.419	4	3.4	0	0
Stf_ITSkills	114	2.47	1.378	4	3.4	0	0
Stf_SignSym	114	1.91	.847	4	3.4	0	7
Stf_Knowledge	114	2.03	1.034	4	3.4	0	13
Stf_RegTrain	114	2.37	1.576	4	3.4	0	0
Stf_QaulTrain	114	2.46	1.421	4	3.4	0	0
Stf_Services	114	2.54	1.415	4	3.4	0	0
Stf_Policy	114	2.18	1.285	4	3.4	0	0
Stf_PolicyContent	114	2.56	1.505	4	3.4	0	0
VicSup	109	2.90	1.239	9	7.6	0	0
HomeSup	109	2.16	1.002	9	7.6	0	0
ChildSup	109	2.49	1.237	9	7.6	0	0
ExtSup	109	1.88	.940	9	7.6	0	6
OrgSup	109	2.02	1.045	9	7.6	0	0
I_Theory	106	2.14	1.150	12	10.2	0	0
I_SignSym	106	1.58	.838	12	10.2	0	4
I_Perp	106	2.15	1.344	12	10.2	0	21
I_Effects	106	1.66	.935	12	10.2	0	7
I_Vulnerability	106	1.65	.905	12	10.2	0	6
Co_Theory	104	2.41	1.267	14	11.9	0	11
Co_SignSym	104	1.99	.919	14	11.9	0	10
Co_Perp	104	2.47	1.358	14	11.9	0	0
Co_Effects	104	1.94	.868	14	11.9	0	7
Co_Vulnerability	104	1.83	.717	14	11.9	0	4
Impact_PeerRel	103	1.67	.746	15	12.7	0	3
Impact_Health	103	1.74	.766	15	12.7	0	2
Impact_Emot	103	1.24	.453	15	12.7	.	.
Impact_Edu	103	1.47	.623	15	12.7	0	0
Impact_Risk	103	1.30	.502	15	12.7	0	0
Impact_Safety	103	1.21	.457	15	12.7	.	.
Impact_HomeRel	103	1.55	.622	15	12.7	0	0
Impact_FamRel	103	1.83	.818	15	12.7	0	3

a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

Appendix x: Study 4 – Descriptive statistics (TOTALS) and tests for skewness and kurtosis:

Full data set

Descriptives

			Statistic	Std. Error
TOTAL_VULNERABILTY	Mean		12.7119	.39866
	95% Confidence Interval for Mean	Lower Bound	11.9223	
		Upper Bound	13.5014	
	5% Trimmed Mean		12.4840	
	Median		12.0000	
	Variance		18.754	
	Std. Deviation		4.33057	
	Minimum		5.00	
	Maximum		25.00	
	Range		20.00	
	Interquartile Range		5.00	
	Skewness		.838	.223
	Kurtosis		1.213	.442
	TOTAL_DISCLOSURE	Mean		15.8051
95% Confidence Interval for Mean		Lower Bound	15.0271	
		Upper Bound	16.5831	
5% Trimmed Mean			15.7194	
Median			15.0000	
Variance			18.210	
Std. Deviation			4.26726	
Minimum			6.00	
Maximum			25.00	
Range			19.00	
Interquartile Range			6.00	
Skewness			.240	.223
Kurtosis			-.587	.442
TOTAL_ASSRISK		Mean		19.3220
		Lower Bound	18.2971	

	95% Confidence Interval for Mean	Upper Bound	20.3470	
	5% Trimmed Mean		19.1996	
	Median		19.0000	
	Variance		31.605	
	Std. Deviation		5.62182	
	Minimum		10.00	
	Maximum		35.00	
	Range		25.00	
	Interquartile Range		7.00	
	Skewness		-.016	.223
	Kurtosis		-.378	.442
TOTAL_STAFFSKILLS	Mean		25.2456	1.08153
	95% Confidence Interval for Mean	Lower Bound	23.1037	
		Upper Bound	27.3875	
	5% Trimmed Mean		24.7437	
	Median		21.0000	
	Variance		138.027	
	Std. Deviation		11.74848	
	Minimum		11.00	
	Maximum		50.00	
	Range		39.00	
	Interquartile Range		17.00	
	Skewness		.729	.223
	Kurtosis		-.741	.442
TOTAL_SUPPORT	Mean		11.4404	.22850
	95% Confidence Interval for Mean	Lower Bound	10.9878	
		Upper Bound	11.8929	
	5% Trimmed Mean		11.3951	
	Median		11.4404	
	Variance		6.161	
	Std. Deviation		2.48218	

	Minimum		6.00	
	Maximum		21.00	
	Range		15.00	
	Interquartile Range		3.00	
	Skewness		.350	.223
	Kurtosis		.943	.442
TOTAL_PERSONALK	Mean		9.1887	.38423
	95% Confidence Interval for Mean	Lower Bound	8.4277	
		Upper Bound	9.9496	
	5% Trimmed Mean		8.7426	
	Median		9.0000	
	Variance		17.421	
	Std. Deviation		4.17382	
	Minimum		5.00	
	Maximum		25.00	
	Range		20.00	
	Interquartile Range		4.00	
	Skewness		1.510	.223
	Kurtosis		2.953	.442
TOTAL_COLLEAGUEK	Mean		10.6442	.38645
	95% Confidence Interval for Mean	Lower Bound	9.8789	
		Upper Bound	11.4096	
	5% Trimmed Mean		10.3910	
	Median		10.0000	
	Variance		17.623	
	Std. Deviation		4.19792	
	Minimum		5.00	
	Maximum		22.00	
	Range		17.00	
	Interquartile Range		4.25	
	Skewness		.605	.223
	Kurtosis		.130	.442
TOTAL_IMPACT	Mean		12.0194	.31684

	95% Confidence Interval for Mean	Lower Bound	11.3919		
		Upper Bound	12.6469		
	5% Trimmed Mean		11.7692		
	Median		12.0000		
	Variance		11.846		
	Std. Deviation		3.44178		
	Minimum		8.00		
	Maximum		24.00		
	Range		16.00		
	Interquartile Range		5.00		
	Skewness		.906	.223	
	Kurtosis		.672	.442	
	TOTAL_OCSE	Mean		5.5508	.20269
		95% Confidence Interval for Mean	Lower Bound	5.1494	
Upper Bound			5.9523		
5% Trimmed Mean		5.5009			
Median		6.0000			
Variance		4.848			
Std. Deviation		2.20178			
Minimum		2.00			
Maximum		10.00			
Range		8.00			
Interquartile Range		3.00			
Skewness		.178	.223		
Kurtosis		-.385	.442		
Relationship		Mean		1.4322	.05706
	95% Confidence Interval for Mean	Lower Bound	1.3192		
		Upper Bound	1.5452		
	5% Trimmed Mean		1.3597		
	Median		1.0000		
	Variance		.384		

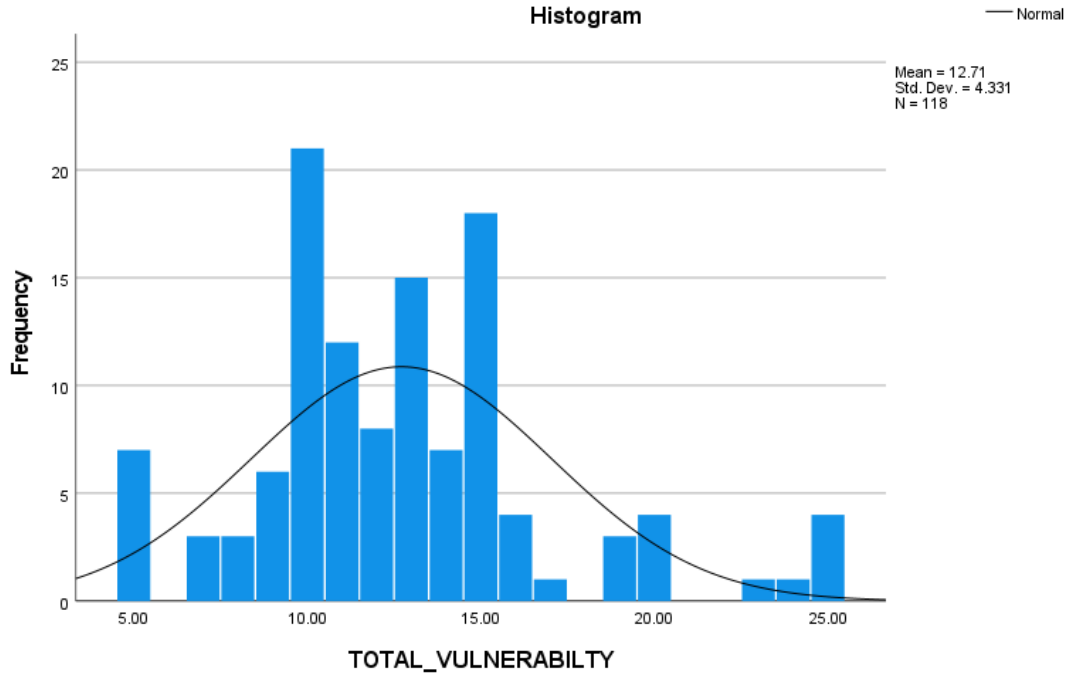
Std. Deviation	.61988	
Minimum	1.00	
Maximum	4.00	
Range	3.00	
Interquartile Range	1.00	
Skewness	1.357	.223
Kurtosis	1.809	.442

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TOTAL_VULNERABILTY	.146	118	<.001	.929	118	<.001
TOTAL_DISCLOSURE	.109	118	.002	.977	118	.039
TOTAL_ASSRISK	.096	118	.010	.961	118	.002
TOTAL_STAFFSKILLS	.177	118	<.001	.889	118	<.001
TOTAL_SUPPORT	.108	118	.002	.971	118	.011
TOTAL_PERSONALK	.194	118	<.001	.847	118	<.001
TOTAL_COLLEAGUEK	.178	118	<.001	.911	118	<.001
TOTAL_IMPACT	.153	118	<.001	.915	118	<.001
TOTAL_OCSE	.140	118	<.001	.941	118	<.001
Relationship	.384	118	<.001	.674	118	<.001
Face_Face	.340	118	<.001	.636	118	<.001

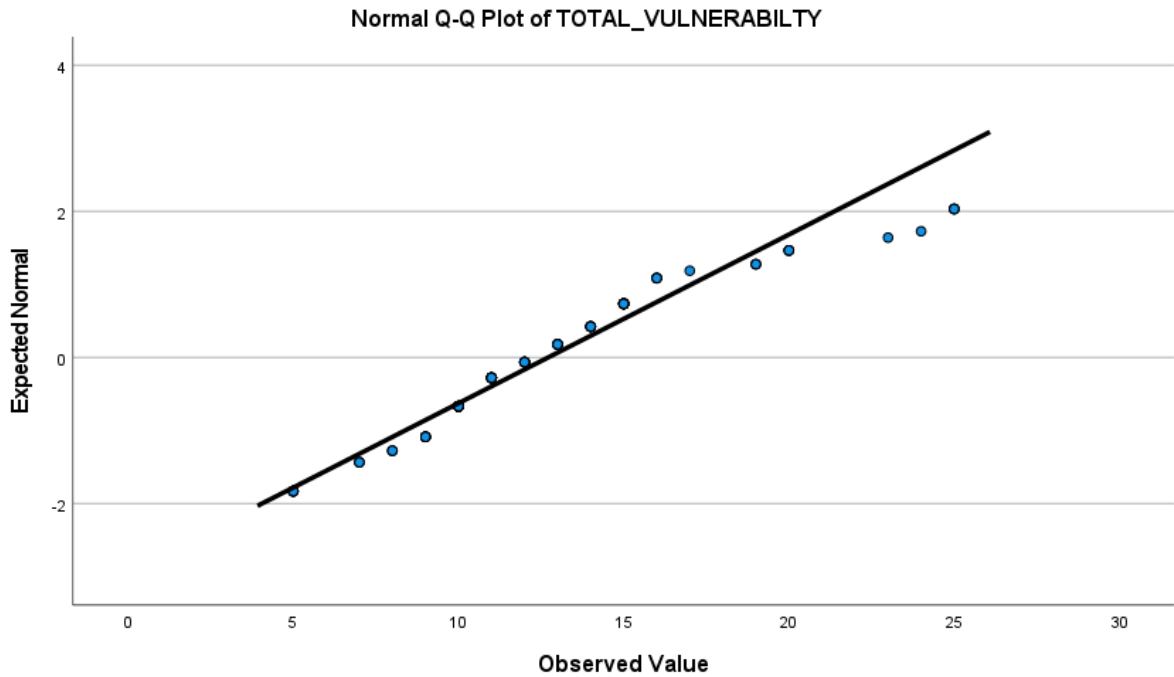
a. Lilliefors Significance Correction

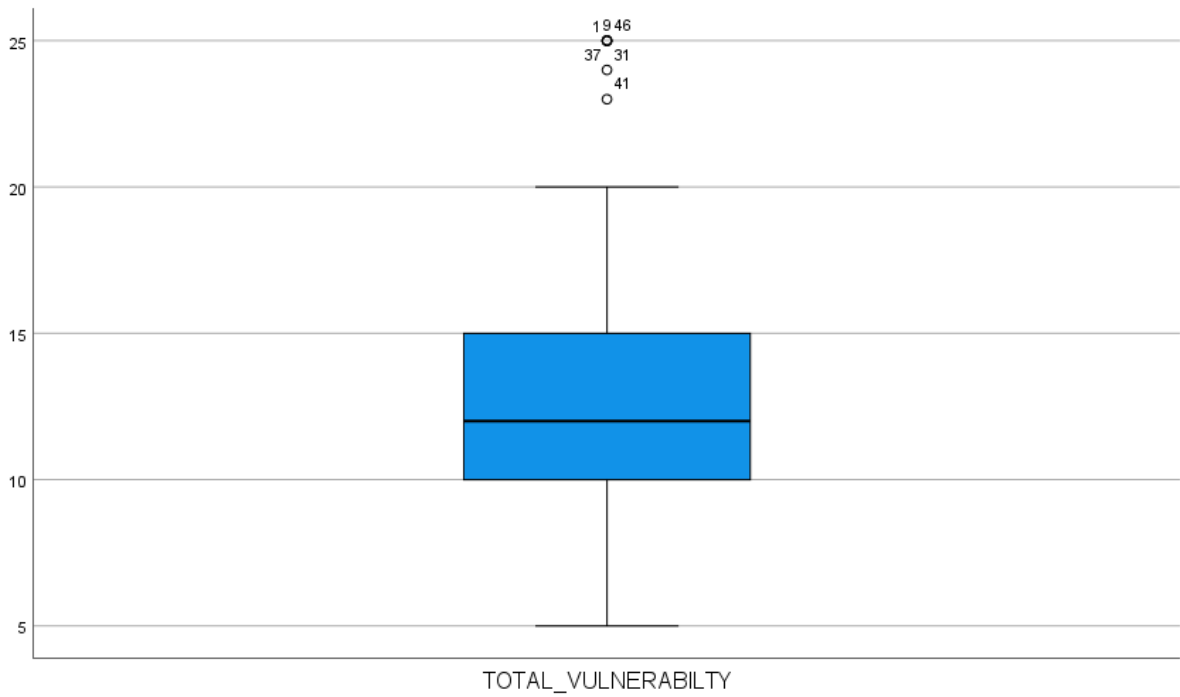
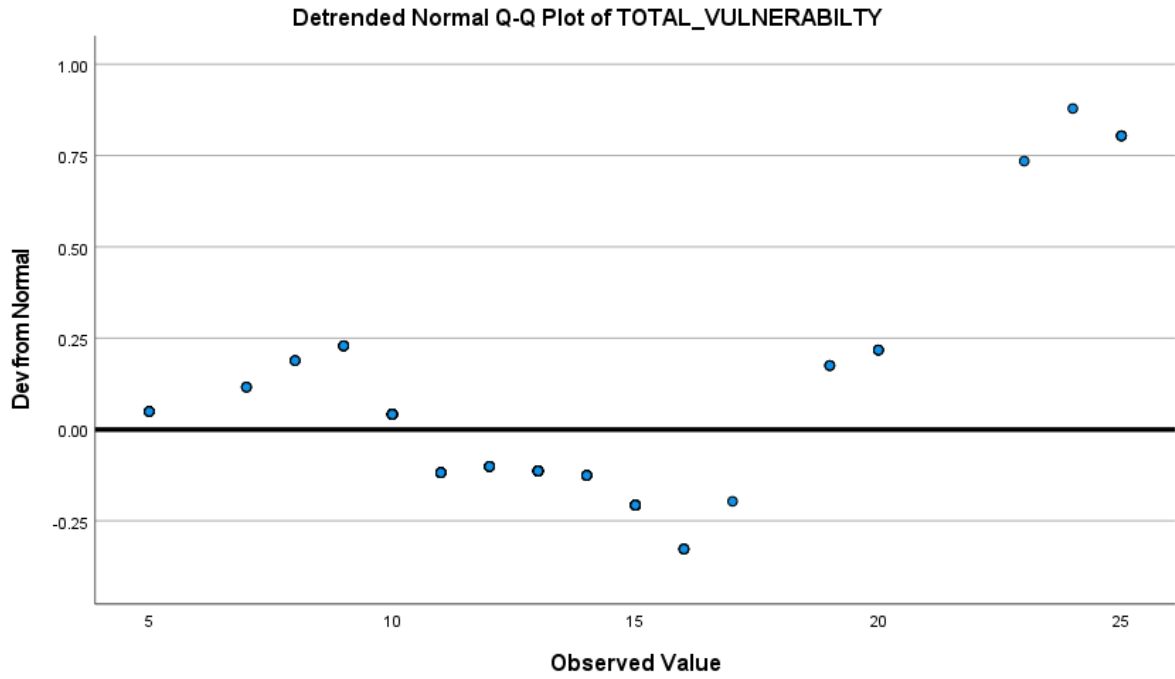
TOTAL_VULNERABILTY



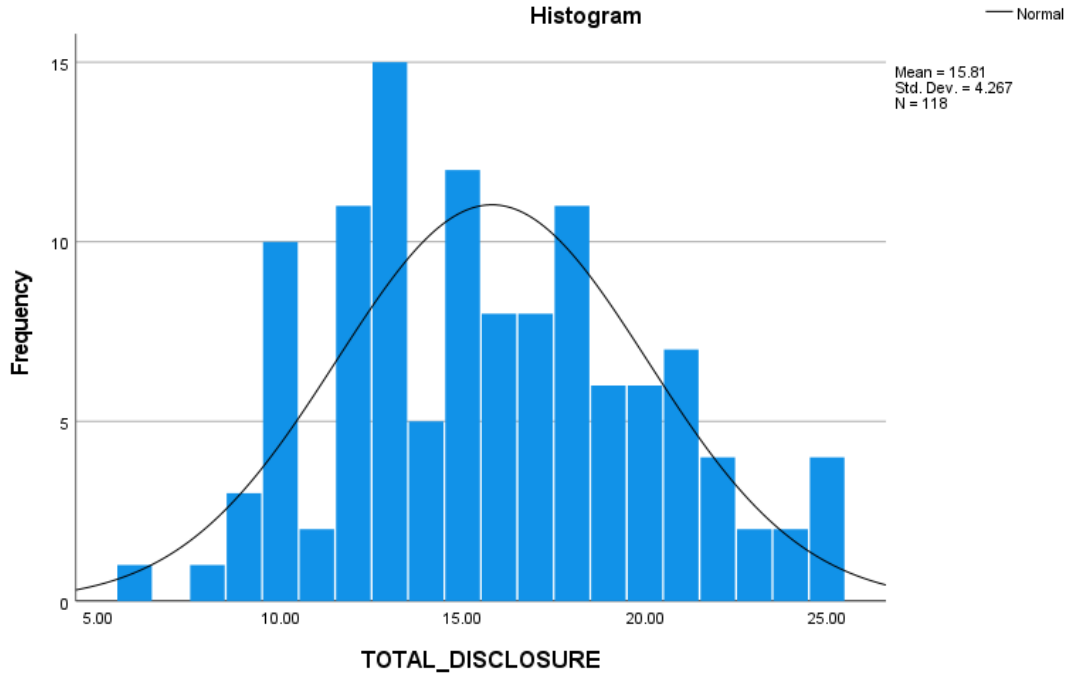
TOTAL_VULNERABILTY	Stem-and-Leaf Plot	Frequency	Stem & Leaf	7.00	5 .
0000000	.00 6 .	3.00	7 . 000	3.00	8 . 000
6.00	9 . 000000	21.00	10 . 000000000000000000000000	12.00	
11 .	00000000000000	8.00	12 . 00000000	15.00	13 .
000000000000000000	7.00	14 .	00000000	18.00	15 .
000000000000000000	4.00	16 .	0000	1.00	17 . 0 .00
18 .	3.00	19 . 000	4.00	20 . 0000	6.00 Extremes

(>=23.0) Stem width: 1.00 Each leaf: 1 case(s)

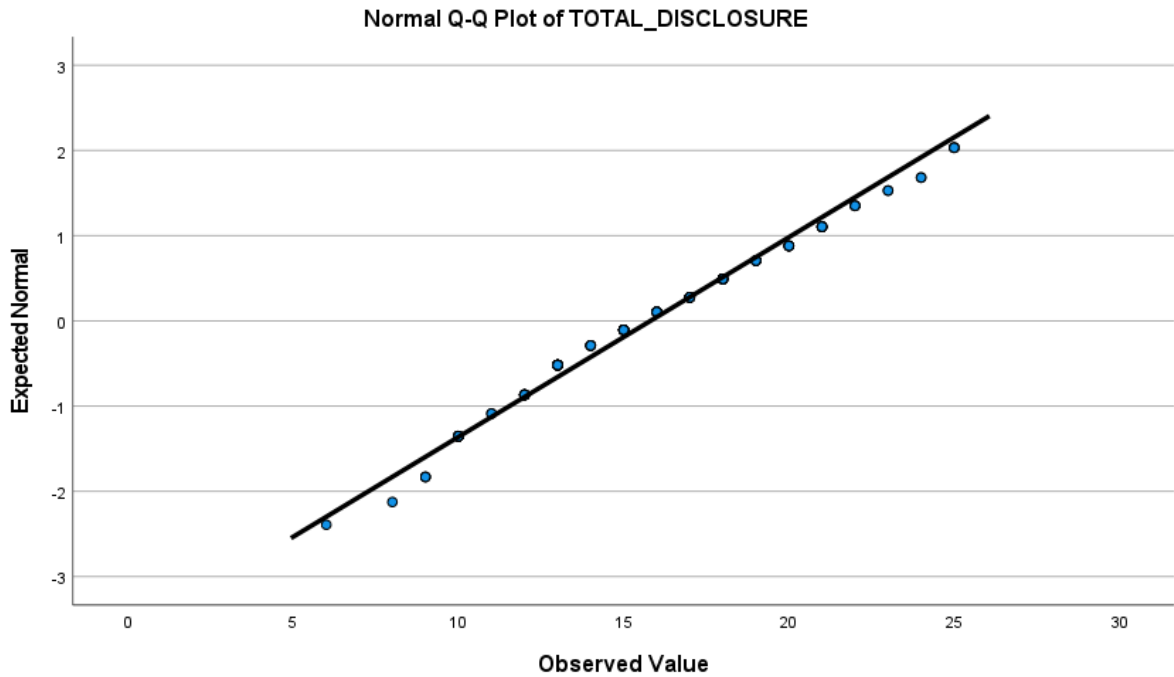


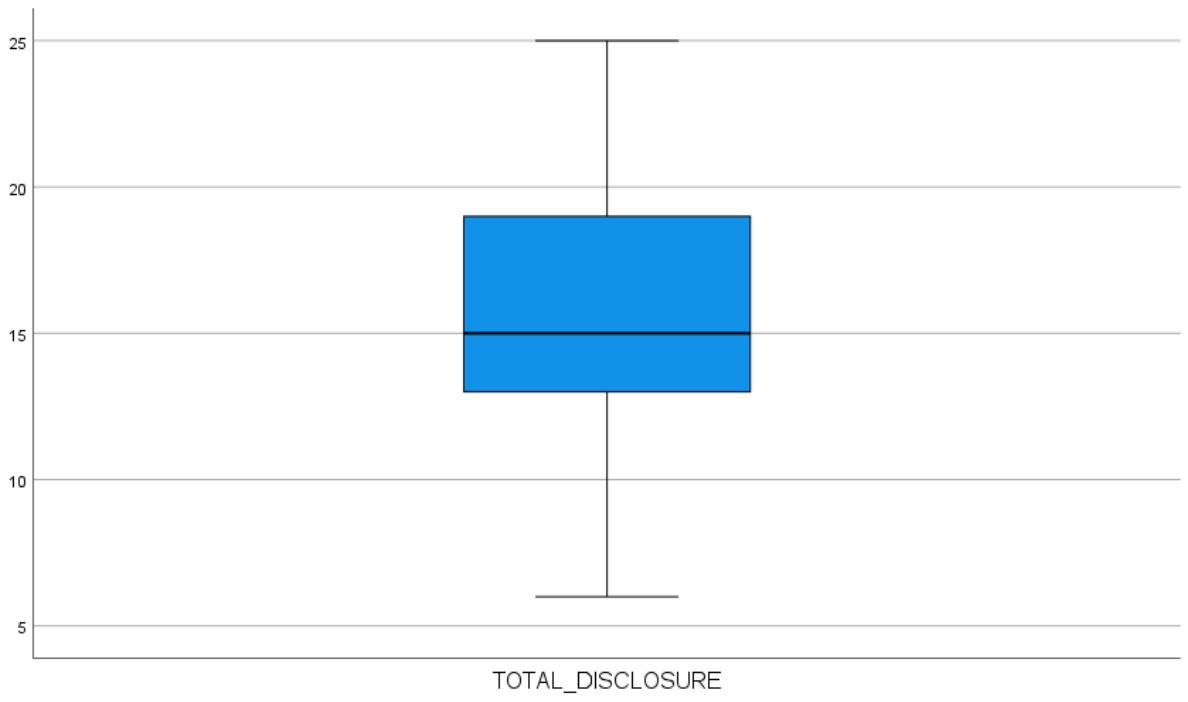
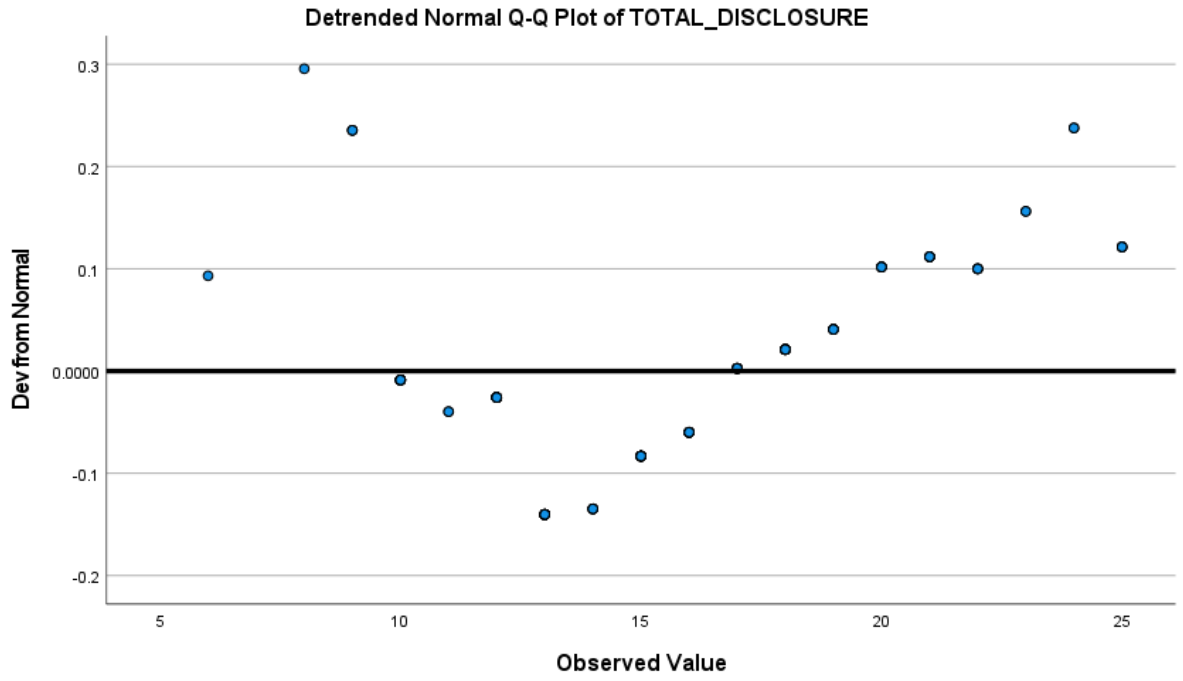


TOTAL_DISCLOSURE

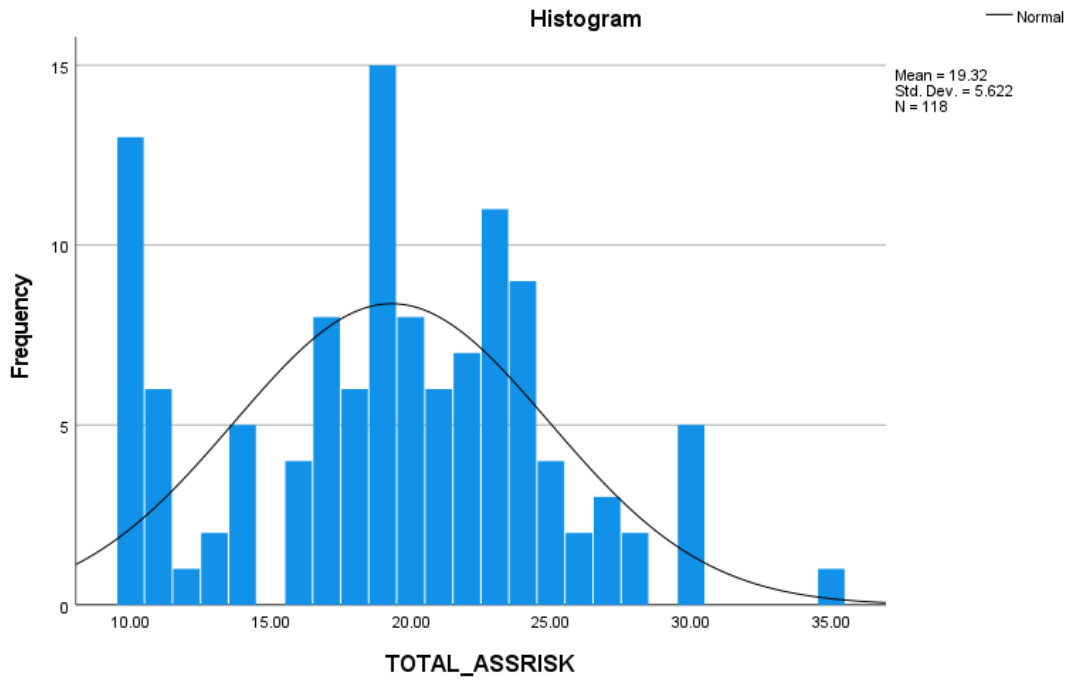


TOTAL_DISCLOSURE	Stem-and-Leaf Plot	Frequency	Stem & Leaf
0 .00	7 . 1.00	8 . 0	3.00 9 . 000 10.00
10 . 0000000000	2.00	11 . 00	11.00 12 . 0000000000 15.00
13 . 0000000000000000	5.00	14 . 00000	12.00 15 . 000000000000
8.00 16 . 00000000	8.00	17 . 00000000	11.00 18 .
000000000000	6.00	19 . 000000	6.00 20 . 000000 7.00
21 . 0000000	4.00	22 . 0000	2.00 23 . 00 2.00 24 .
00 4.00 25 . 0000	Stem width: 1.00 Each leaf: 1 case(s)		



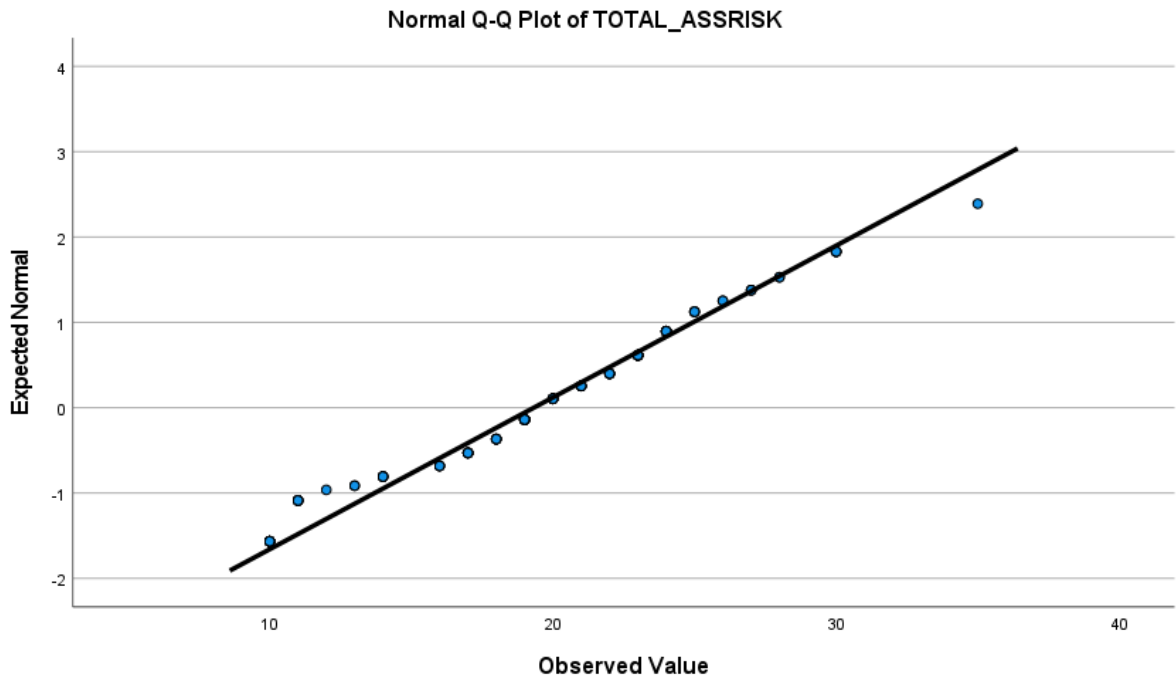


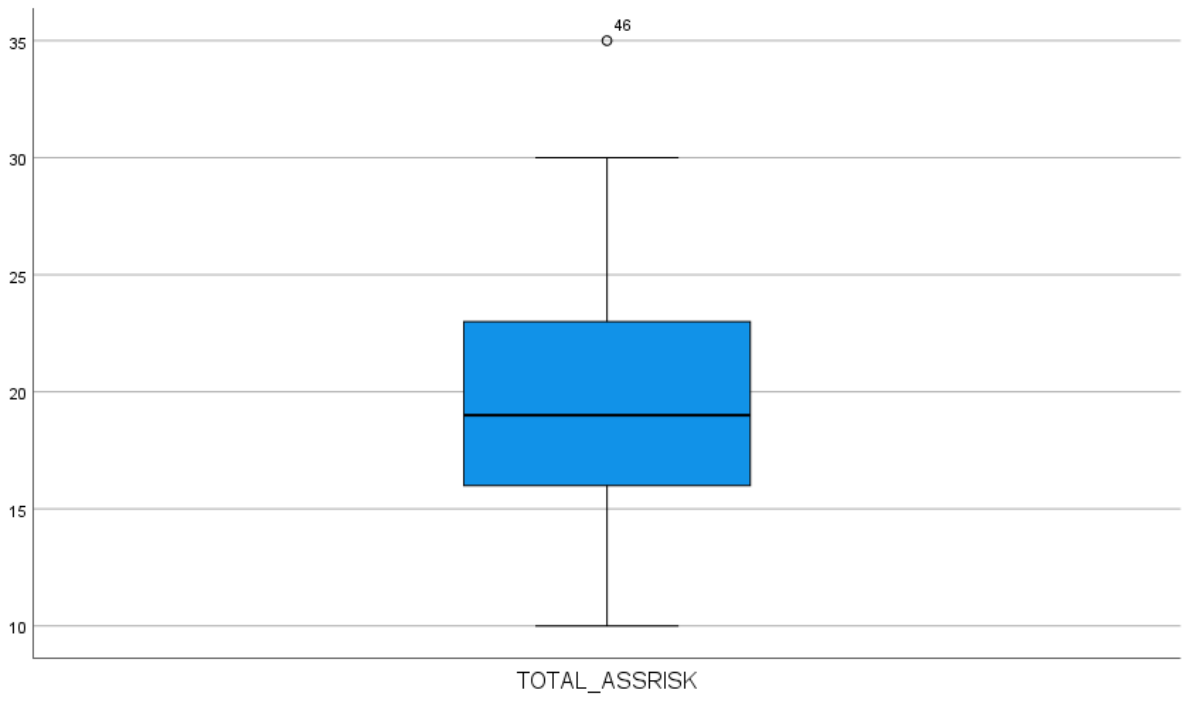
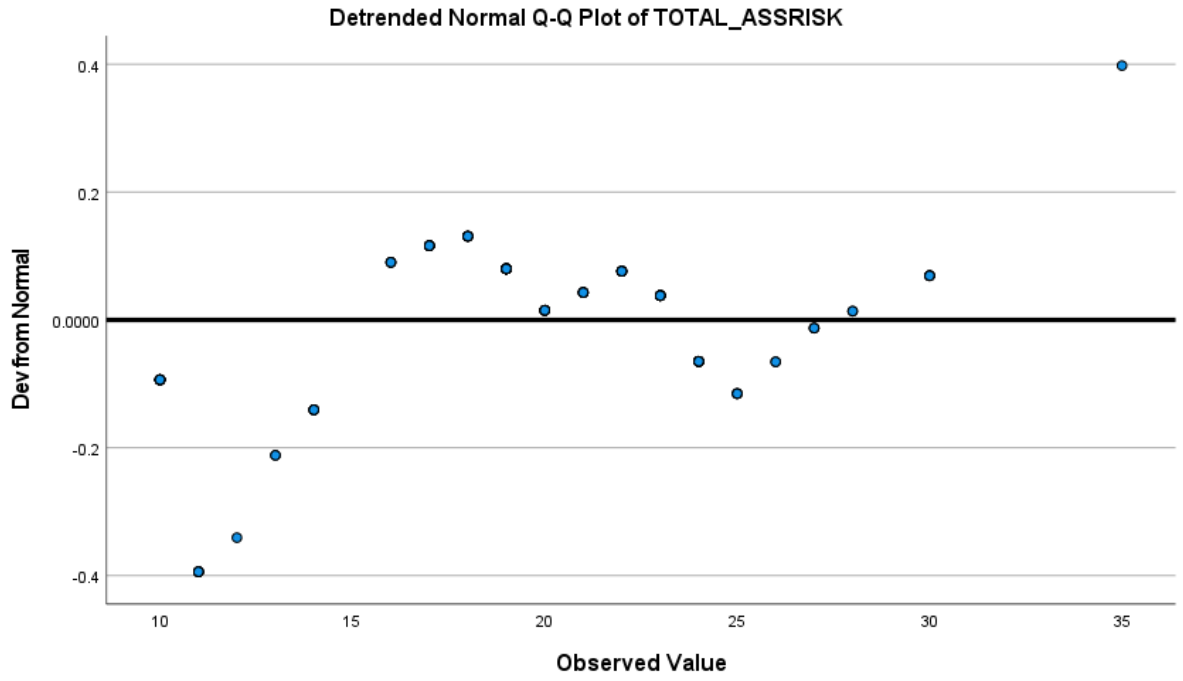
TOTAL ASSRISK



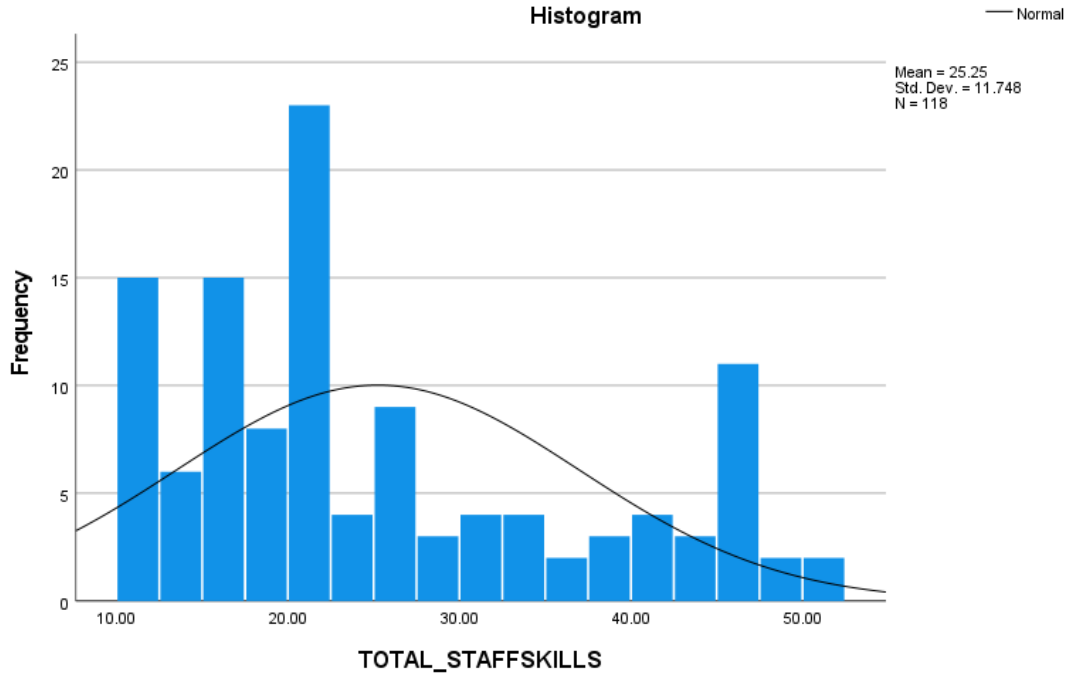
```

TOTAL_ASSRISK Stem-and-Leaf Plot Frequency Stem & Leaf 19.00 1 .
0000000000000111111 3.00 1 . 233 5.00 1 . 44444 12.00
1 . 666677777777 21.00 1 . 888889999999999999999 14.00 2 .
00000000111111 18.00 2 . 222222333333333333 13.00 2 .
444444445555 5.00 2 . 66777 2.00 2 . 88 5.00 3
. 00000 1.00 Extremes (>=35) Stem width: 10.00 Each leaf: 1
case(s)
    
```





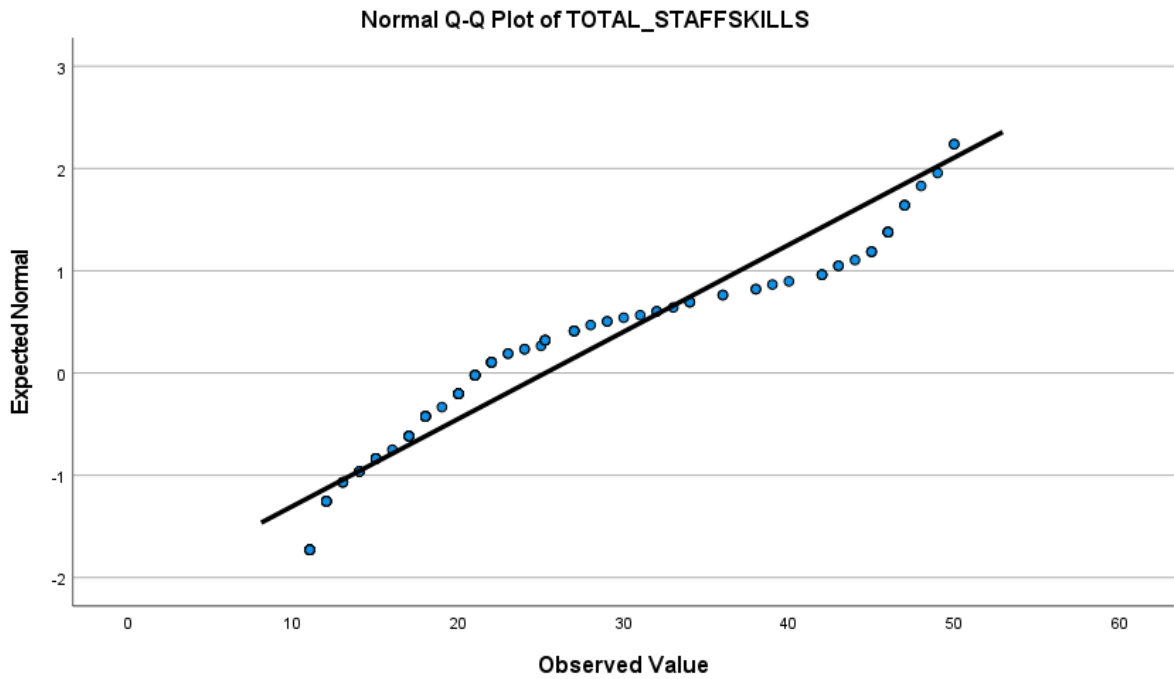
TOTAL_STAFFSKILLS

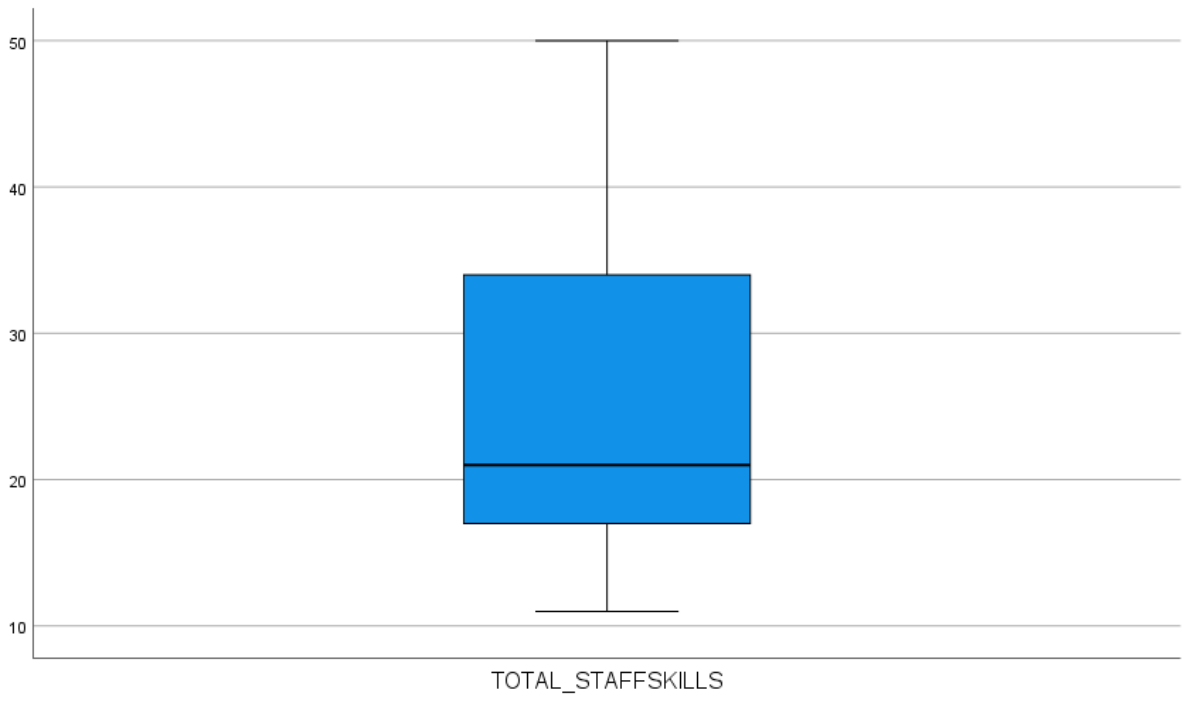
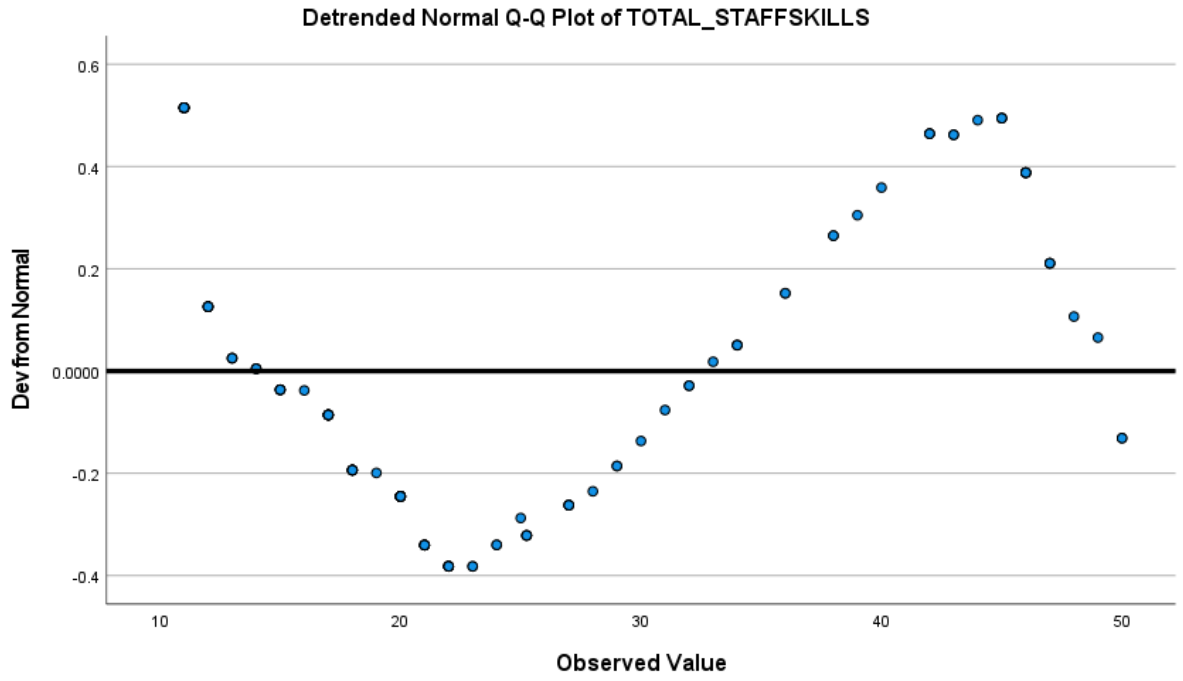


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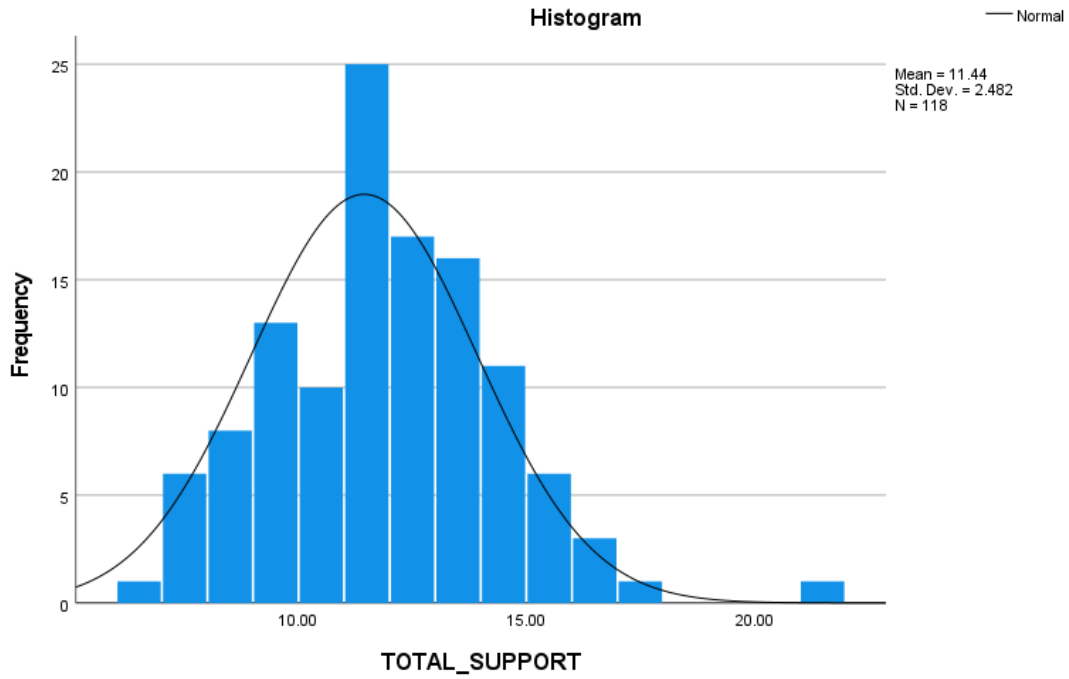
TOTAL_STAFFSKILLS Stem-and-Leaf Plot Frequency Stem & Leaf 21.00 1 .
11111111222222333444 23.00 1 . 555556777777778888889 27.00
2 . 00000000000111112222223344 12.00 2 . 555557777899 8.00
3 . 01223444 5.00 3 . 66889 7.00 4 . 0222334 13.00
4 . 5556666677789 2.00 5 . 00 Stem width: 10.00 Each leaf:
1 case(s)

```





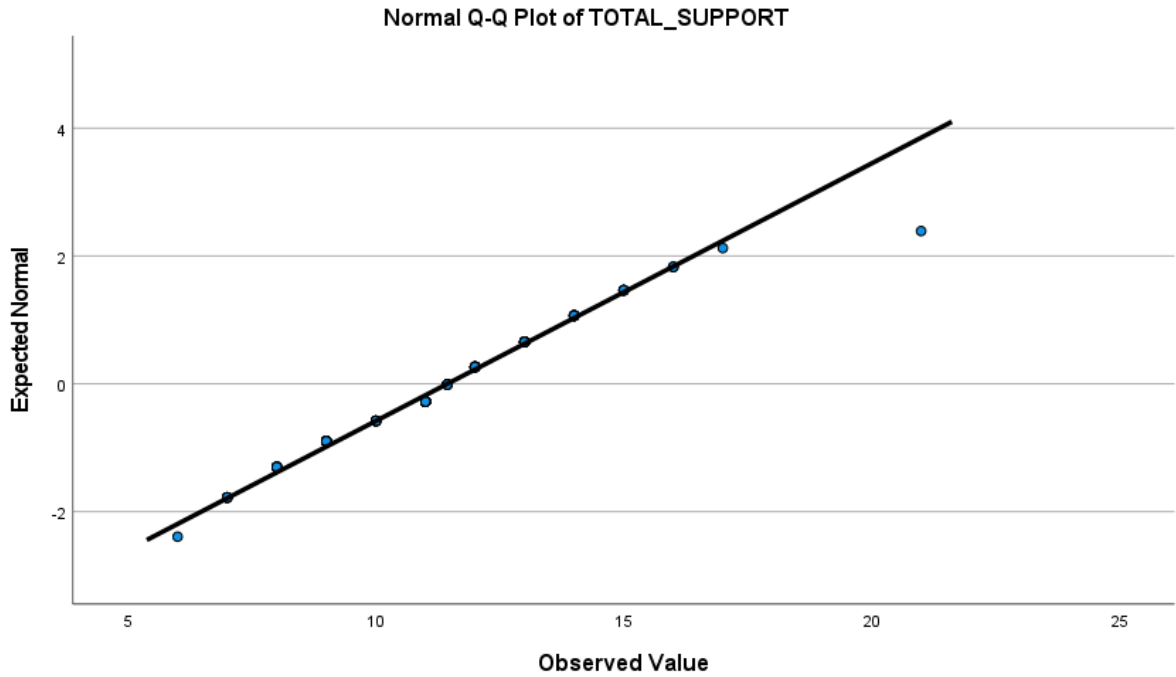
TOTAL_SUPPORT

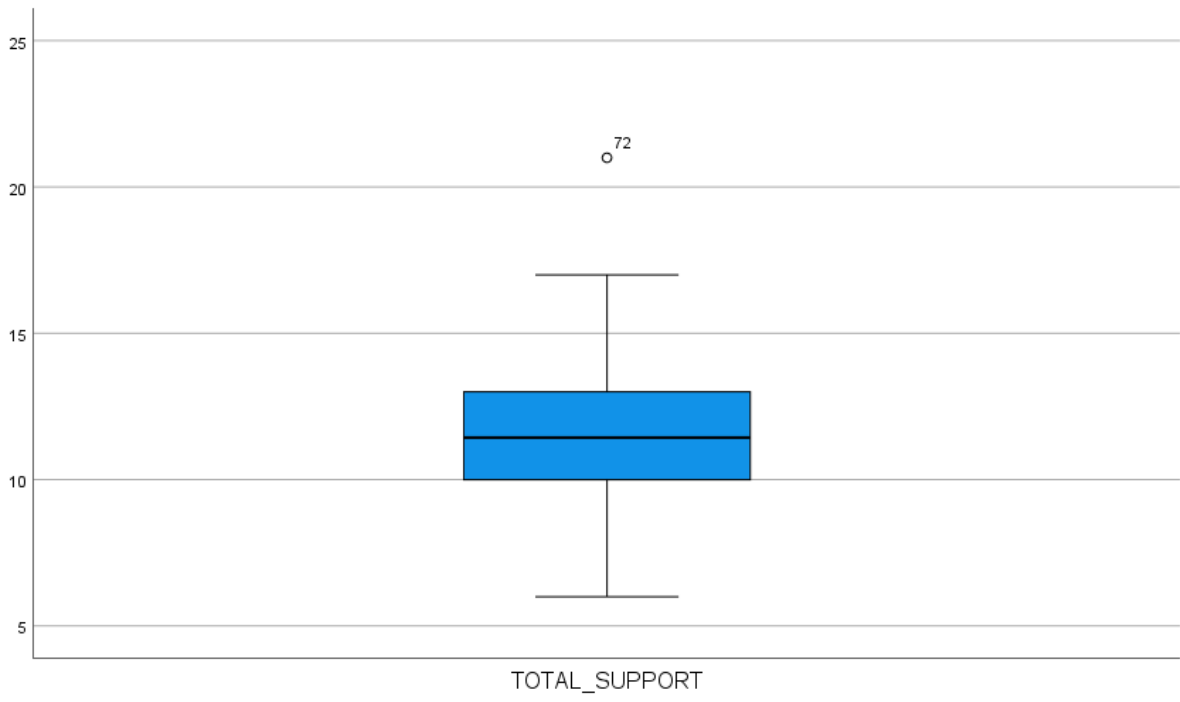
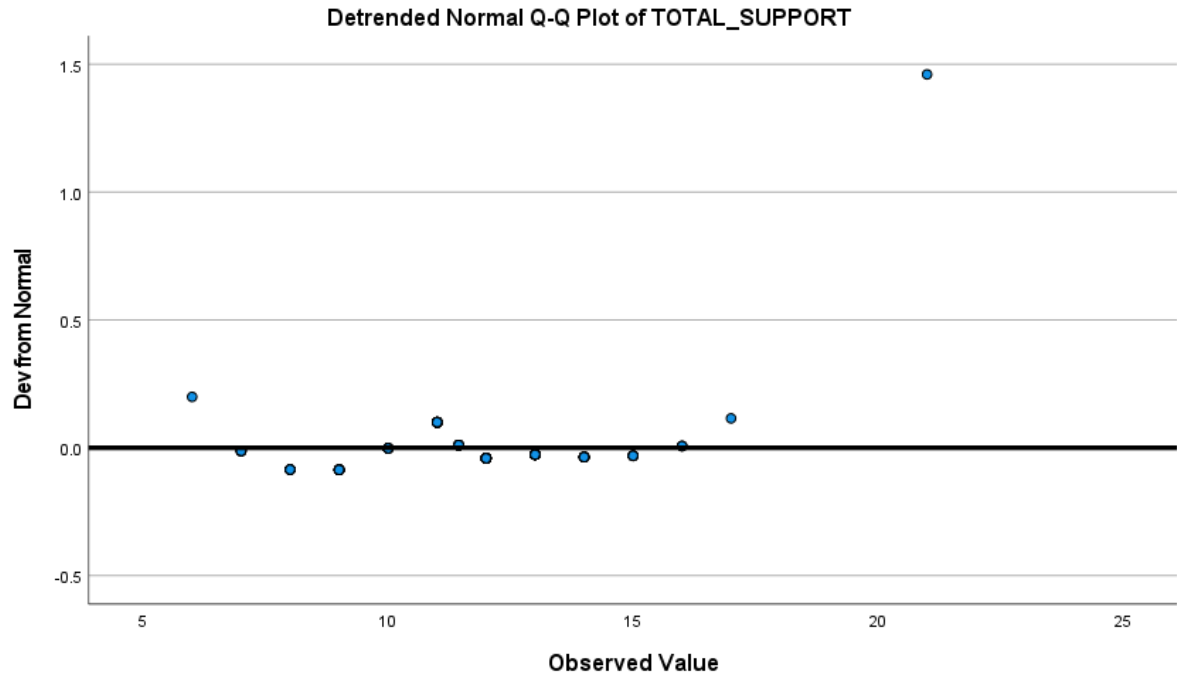


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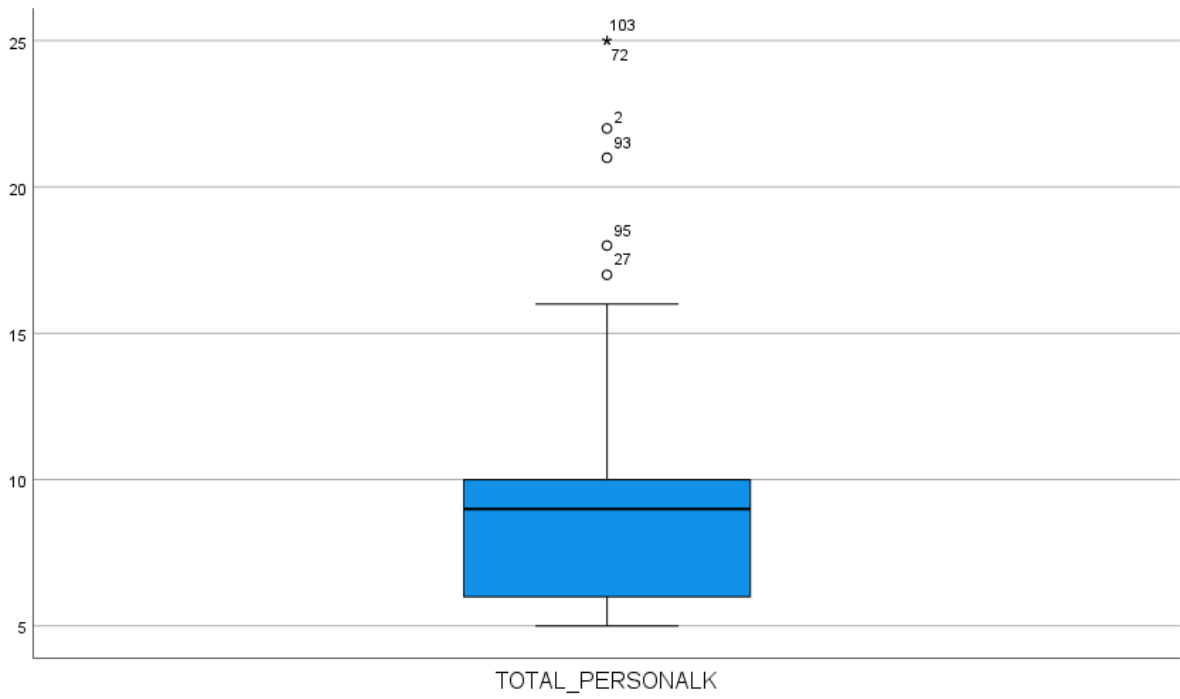
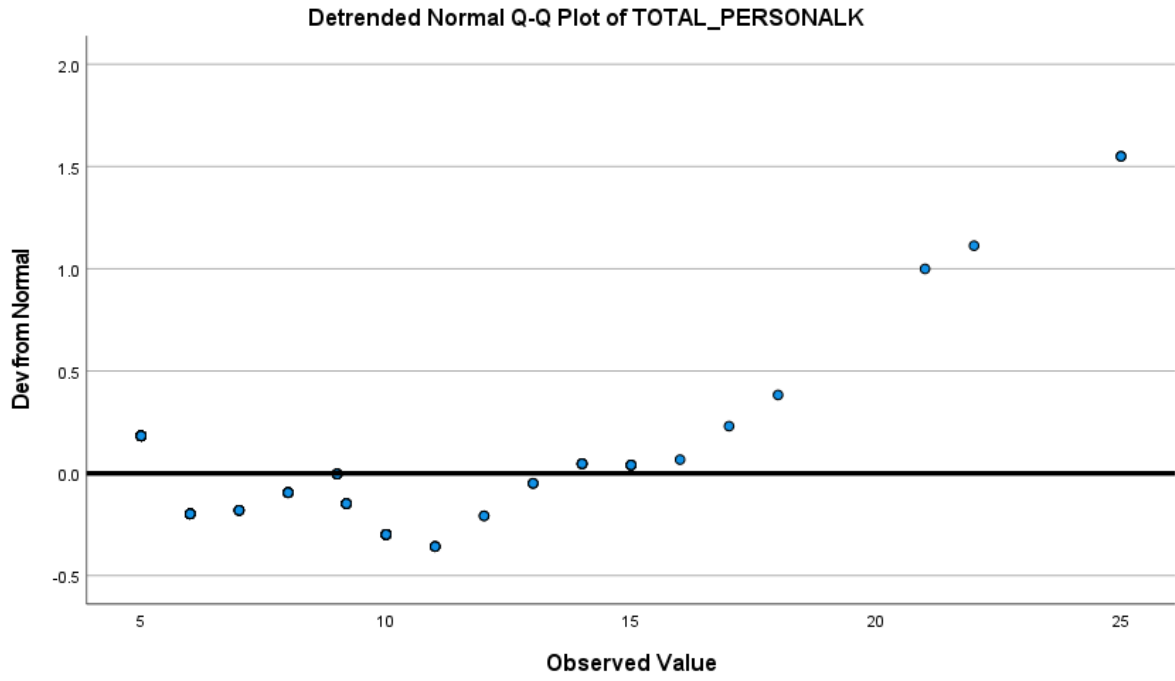
TOTAL_SUPPORT Stem-and-Leaf Plot Frequency Stem & Leaf 1.00 6 . 0
6.00 7 . 000000 8.00 8 . 00000000 13.00 9 .
0000000000000 10.00 10 . 0000000000 25.00 11 .
0000000000000000444444444 17.00 12 . 000000000000000000 16.00 13
. 000000000000000000 11.00 14 . 000000000000 6.00 15 . 000000
3.00 16 . 000 1.00 17 . 0 1.00 Extremes (>=21.0) Stem
width: 1.00 Each leaf: 1 case(s)

```

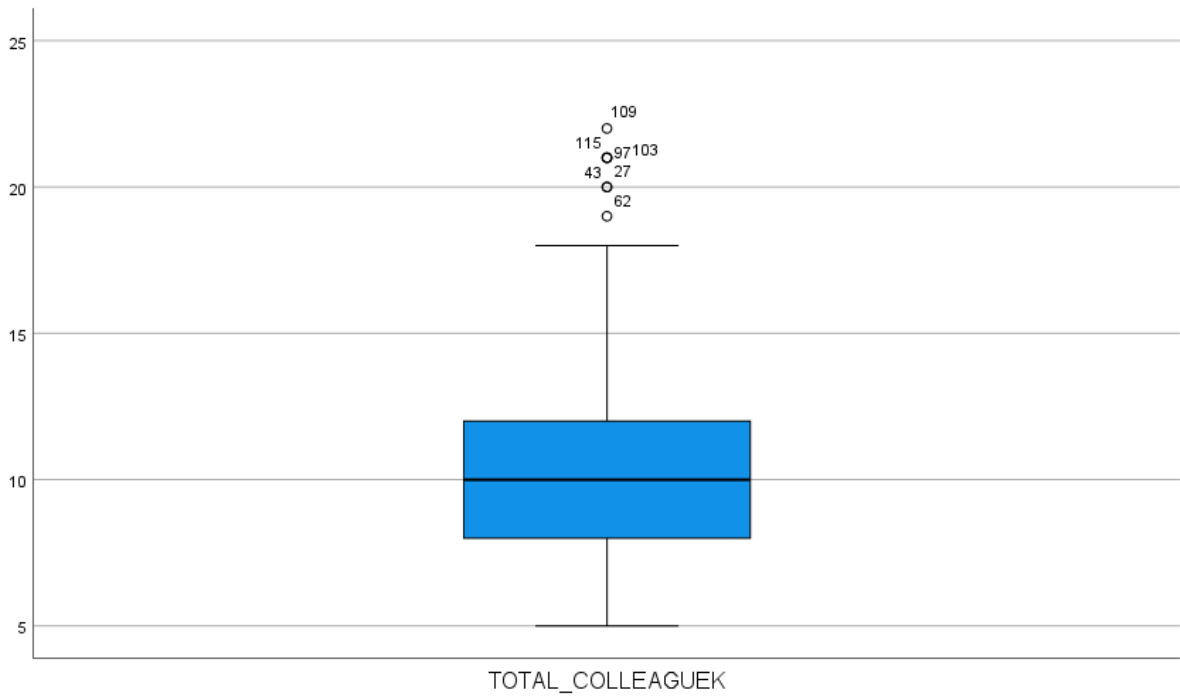
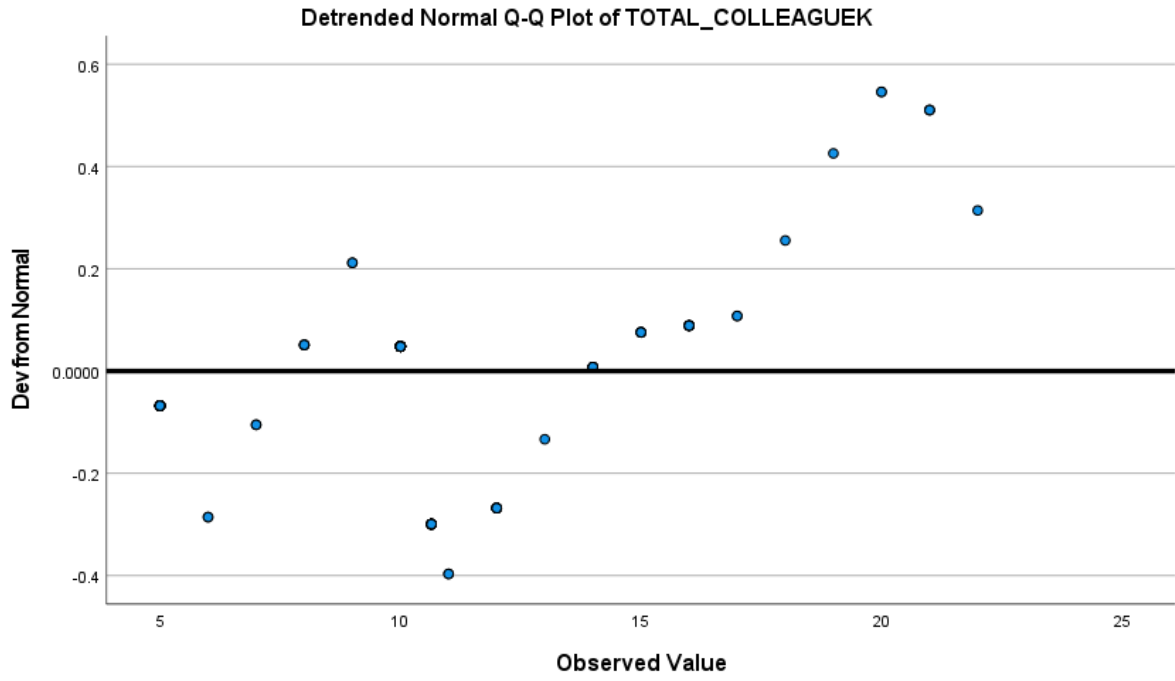




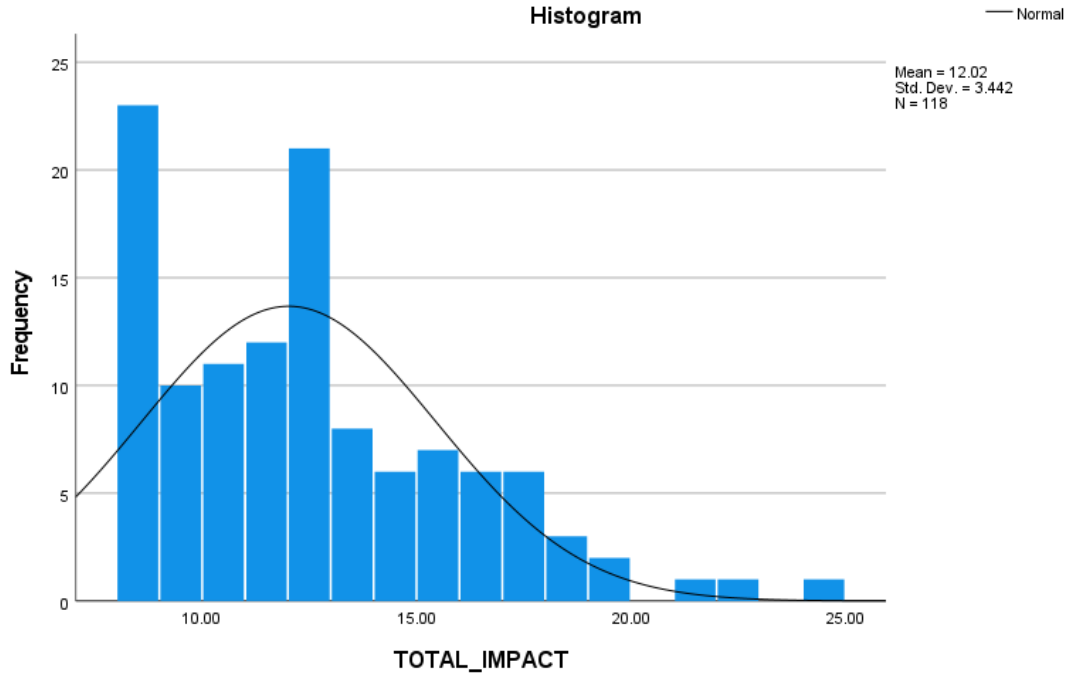
TOTAL_PERSONALK



TOTAL_COLLEAGUEK

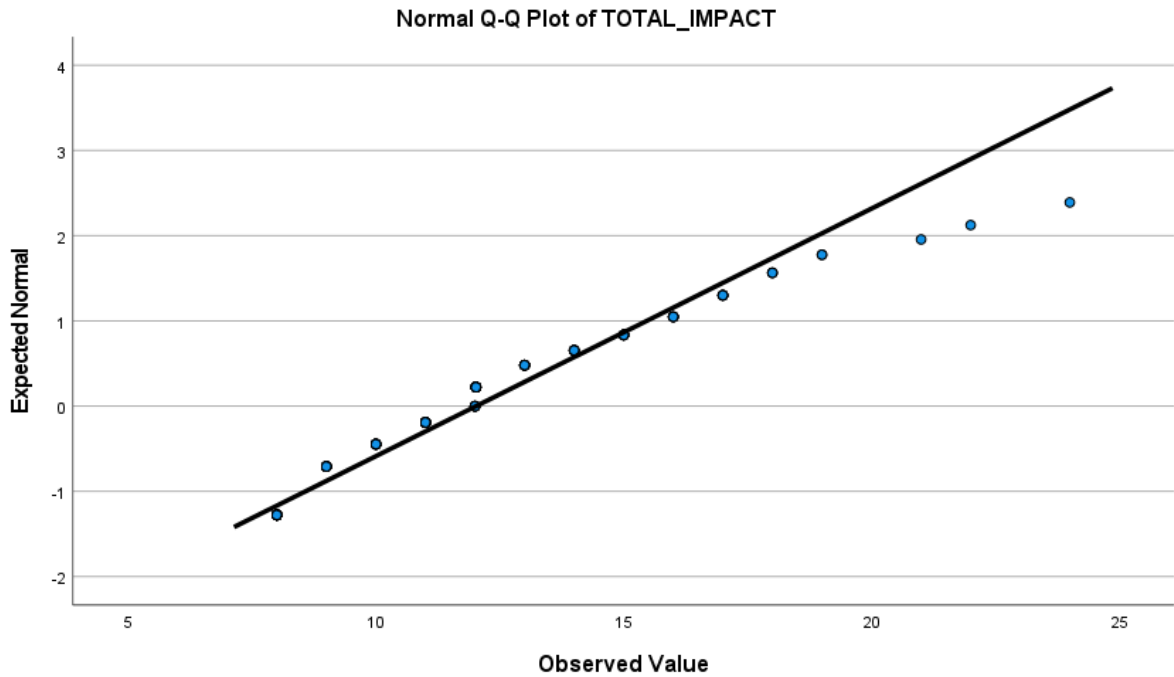


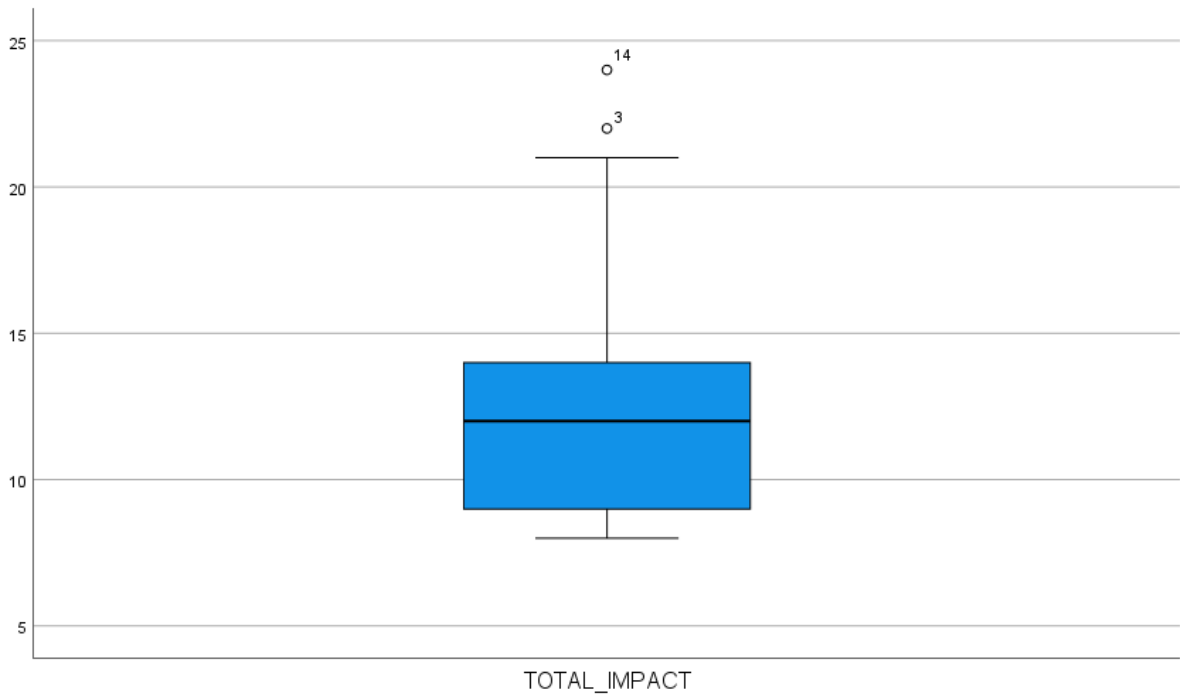
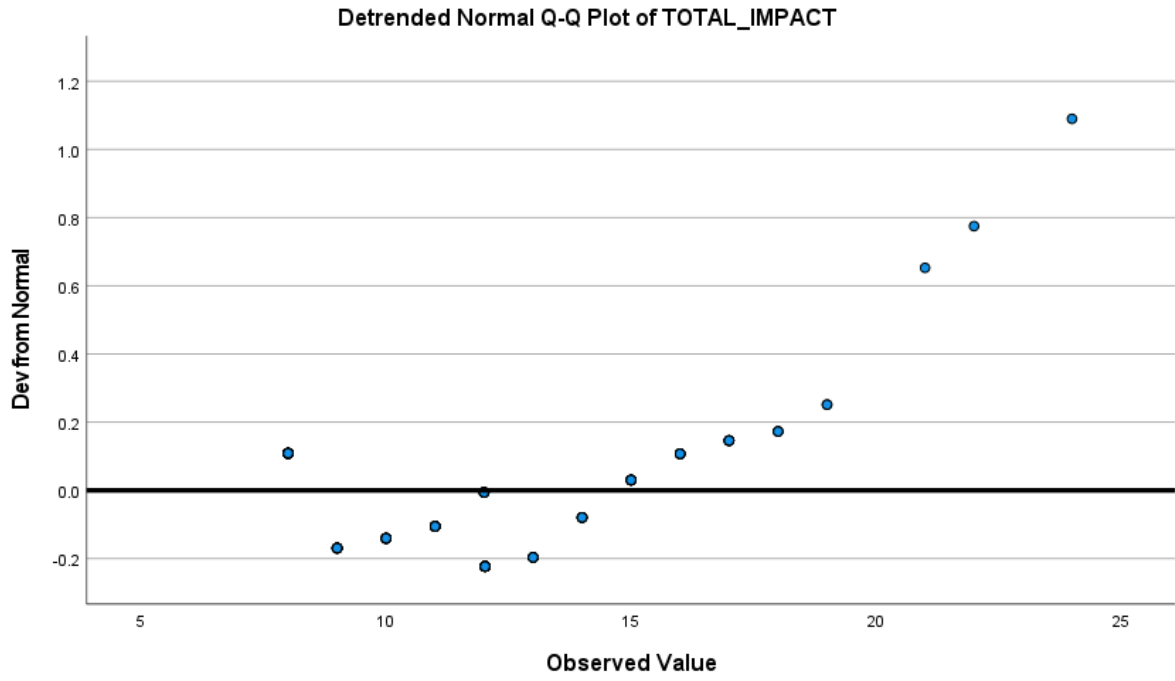
TOTAL_IMPACT



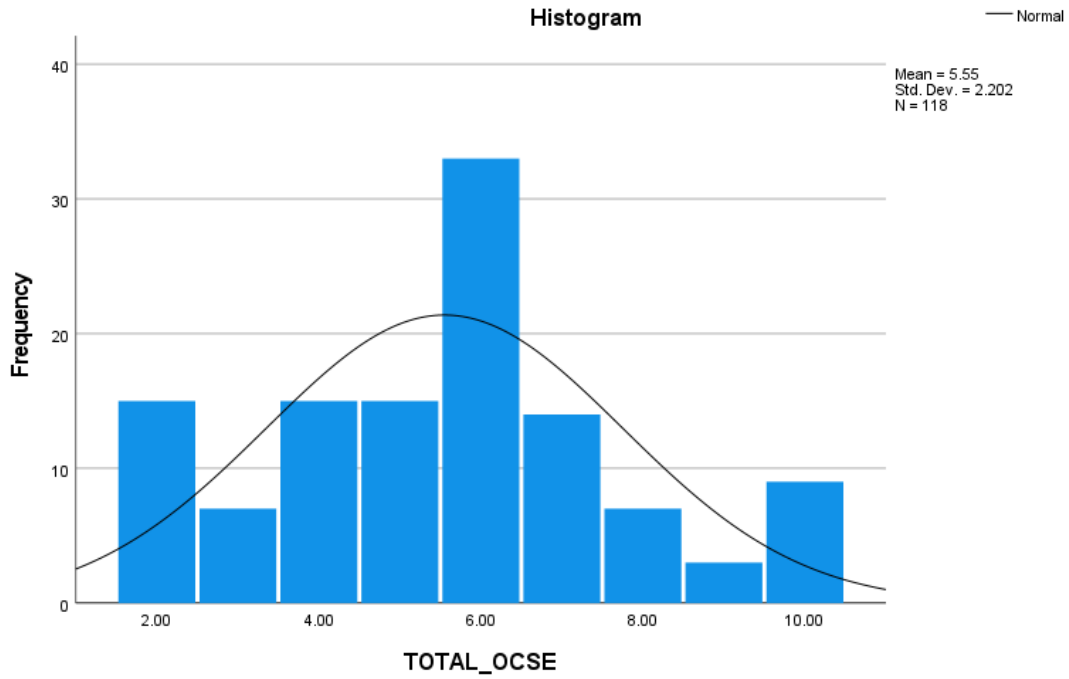
```

TOTAL_IMPACT Stem-and-Leaf Plot Frequency Stem & Leaf 23.00 8 .
000000000000000000000000000000 10.00 9 . 0000000000 11.00 10 .
000000000000 12.00 11 . 000000000000 21.00 12 .
000000000000000000000000000000 8.00 13 . 00000000 6.00 14 . 000000
7.00 15 . 0000000 6.00 16 . 000000 6.00 17 . 000000
3.00 18 . 000 2.00 19 . 00 .00 20 . 1.00 21
. 0 2.00 Extremes (>=22.0) Stem width: 1.00 Each leaf: 1
case(s)
  
```





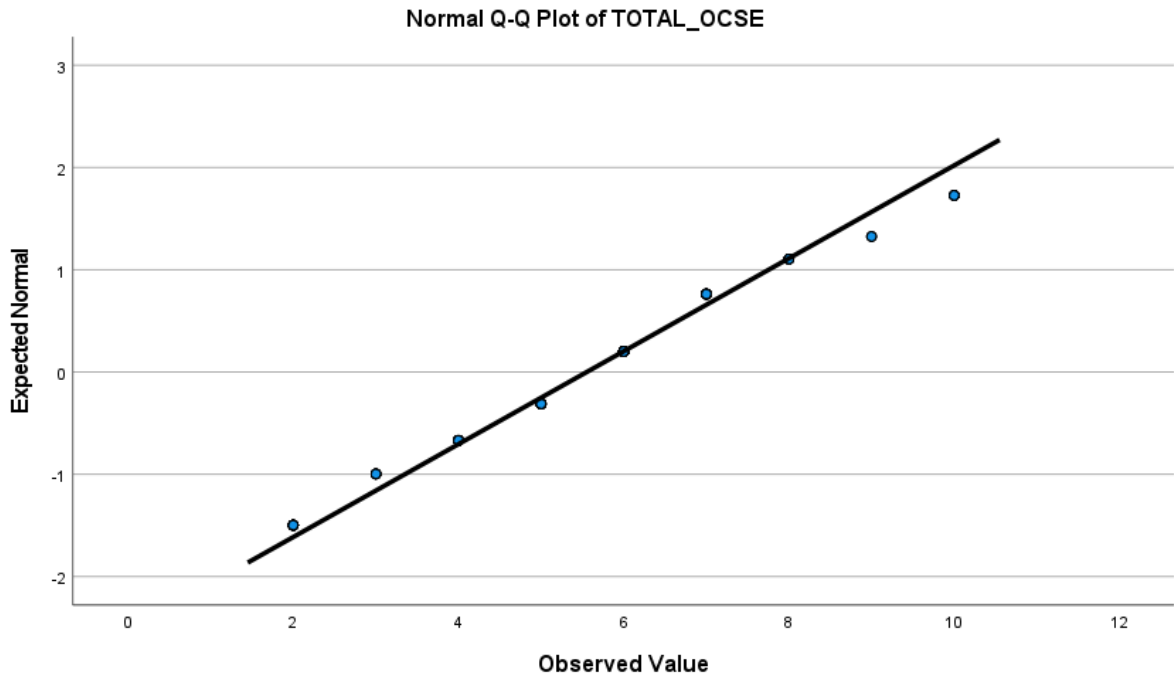
TOTAL_OCSE

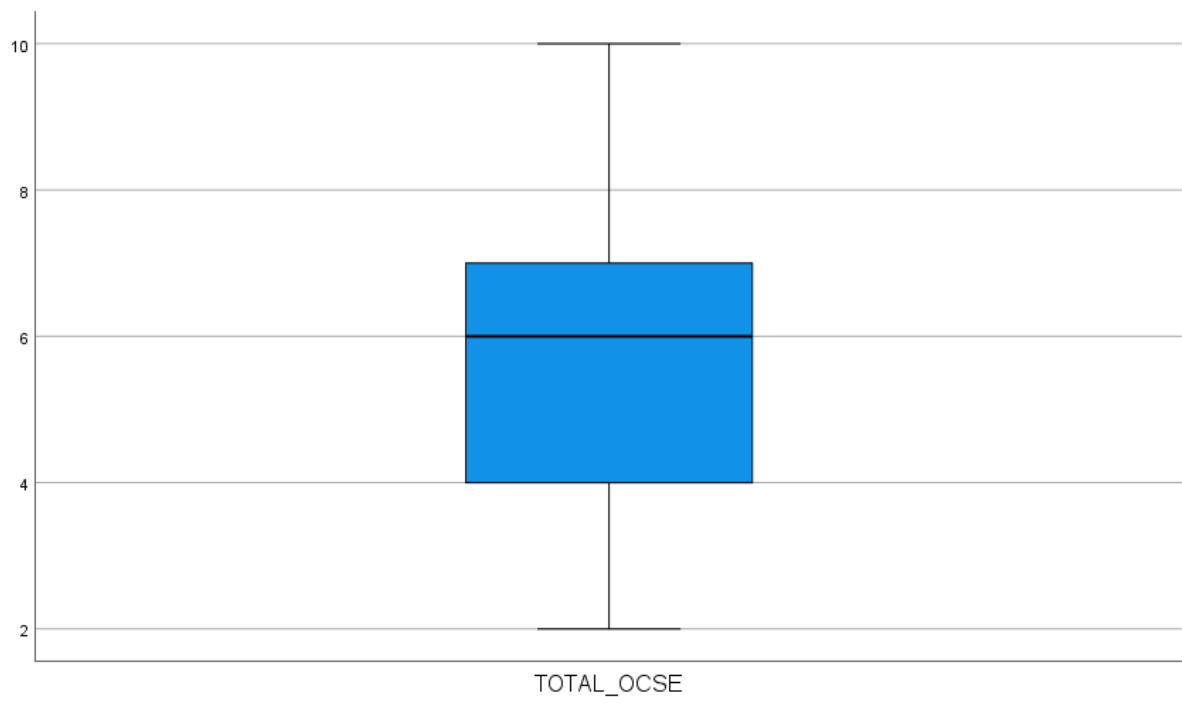
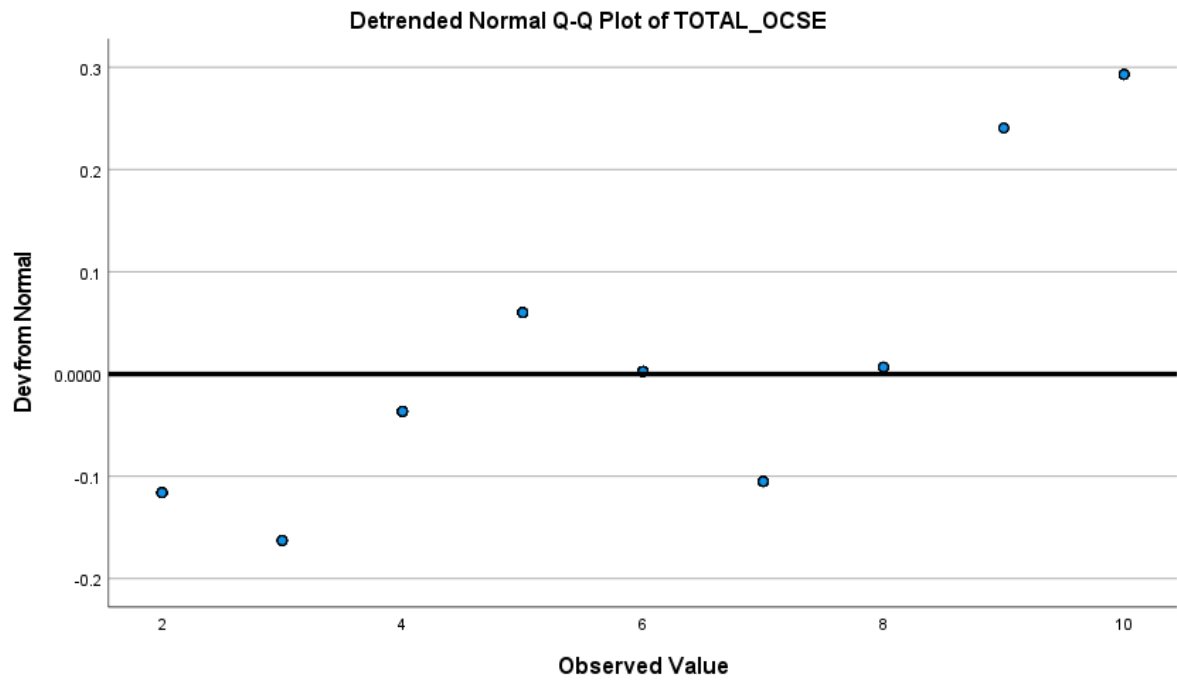


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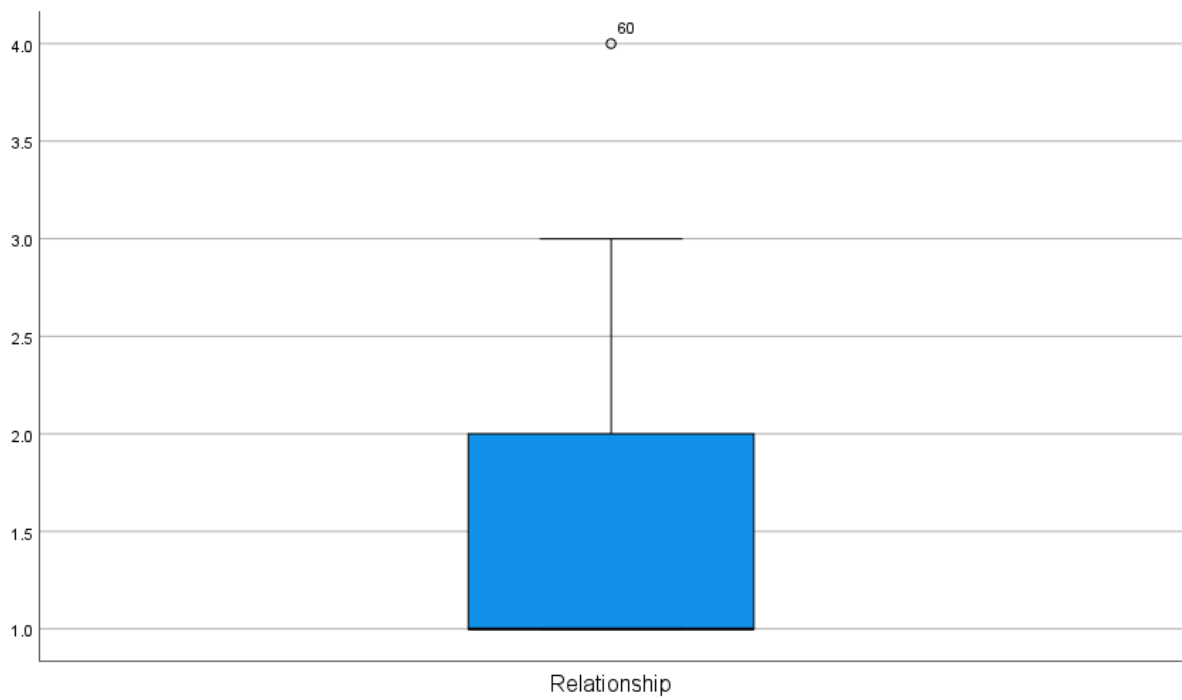
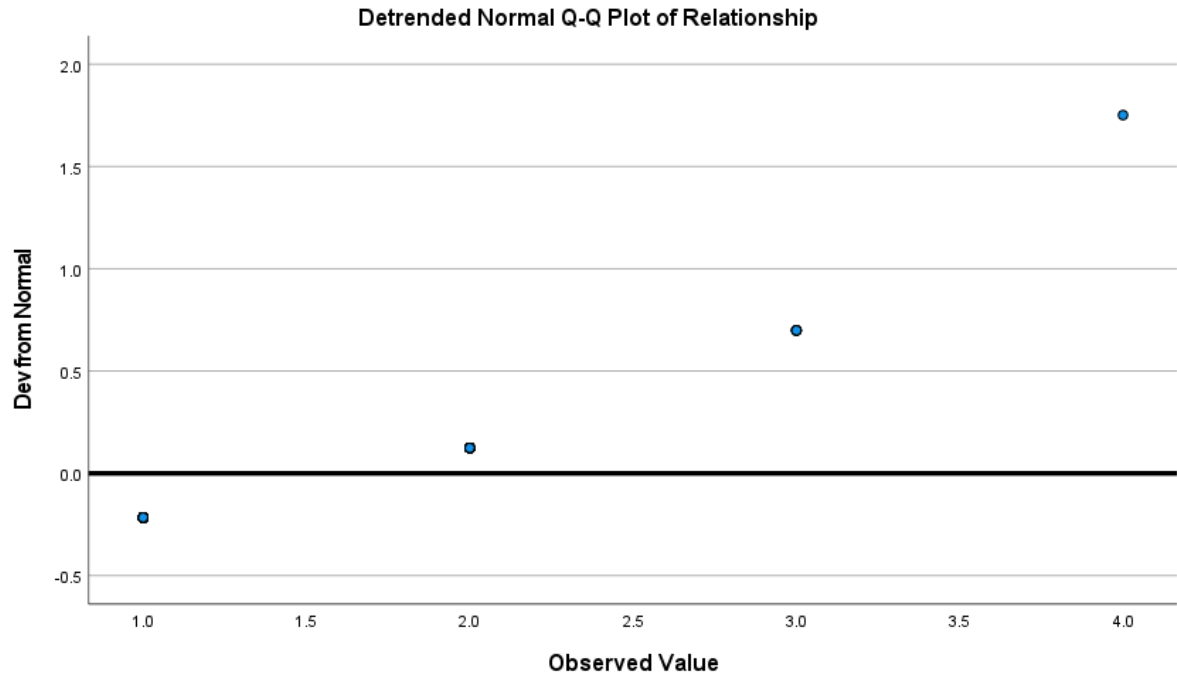
TOTAL_OCSE Stem-and-Leaf Plot Frequency Stem & Leaf 15.00 2 .
0000000000000000 .00 2 . 7.00 3 . 0000000 .00 3
. 15.00 4 . 0000000000000000 .00 4 . 15.00 5 .
0000000000000000 .00 5 . 33.00 6 .
000000000000000000000000000000000000000000000000 .00 6 . 14.00 7 .
0000000000000000 .00 7 . 7.00 8 . 0000000 .00 8 .
3.00 9 . 000 .00 9 . 9.00 10 . 000000000 Stem width:
1.00 Each leaf: 1 case(s)

```





Relationship



Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

CORRELATIONS /VARIABLES=TOTAL_VULNERABILTY TOTAL_OCSE TOTAL_DISCLOSURE
TOTAL_ASSRISK TOTAL_STAFFSKILLS TOTAL_SUPPORT TOTAL_IMPACT TOTAL_COLLEAGUEK
TOTAL_PERSONALK /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.

4i: Study 4 – Pearson’s r correlations: Full data set

		Correlations								
		TOTAL_VULN_ERABILTY	TOTAL_OCSE	TOTAL_DISCLOSURE	TOTAL_ASSRISK	TOTAL_STAFFSKILLS	TOTAL_SUPPORT	TOTAL_IMPACT	TOTAL_COLLEAGUEK	TOTAL_PERSONALK
TOTAL_VULNERABILTY	Pearson Correlation	1	.166	.078	.309**	-.102	-.097	-.068	-.135	-.118
	Sig. (2-tailed)		.073	.402	<.001	.270	.296	.463	.145	.204
	N	118	118	118	118	118	118	118	118	118
	Boots trap ^c Bias	0	-.002	-.001	.001	.004	.003	.000	.006	.004
	Std. Error	0	.082	.081	.115	.075	.077	.084	.078	.066
	95% Confidence Interval	1	.004	-.081	.083	-.234	-.237	-.225	-.278	-.233
	Lower									
	Upper	1	.323	.243	.533	.053	.060	.099	.028	.027
TOTAL_OCSE	Pearson Correlation	.166	1	.043	.155	-.089	-.110	-.183*	-.101	-.056
	Sig. (2-tailed)	.073		.641	.093	.336	.238	.047	.278	.547
	N	118	118	118	118	118	118	118	118	118
	Boots trap ^c Bias	-.002	0	.002	.001	.002	.004	-.003	.000	.002
	Std. Error	.082	0	.099	.088	.087	.086	.091	.093	.087
	95% Confidence Interval	.004	1	-.154	-.018	-.263	-.280	-.354	-.292	-.218
	Lower									
	Upper	.323	1	.229	.322	.084	.060	-.006	.076	.111
TOTAL_DISCLOSURE	Pearson Correlation	.078	.043	1	.426**	.641**	.365**	.175	.258**	.473**
	Sig. (2-tailed)	.402	.641		<.001	<.001	<.001	.058	.005	<.001
	N	118	118	118	118	118	118	118	118	118
	Boots trap ^c Bias	-.001	.002	0	.003	.001	.002	.001	.002	.003
	Std. Error	.081	.099	0	.070	.055	.071	.096	.073	.059
	95% Confidence Interval	-.081	-.154	1	.286	.525	.217	-.007	.107	.367
	Lower									
	Upper	.243	.229	1	.562	.737	.500	.357	.399	.581
TOTAL_ASSRISK	Pearson Correlation	.309**	.155	.426**	1	.390**	.137	-.041	.218*	.260**
	Sig. (2-tailed)	<.001	.093	<.001		<.001	.140	.661	.018	.004
	N	118	118	118	118	118	118	118	118	118
	Boots trap ^c Bias	.001	.001	.003	0	.003	.004	.003	.003	.004
	Std. Error	.115	.088	.070	0	.077	.085	.095	.088	.069
	95% Confidence Interval	.083	-.018	.286	1	.242	-.029	-.227	.049	.133
	Lower									
	Upper									

		Upper	.533	.322	.562	1	.535	.316	.149	.393	.399	
TOTAL_STAFFSKILLS	Pearson Correlation		-.102	-.089	.641**	.390**	1	.472**	.243**	.529**	.745**	
	Sig. (2-tailed)		.270	.336	<.001	<.001		<.001	.008	<.001	<.001	
	N		118	118	118	118	118	118	118	118	118	
	Boots trap ^c	Bias		.004	.002	.001	.003	0	-.002	.001	.000	.000
		Std. Error		.075	.087	.055	.077	0	.070	.097	.059	.036
		95% Confidence Interval	Lower	-.234	-.263	.525	.242	1	.326	.055	.400	.669
Upper	.053		.084	.737	.535	1	.602	.425	.635	.810		
TOTAL_SUPPORT	Pearson Correlation		-.097	-.110	.365**	.137	.472**	1	.088	.296**	.572**	
	Sig. (2-tailed)		.296	.238	<.001	.140	<.001		.344	.001	<.001	
	N		118	118	118	118	118	118	118	118	118	
	Boots trap ^c	Bias		.003	.004	.002	.004	-.002	0	-.002	.000	-.004
		Std. Error		.077	.086	.071	.085	.070	0	.091	.077	.076
		95% Confidence Interval	Lower	-.237	-.280	.217	-.029	.326	1	-.095	.142	.413
Upper	.060		.060	.500	.316	.602	1	.264	.448	.713		
TOTAL_IMPACT	Pearson Correlation		-.068	-.183*	.175	-.041	.243**	.088	1	.199*	.235*	
	Sig. (2-tailed)		.463	.047	.058	.661	.008	.344		.031	.010	
	N		118	118	118	118	118	118	118	118	118	
	Boots trap ^c	Bias		.000	-.003	.001	.003	.001	-.002	0	.002	.002
		Std. Error		.084	.091	.096	.095	.097	.091	0	.084	.092
		95% Confidence Interval	Lower	-.225	-.354	-.007	-.227	.055	-.095	1	.035	.054
Upper	.099		-.006	.357	.149	.425	.264	1	.367	.417		
TOTAL_COLLEAGUES	Pearson Correlation		-.135	-.101	.258**	.218*	.529**	.296**	.199*	1	.473**	
	Sig. (2-tailed)		.145	.278	.005	.018	<.001	.001	.031		<.001	
	N		118	118	118	118	118	118	118	118	118	
	Boots trap ^c	Bias		.006	.000	.002	.003	.000	.000	.002	0	.000
		Std. Error		.078	.093	.073	.088	.059	.077	.084	0	.070
		95% Confidence Interval	Lower	-.278	-.292	.107	.049	.400	.142	.035	1	.331
Upper	.028		.076	.399	.393	.635	.448	.367	1	.606		
TOTAL_PERSONALK	Pearson Correlation		-.118	-.056	.473**	.260**	.745**	.572**	.235*	.473**	1	
	Sig. (2-tailed)		.204	.547	<.001	.004	<.001	<.001	.010	<.001		
	N		118	118	118	118	118	118	118	118	118	
	Boots trap ^c	Bias		.004	.002	.003	.004	.000	-.004	.002	.000	0
		Std. Error		.066	.087	.059	.069	.036	.076	.092	.070	0

Boots trap ^c	95% Confidence Interval	Lo we r	-.233	-.218	.367	.133	.669	.413	.054	.331	1
		Up per	.027	.111	.581	.399	.810	.713	.417	.606	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

4i: Study 4 – Pearson’s r correlations: Full data set

Correlations

		Contr act	Work hrs	LengthE mploy	Positi on	TOTAL_ STAFF SKILLS	TOTAL_ PERSO NALK	TOTAL_ COLLE AGUEK	TOTAL_ SUPPO RT	Times pent	
Contract	Pearson Correlation	1	-.653*	-.117	.417*	.225*	.089	.082	.215*	-.190*	
	Sig. (2-tailed)		<.001	.207	<.001	.014	.336	.376	.019	.039	
	N	118	118	118	118	118	118	118	118	118	
	Bootst rap ^c	Bias	0	.000	-.002	-.011	.000	.001	-.001	-.004	.000
	Std. Error	0	.064	.085	.127	.111	.092	.115	.081	.084	
95% Confidence Interval	Lo wer	1	-.765	-.288	.129	-.005	-.090	-.142	.048	-.342	
	Up per	1	-.512	.052	.622	.432	.276	.297	.369	-.012	
Workhrs	Pearson Correlation	-.653*	1	.197*	-.244*	-.025	.103	-.095	.076	.056	
	Sig. (2-tailed)	<.001		.032	.008	.791	.269	.307	.411	.547	
	N	118	118	118	118	118	118	118	118	118	
	Bootst rap ^c	Bias	.000	0	.001	.002	.003	.000	.003	.000	.000
	Std. Error	.064	0	.096	.111	.112	.098	.093	.106	.092	
95% Confidence Interval	Lo wer	-.765	1	.013	-.451	-.246	-.094	-.271	-.123	-.145	
	Up per	-.512	1	.378	-.010	.200	.287	.094	.282	.226	
LengthEmpl oy	Pearson Correlation	-.117	.197*	1	.361*	-.067	-.015	-.059	-.093	.298**	
	Sig. (2-tailed)	.207	.032		<.001	.472	.869	.526	.316	.001	
	N	118	118	118	118	118	118	118	118	118	
	Bootst rap ^c	Bias	-.002	.001	0	.000	.002	.000	.001	-.002	-.003
	Std. Error	.085	.096	0	.093	.095	.100	.087	.096	.086	
95% Confidence Interval	Lo wer	-.288	.013	1	.166	-.248	-.227	-.223	-.299	.117	
	Up per	.052	.378	1	.536	.117	.172	.119	.081	.460	
Position	Pearson Correlation	.417*	-.244*	.361**	1	.136	.176	.058	.118	.412**	
	Sig. (2-tailed)	<.001	.008	<.001		.142	.056	.529	.202	<.001	
	N	118	118	118	118	118	118	118	118	118	
	Bootst rap ^c	Bias	-.011	.002	.000	0	.000	.002	.003	-.002	.001
	Std. Error	.127	.111	.093	0	.103	.087	.103	.084	.099	
95% Confidence Interval	Lo wer	.129	-.451	.166	1	-.068	.006	-.141	-.054	.218	

		95% Confidence Interval	Up per	.622	-.010	.536	1	.327	.346	.263	.276	.595	
TOTAL_STA FFSKILLS	Pearson Correlation			.225*	-.025	-.067	.136	1	.745**	.529**	.472**	-.151	
	Sig. (2-tailed)			.014	.791	.472	.142		<.001	<.001	<.001	.102	
	N			118	118	118	118	118	118	118	118	118	
	Bootst rap ^c	Bias			.000	.003	.002	.000	0	.003	-.003	.000	-.001
		Std. Error			.111	.112	.095	.103	0	.035	.060	.068	.092
		95% Confidence Interval	Lo wer	-.005	-.246	-.248	-.068	1	.673	.399	.328	-.326	
			Up per	.432	.200	.117	.327	1	.813	.632	.600	.037	
TOTAL_PER SONALK	Pearson Correlation			.089	.103	-.015	.176	.745**	1	.473**	.572**	-.029	
	Sig. (2-tailed)			.336	.269	.869	.056	<.001		<.001	<.001	.754	
	N			118	118	118	118	118	118	118	118	118	
	Bootst rap ^c	Bias			.001	.000	.000	.002	.003	0	.000	-.004	-.002
		Std. Error			.092	.098	.100	.087	.035	0	.067	.075	.092
		95% Confidence Interval	Lo wer	-.090	-.094	-.227	.006	.673	1	.331	.421	-.208	
			Up per	.276	.287	.172	.346	.813	1	.608	.705	.142	
TOTAL_COL LEAGUEK	Pearson Correlation			.082	-.095	-.059	.058	.529**	.473**	1	.296**	-.092	
	Sig. (2-tailed)			.376	.307	.526	.529	<.001	<.001		.001	.321	
	N			118	118	118	118	118	118	118	118	118	
	Bootst rap ^c	Bias			-.001	.003	.001	.003	-.003	.000	0	.003	-.002
		Std. Error			.115	.093	.087	.103	.060	.067	0	.073	.087
		95% Confidence Interval	Lo wer	-.142	-.271	-.223	-.141	.399	.331	1	.145	-.261	
			Up per	.297	.094	.119	.263	.632	.608	1	.437	.072	
TOTAL_SUP PORT	Pearson Correlation			.215*	.076	-.093	.118	.472**	.572**	.296**	1	-.097	
	Sig. (2-tailed)			.019	.411	.316	.202	<.001	<.001	.001		.294	
	N			118	118	118	118	118	118	118	118	118	
	Bootst rap ^c	Bias			-.004	.000	-.002	-.002	.000	-.004	.003	0	.001
		Std. Error			.081	.106	.096	.084	.068	.075	.073	0	.086
		95% Confidence Interval	Lo wer	.048	-.123	-.299	-.054	.328	.421	.145	1	-.262	
			Up per	.369	.282	.081	.276	.600	.705	.437	1	.076	
Timespent	Pearson Correlation			-.190*	.056	.298**	.412*	-.151	-.029	-.092	-.097	1	
	Sig. (2-tailed)			.039	.547	.001	<.001	.102	.754	.321	.294		
	N			118	118	118	118	118	118	118	118	118	
	Bootst rap ^c	Bias			.000	.000	-.003	.001	-.001	-.002	-.002	.001	0
		Std. Error			.084	.092	.086	.099	.092	.092	.087	.086	0
		95% Confidence Interval	Lo wer	-.342	-.145	.117	.218	-.326	-.208	-.261	-.262	1	
			Up per	-.012	.226	.460	.595	.037	.142	.072	.076	1	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

4j: Study 4 – Organisational Data

		Organisation			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	CAM	42	48.3	48.3	48.3
	HOR	4	4.6	4.6	52.9
	PEB	1	1.1	1.1	54.0
	PAR	1	1.1	1.1	55.2
	PRI	1	1.1	1.1	56.3
	OUT	1	1.1	1.1	57.5
	TIM	1	1.1	1.1	58.6
	EDU	1	1.1	1.1	59.8
	ADV	2	2.3	2.3	62.1
	BAY	1	1.1	1.1	63.2
	CHA	1	1.1	1.1	64.4
	UNK	4	4.6	4.6	69.0
	SAN	11	12.6	12.6	81.6
	C4C	3	3.4	3.4	85.1
	CYG	3	3.4	3.4	88.5
	WIT	3	3.4	3.4	92.0
	LCC	4	4.6	4.6	96.6
	KEY	3	3.4	3.4	100.0
	Total	87	100.0	100.0	

Appendix X Online child sexual exploitation sample - Frequency Analysis

Disclosure

Disc_Staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	5	5.7	5.7	5.7
	Somewhat agree	32	36.8	36.8	42.5
	Neither agree nor disagree	13	14.9	14.9	57.5
	Somewhat disagree	29	33.3	33.3	90.8
	Strongly disagree	8	9.2	9.2	100.0
	Total	87	100.0	100.0	

Disc_Family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	1.1	1.1	1.1
	Somewhat agree	10	11.5	11.5	12.6
	Neither agree nor disagree	24	27.6	27.6	40.2
	Somewhat disagree	33	37.9	37.9	78.2
	Strongly disagree	19	21.8	21.8	100.0
	Total	87	100.0	100.0	

Disc_Adult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	1.1	1.1	1.1
	Somewhat agree	21	24.1	24.1	25.3
	Neither agree nor disagree	25	28.7	28.7	54.0
	Somewhat disagree	17	19.5	19.5	73.6
	Strongly disagree	23	26.4	26.4	100.0
	Total	87	100.0	100.0	

Disc_Peer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	21.8	21.8	21.8
	Somewhat agree	31	35.6	35.6	57.5
	Neither agree nor disagree	22	25.3	25.3	82.8
	Somewhat disagree	10	11.5	11.5	94.3
	Strongly disagree	5	5.7	5.7	100.0
	Total	87	100.0	100.0	

Prev_OCSE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	21.8	21.8	21.8
	Somewhat agree	18	20.7	20.7	42.5
	Neither agree nor disagree	11	12.6	12.6	55.2
	Somewhat disagree	16	18.4	18.4	73.6
	Strongly disagree	23	26.4	26.4	100.0
	Total	87	100.0	100.0	

Prev_Gifts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	16.1	16.1	16.1
	Somewhat agree	13	14.9	14.9	31.0
	Neither agree nor disagree	19	21.8	21.8	52.9
	Somewhat disagree	10	11.5	11.5	64.4
	Strongly disagree	31	35.6	35.6	100.0
	Total	87	100.0	100.0	

Prev_Rel_Adult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	12.6	12.6	12.6
	Somewhat agree	10	11.5	11.5	24.1
	Neither agree nor disagree	13	14.9	14.9	39.1
	Somewhat disagree	17	19.5	19.5	58.6
	Strongly disagree	36	41.4	41.4	100.0
	Total	87	100.0	100.0	

MetAdult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	17	19.5	19.5	19.5
	Somewhat agree	10	11.5	11.5	31.0
	Neither agree nor disagree	14	16.1	16.1	47.1
	Somewhat disagree	9	10.3	10.3	57.5
	Strongly disagree	37	42.5	42.5	100.0
	Total	87	100.0	100.0	

Face_Face

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	56.3	56.3	56.3
	No	38	43.7	43.7	100.0
	Total	87	100.0	100.0	

Associated Risks

Risk_Missing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	66	75.9	75.9	75.9
	Somewhat agree	21	24.1	24.1	100.0
	Total	87	100.0	100.0	

Risk_SHarm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	41	47.1	47.1	47.1
	Somewhat agree	43	49.4	49.4	96.6
	Neither agree nor disagree	3	3.4	3.4	100.0
	Total	87	100.0	100.0	

Risk_Substance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	32.2	32.2	32.2
	Somewhat agree	50	57.5	57.5	89.7
	Neither agree nor disagree	9	10.3	10.3	100.0
	Total	87	100.0	100.0	

Risk_CSAbuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	48	55.2	55.2	55.2
	Somewhat agree	35	40.2	40.2	95.4
	Neither agree nor disagree	3	3.4	3.4	98.9
	Strongly disagree	1	1.1	1.1	100.0
	Total	87	100.0	100.0	

Risk_Bullied

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	24.1	24.1	24.1
	Somewhat agree	37	42.5	42.5	66.7
	Neither agree nor disagree	24	27.6	27.6	94.3
	Somewhat disagree	4	4.6	4.6	98.9
	Strongly disagree	1	1.1	1.1	100.0
	Total	87	100.0	100.0	

Risk_Crime

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	27.6	27.6	27.6
	Somewhat agree	32	36.8	36.8	64.4
	Neither agree nor disagree	20	23.0	23.0	87.4
	Somewhat disagree	10	11.5	11.5	98.9
	Strongly disagree	1	1.1	1.1	100.0
	Total	87	100.0	100.0	

Risk_Sexualised

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	34	39.1	39.1	39.1
	Somewhat agree	34	39.1	39.1	78.2
	Neither agree nor disagree	18	20.7	20.7	98.9
	Strongly disagree	1	1.1	1.1	100.0
	Total	87	100.0	100.0	

Risk_Gangs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	20.7	20.7	20.7
	Somewhat agree	28	32.2	32.2	52.9
	Neither agree nor disagree	23	26.4	26.4	79.3
	Somewhat disagree	11	12.6	12.6	92.0
	Strongly disagree	7	8.0	8.0	100.0
	Total	87	100.0	100.0	

Risk_Suicide

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	27.6	27.6	27.6
	Somewhat agree	42	48.3	48.3	75.9
	Neither agree nor disagree	20	23.0	23.0	98.9
	Somewhat disagree	1	1.1	1.1	100.0
	Total	87	100.0	100.0	

Risk_Anger

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	34	39.1	39.1	39.1
	Somewhat agree	41	47.1	47.1	86.2
	Neither agree nor disagree	11	12.6	12.6	98.9
	Somewhat disagree	1	1.1	1.1	100.0
	Total	87	100.0	100.0	

Vulnerability

Hist_SexAbuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	11	12.6	12.6	12.6
	Somewhat agree	32	36.8	36.8	49.4
	Neither agree nor disagree	31	35.6	35.6	85.1
	Somewhat disagree	9	10.3	10.3	95.4
	Strongly disagree	4	4.6	4.6	100.0
	Total	87	100.0	100.0	

Hist_Neglect

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	21.8	21.8	21.8
	Somewhat agree	39	44.8	44.8	66.7
	Neither agree nor disagree	21	24.1	24.1	90.8
	Somewhat disagree	2	2.3	2.3	93.1
	Strongly disagree	6	6.9	6.9	100.0
	Total	87	100.0	100.0	

Hist_PhyAbuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	9.2	9.2	9.2
	Somewhat agree	29	33.3	33.3	42.5
	Neither agree nor disagree	39	44.8	44.8	87.4
	Somewhat disagree	5	5.7	5.7	93.1
	Strongly disagree	6	6.9	6.9	100.0
	Total	87	100.0	100.0	

Hist_EmoAbuse

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	26.4	26.4	26.4
	Somewhat agree	38	43.7	43.7	70.1
	Neither agree nor disagree	16	18.4	18.4	88.5
	Somewhat disagree	5	5.7	5.7	94.3
	Strongly disagree	5	5.7	5.7	100.0
	Total	87	100.0	100.0	

Hist_VicBullying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	8.0	8.0	8.0

Somewhat agree	34	39.1	39.1	47.1
Neither agree nor disagree	35	40.2	40.2	87.4
Somewhat disagree	6	6.9	6.9	94.3
Strongly disagree	5	5.7	5.7	100.0
Total	87	100.0	100.0	

SupportNet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	13.8	13.8	13.8
	Somewhat agree	17	19.5	19.5	33.3
	Neither agree nor disagree	29	33.3	33.3	66.7
	Somewhat disagree	17	19.5	19.5	86.2
	Strongly disagree	12	13.8	13.8	100.0
	Total	87	100.0	100.0	

Explore

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Appendix X Online child sexual exploitation sample (n=87) – Descriptive Statistics

(TOTALS)

Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
TOTAL_OCSE	87	100.0%	0	0.0%	87	100.0%
TOTAL_VULNERABILTY	87	100.0%	0	0.0%	87	100.0%
TOTAL_DISCLOSURE	87	100.0%	0	0.0%	87	100.0%
TOTAL_ASSRISK	87	100.0%	0	0.0%	87	100.0%
TOTAL_STAFFSKILLS	87	100.0%	0	0.0%	87	100.0%
TOTAL_SUPPORT	87	100.0%	0	0.0%	87	100.0%
TOTAL_PERSONALK	87	100.0%	0	0.0%	87	100.0%
TOTAL_COLLEAGUEK	87	100.0%	0	0.0%	87	100.0%
TOTAL_IMPACT	87	100.0%	0	0.0%	87	100.0%
Relationship	87	100.0%	0	0.0%	87	100.0%

Descriptives

		Statistic	Std. Error	
TOTAL_OCSE	Mean	4.7011	.18067	
	95% Confidence Interval for Mean	Lower Bound	4.3420	
		Upper Bound	5.0603	
	5% Trimmed Mean	4.7235		
	Median	5.0000		
	Variance	2.840		
	Std. Deviation	1.68520		
	Minimum	2.00		
	Maximum	7.00		
	Range	5.00		
	Interquartile Range	3.00		
	Skewness	-.320	.258	
	Kurtosis	-1.119	.511	
TOTAL_VULNERABILTY	Mean	12.3678	.47894	
	95% Confidence Interval for Mean	Lower Bound	11.4157	
		Upper Bound	13.3199	
	5% Trimmed Mean	12.0971		
	Median	12.0000		

	Variance		19.956	
	Std. Deviation		4.46723	
	Minimum		5.00	
	Maximum		25.00	
	Range		20.00	
	Interquartile Range		4.00	
	Skewness		1.015	.258
	Kurtosis		1.407	.511
TOTAL_DISCLOSURE	Mean		15.9195	.47645
	95% Confidence Interval for Mean	Lower Bound	14.9724	
		Upper Bound	16.8667	
	5% Trimmed Mean		15.8678	
	Median		15.0000	
	Variance		19.749	
	Std. Deviation		4.44401	
	Minimum		6.00	
	Maximum		25.00	
	Range		19.00	
	Interquartile Range		7.00	
	Skewness		.164	.258
	Kurtosis		-.722	.511
TOTAL_ASSRISK	Mean		18.6207	.58659
	95% Confidence Interval for Mean	Lower Bound	17.4546	
		Upper Bound	19.7868	
	5% Trimmed Mean		18.4853	
	Median		19.0000	
	Variance		29.936	
	Std. Deviation		5.47137	
	Minimum		10.00	
	Maximum		35.00	
	Range		25.00	

	Interquartile Range		9.00	
	Skewness		-.025	.258
	Kurtosis		-.219	.511
TOTAL_STAFFSKILLS	Mean		25.8332	1.26652
	95% Confidence Interval for Mean	Lower Bound	23.3155	
		Upper Bound	28.3510	
	5% Trimmed Mean		25.3709	
	Median		22.0000	
	Variance		139.555	
	Std. Deviation		11.81333	
	Minimum		11.00	
	Maximum		50.00	
	Range		39.00	
	Interquartile Range		17.00	
	Skewness		.660	.258
	Kurtosis		-.834	.511
TOTAL_SUPPORT	Mean		11.5858	.24819
	95% Confidence Interval for Mean	Lower Bound	11.0924	
		Upper Bound	12.0792	
	5% Trimmed Mean		11.6126	
	Median		11.4404	
	Variance		5.359	
	Std. Deviation		2.31500	
	Minimum		6.00	
	Maximum		17.00	
	Range		11.00	
	Interquartile Range		3.00	
	Skewness		-.241	.258
	Kurtosis		-.232	.511
TOTAL_PERSONALK	Mean		9.3665	.43421
	95% Confidence Interval for Mean	Lower Bound	8.5033	
		Upper Bound	10.2297	
	5% Trimmed Mean		8.9551	

	Median		9.1887	
	Variance		16.403	
	Std. Deviation		4.05008	
	Minimum		5.00	
	Maximum		25.00	
	Range		20.00	
	Interquartile Range		4.00	
	Skewness		1.447	.258
	Kurtosis		2.811	.511
TOTAL_COLLEAGUEK	Mean		10.8319	.43767
	95% Confidence Interval for Mean	Lower Bound	9.9618	
		Upper Bound	11.7019	
	5% Trimmed Mean		10.5827	
	Median		10.0000	
	Variance		16.665	
	Std. Deviation		4.08227	
	Minimum		5.00	
	Maximum		22.00	
	Range		17.00	
	Interquartile Range		3.00	
	Skewness		.720	.258
	Kurtosis		.627	.511
TOTAL_IMPACT	Mean		12.0951	.38225
	95% Confidence Interval for Mean	Lower Bound	11.3352	
		Upper Bound	12.8550	
	5% Trimmed Mean		11.8157	
	Median		12.0000	
	Variance		12.712	
	Std. Deviation		3.56537	
	Minimum		8.00	
	Maximum		24.00	

	Range		16.00	
	Interquartile Range		5.00	
	Skewness		.990	.258
	Kurtosis		.833	.511
Relationship	Mean		1.3563	.05658
	95% Confidence Interval for Mean	Lower Bound	1.2438	
		Upper Bound	1.4688	
	5% Trimmed Mean		1.3148	
	Median		1.0000	
	Variance		.279	
	Std. Deviation		.52776	
	Minimum		1.00	
	Maximum		3.00	
	Range		2.00	
	Interquartile Range		1.00	
	Skewness		1.090	.258
	Kurtosis		.134	.511

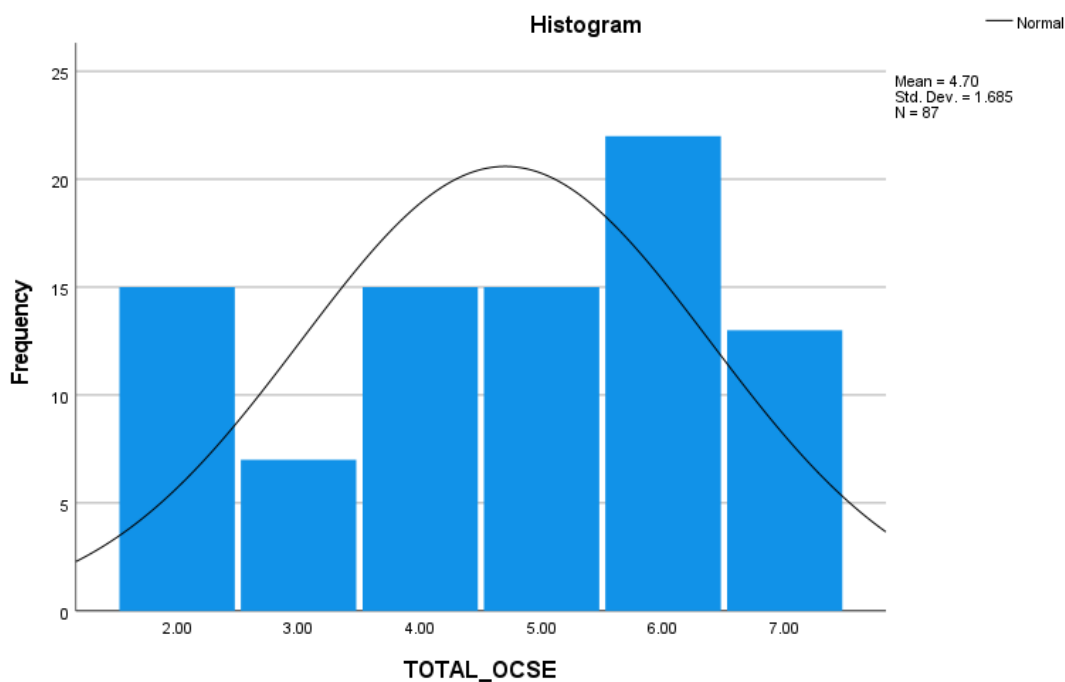
Appendix X Online child sexual exploitation sample – Shapiro-Wilk’s

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TOTAL_OCSE	.182	87	<.001	.896	87	<.001
TOTAL_VULNERABILTY	.156	87	<.001	.909	87	<.001
TOTAL_DISCLOSURE	.112	87	.009	.976	87	.104
TOTAL_ASSRISK	.125	87	.002	.940	87	<.001
TOTAL_STAFFSKILLS	.167	87	<.001	.898	87	<.001
TOTAL_SUPPORT	.136	87	<.001	.975	87	.083
TOTAL_PERSONALK	.208	87	<.001	.860	87	<.001
TOTAL_COLLEAGUEK	.185	87	<.001	.904	87	<.001
TOTAL_IMPACT	.175	87	<.001	.905	87	<.001
Relationship	.417	87	<.001	.637	87	<.001

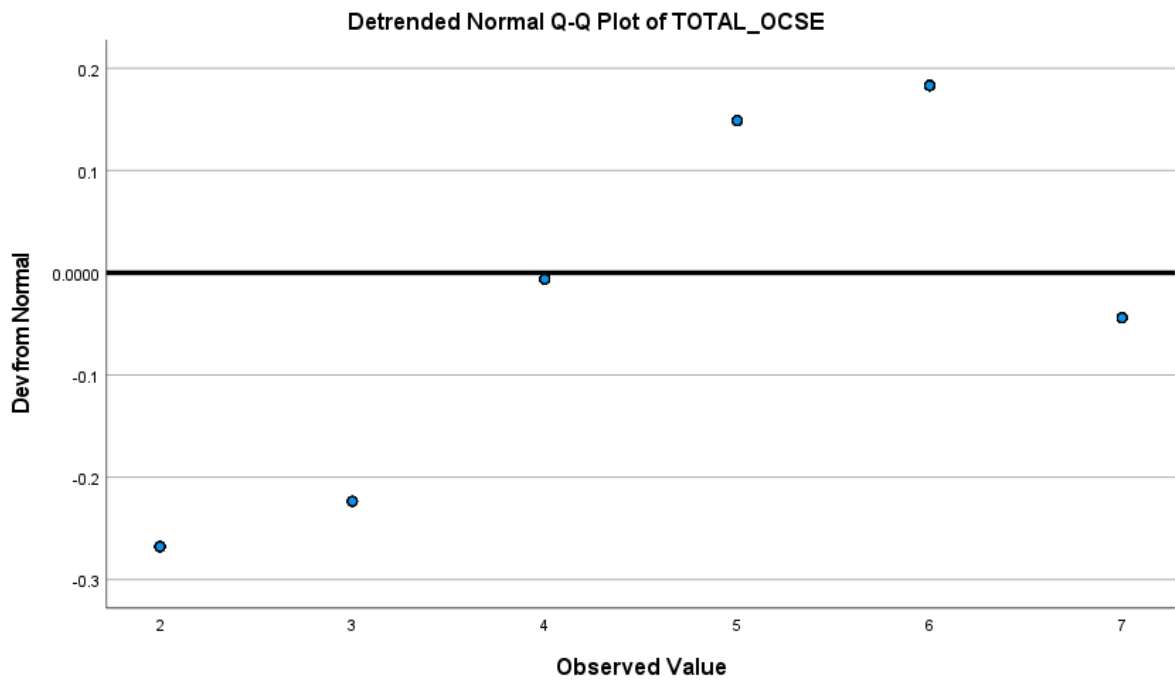
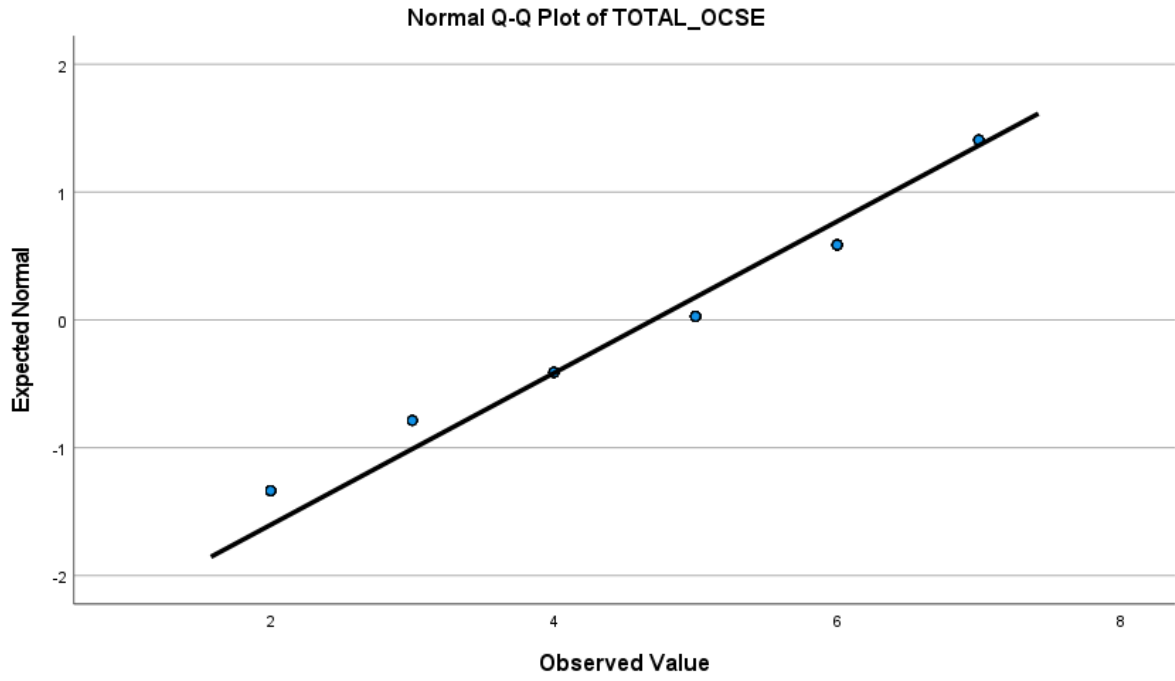
a. Lilliefors Significance Correction

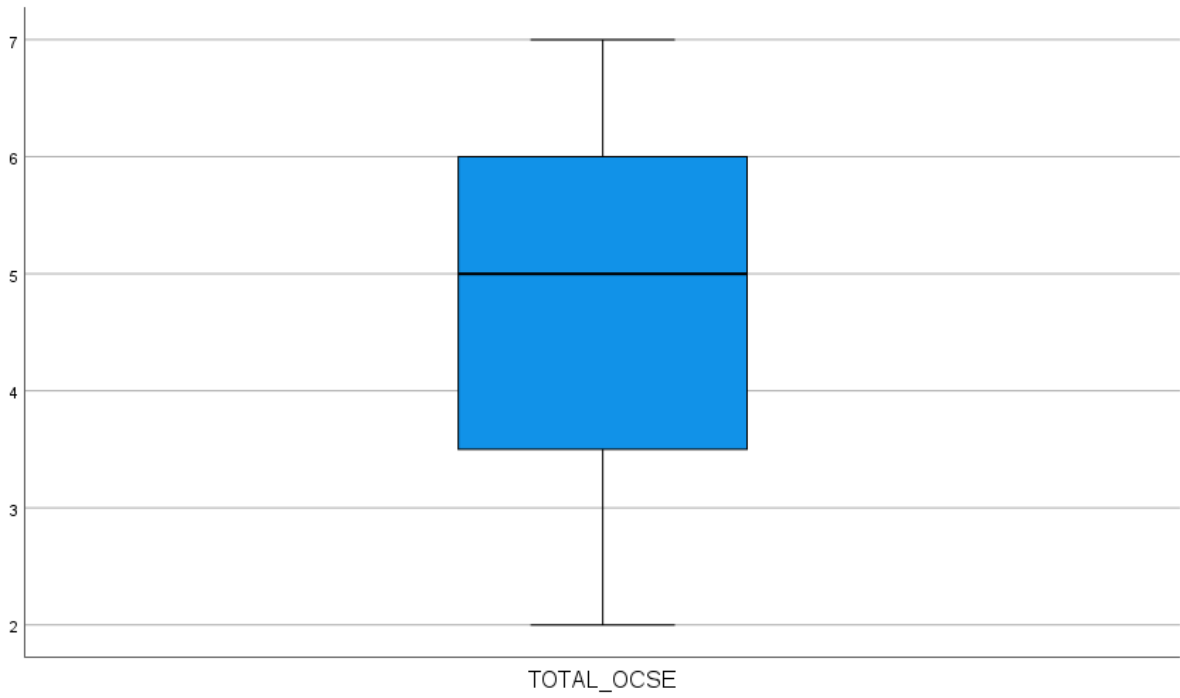
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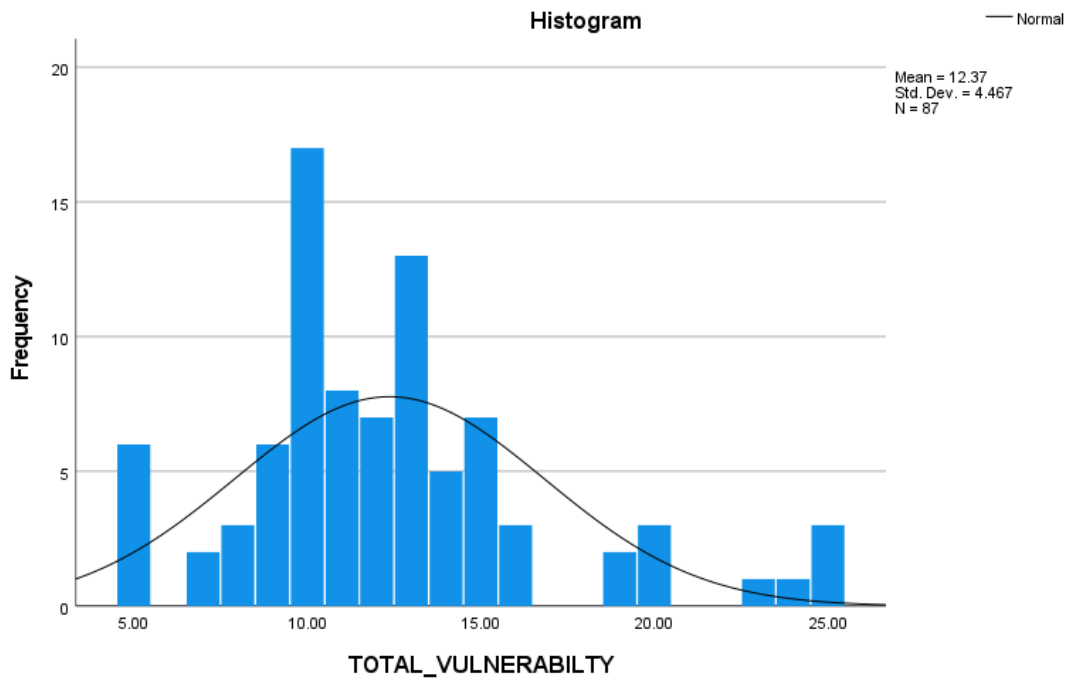
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TOTAL_OCSE Stem-and-Leaf Plot
Frequency      Stem & Leaf      15.00      2 .
000000000000000000000000  7.00      3 . 00000000  15.00      4 . 00000000000000000000
15.00          5 . 00000000000000000000  22.00      6 . 000000000000000000000000
13.00          7 . 00000000000000000000  Stem width:      1.00 Each leaf:      1 case(s)
    
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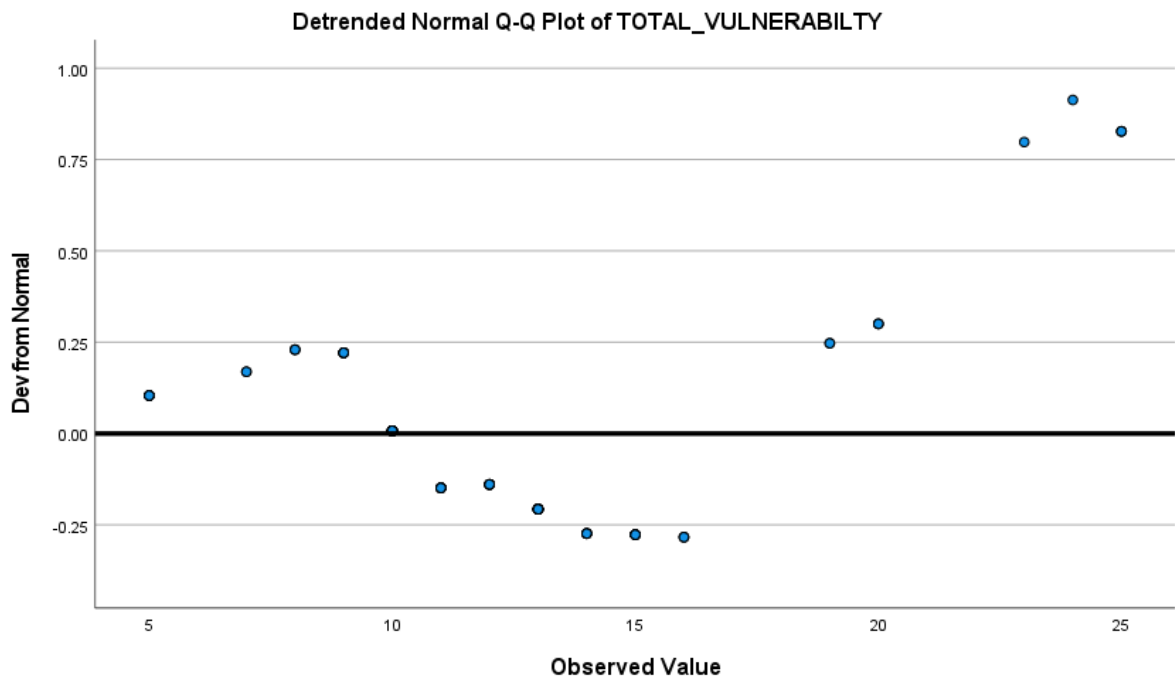
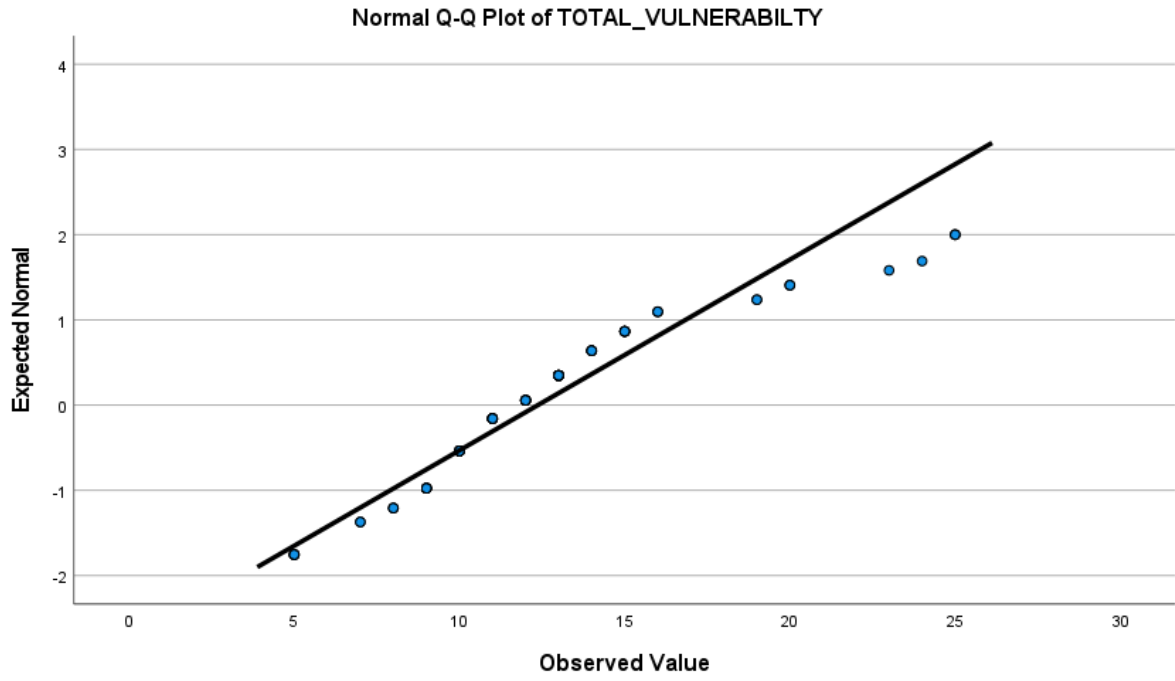
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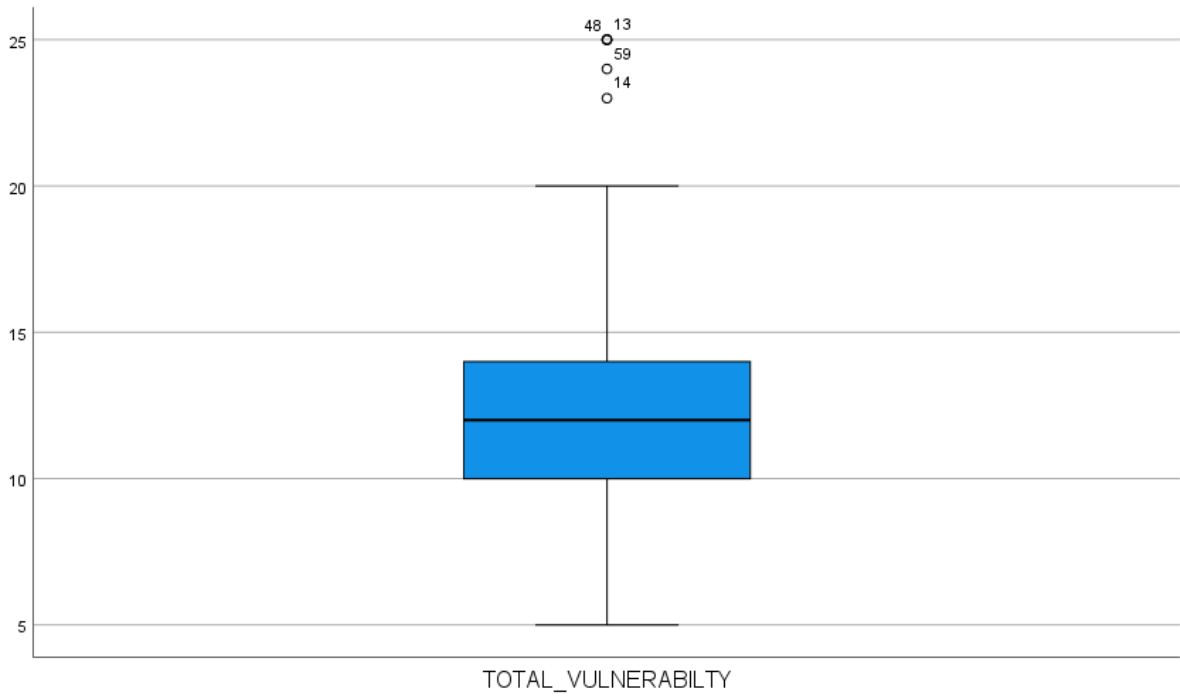


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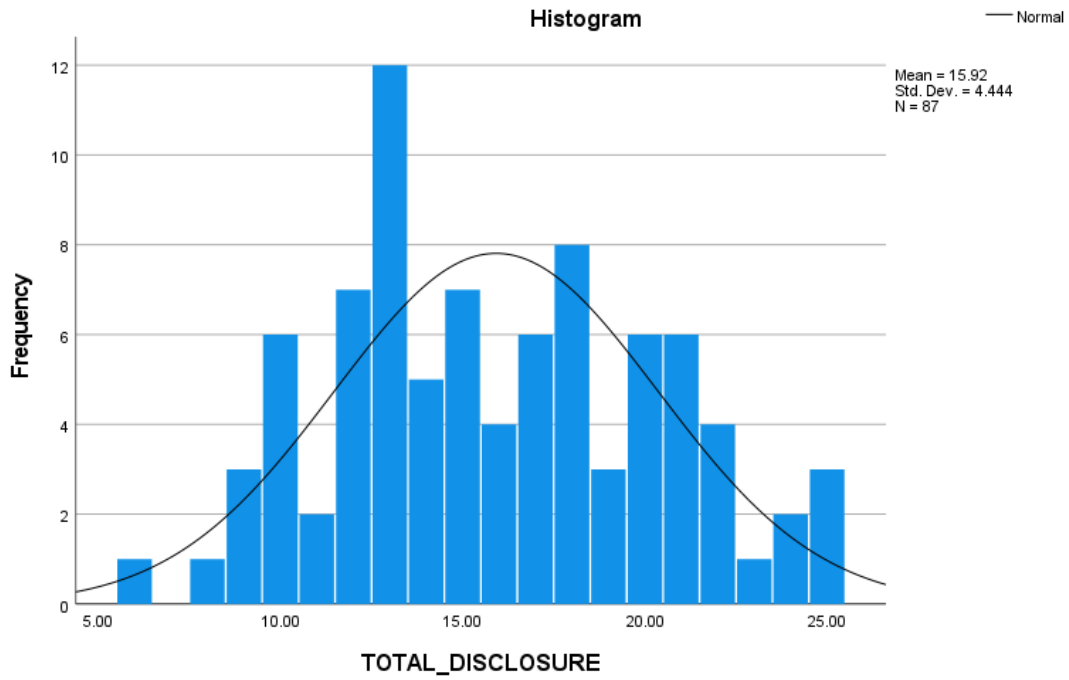
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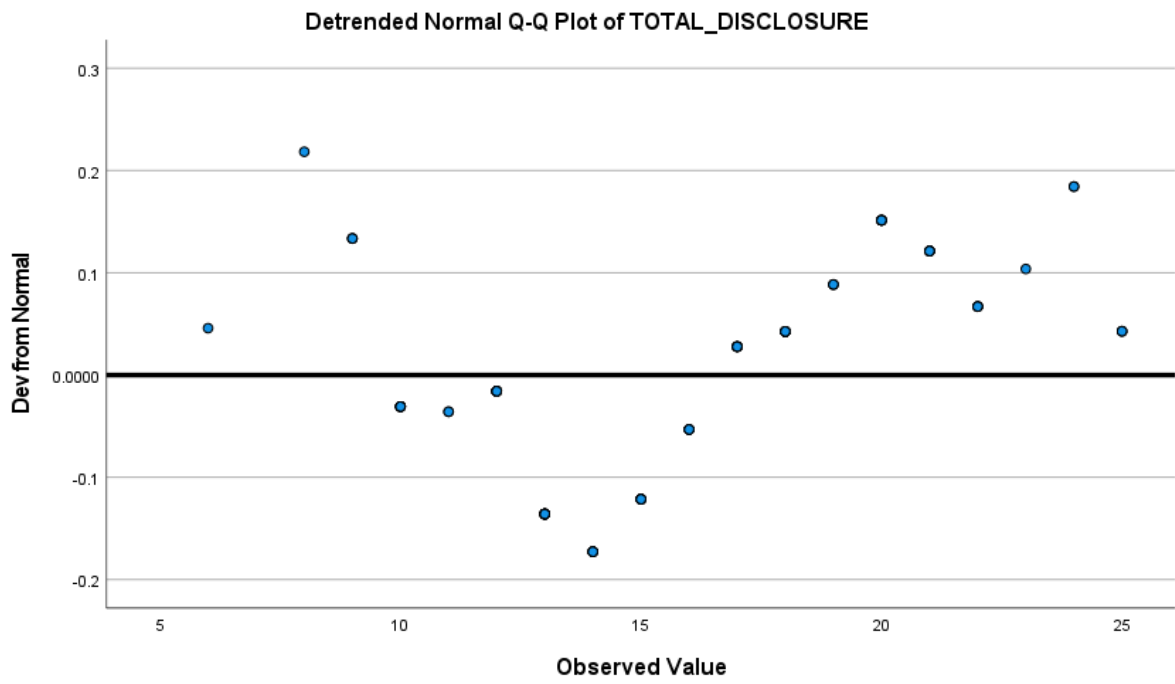
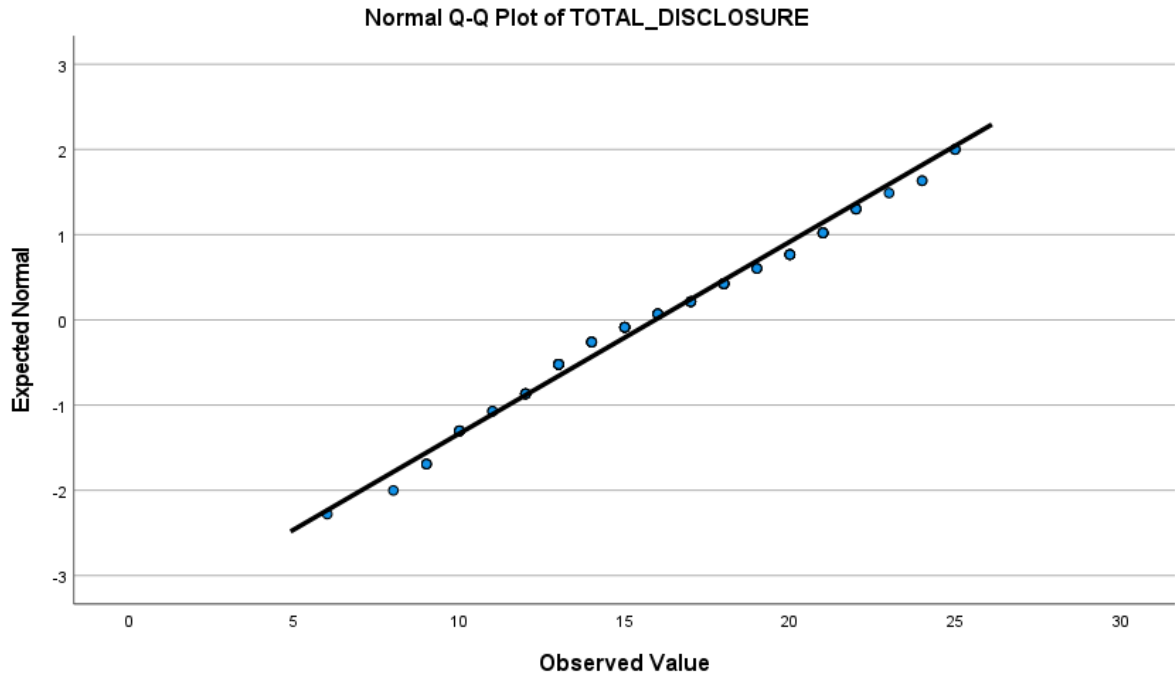
TOTAL_DISCLOSURE

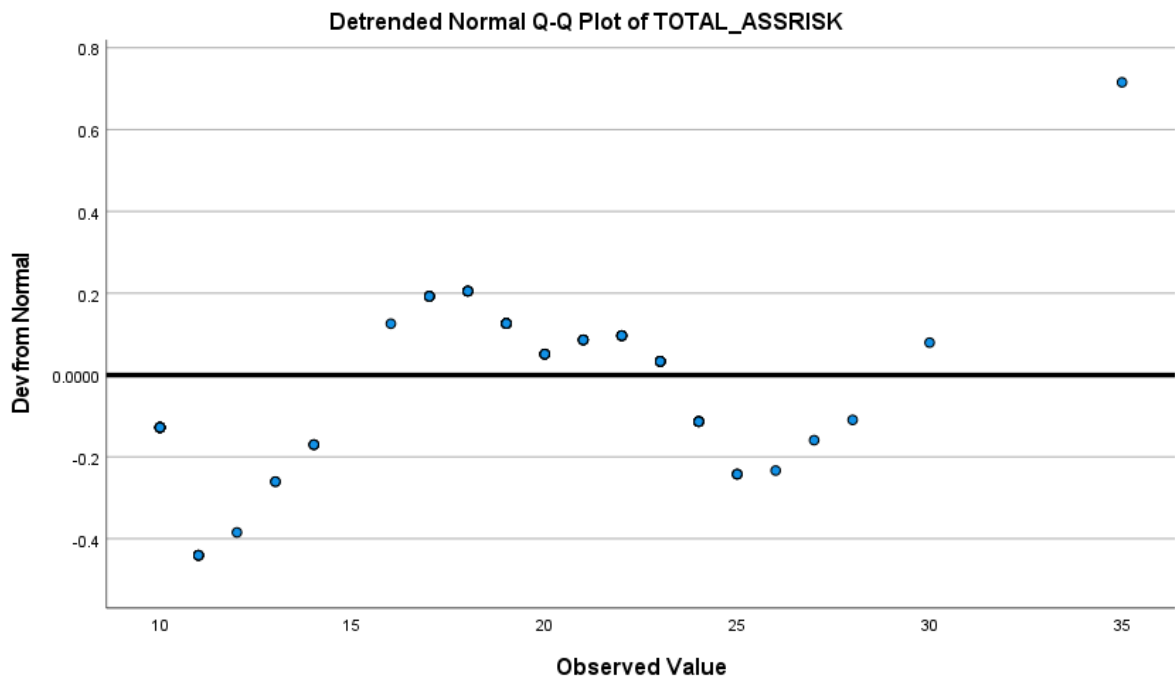
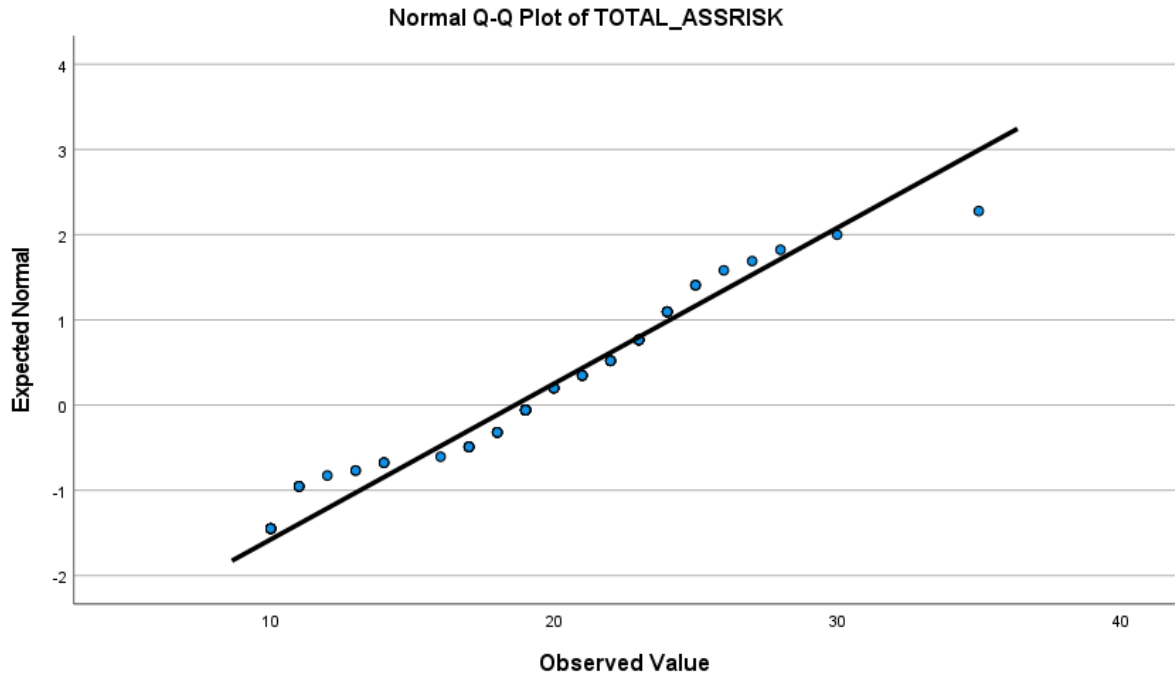


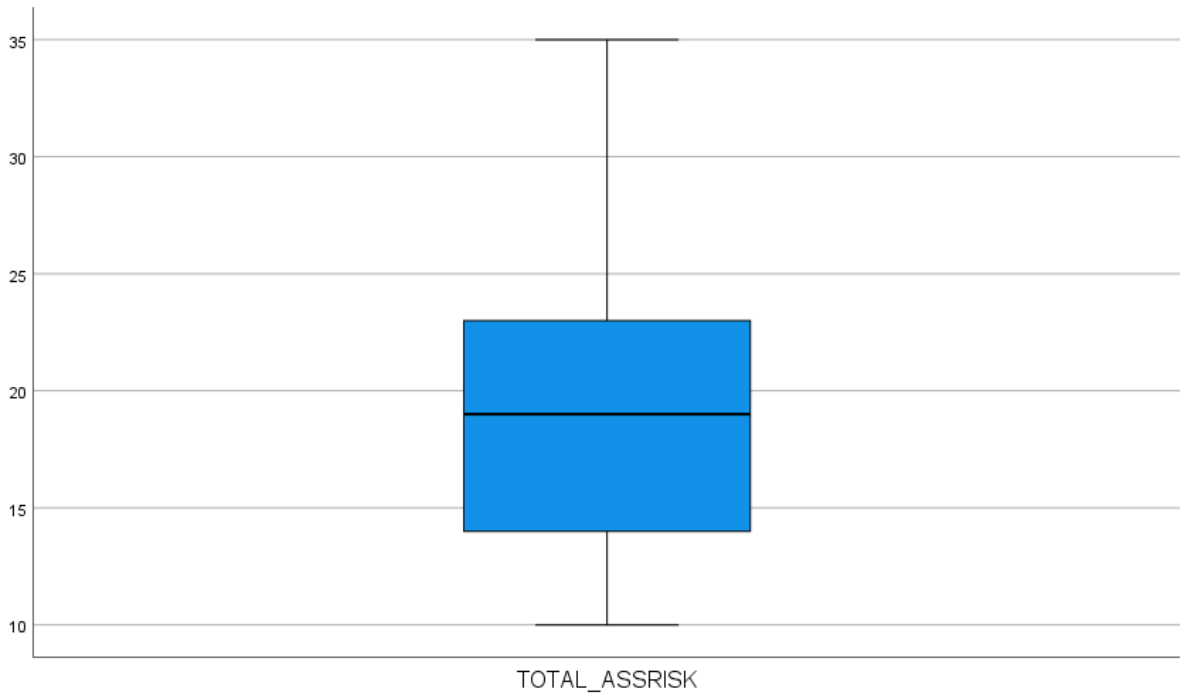
```

TOTAL_DISCLOSURE Stem-and-Leaf Plot Frequency   Stem & Leaf   5.00   0 .
68999   32.00   1 . 000000112222223333333333334444   28.00   1 .
555555566667777788888888999   19.00   2 . 0000001111112222344   3.00
2 . 555 Stem width:   10.00 Each leaf:   1 case(s)

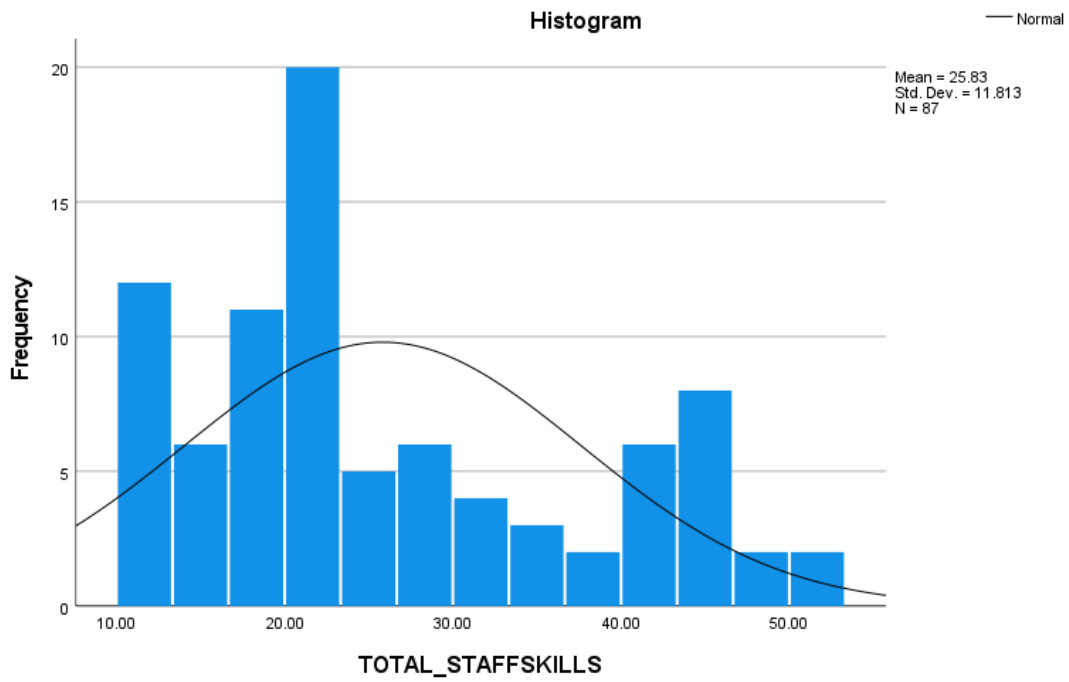
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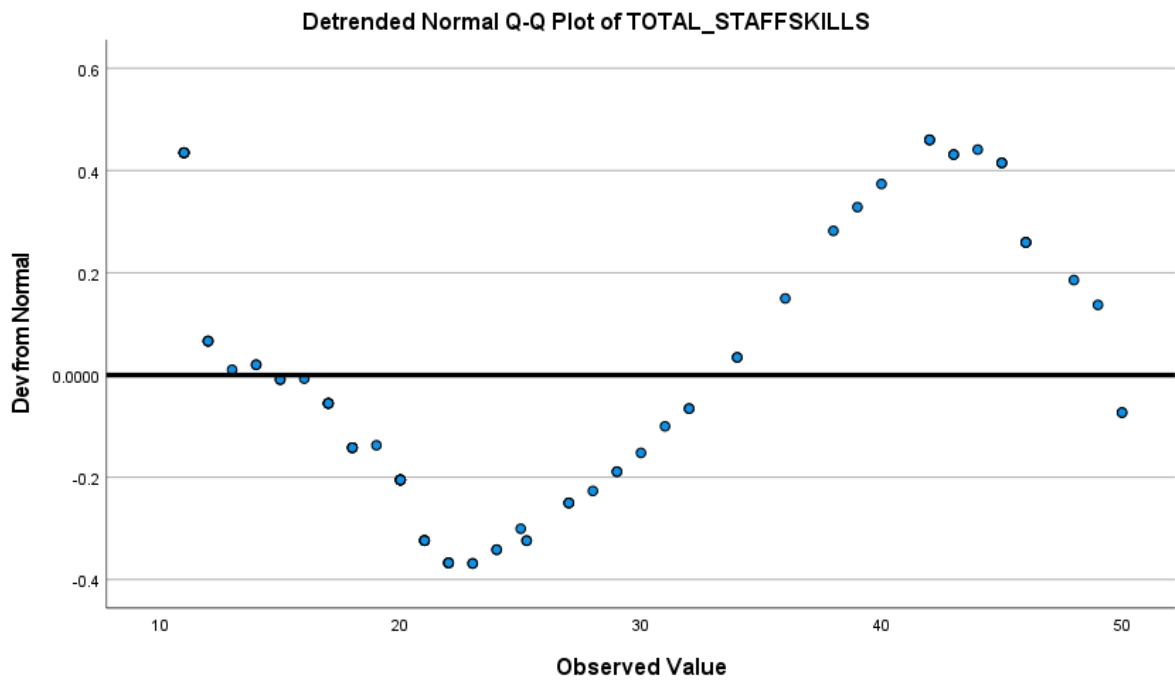
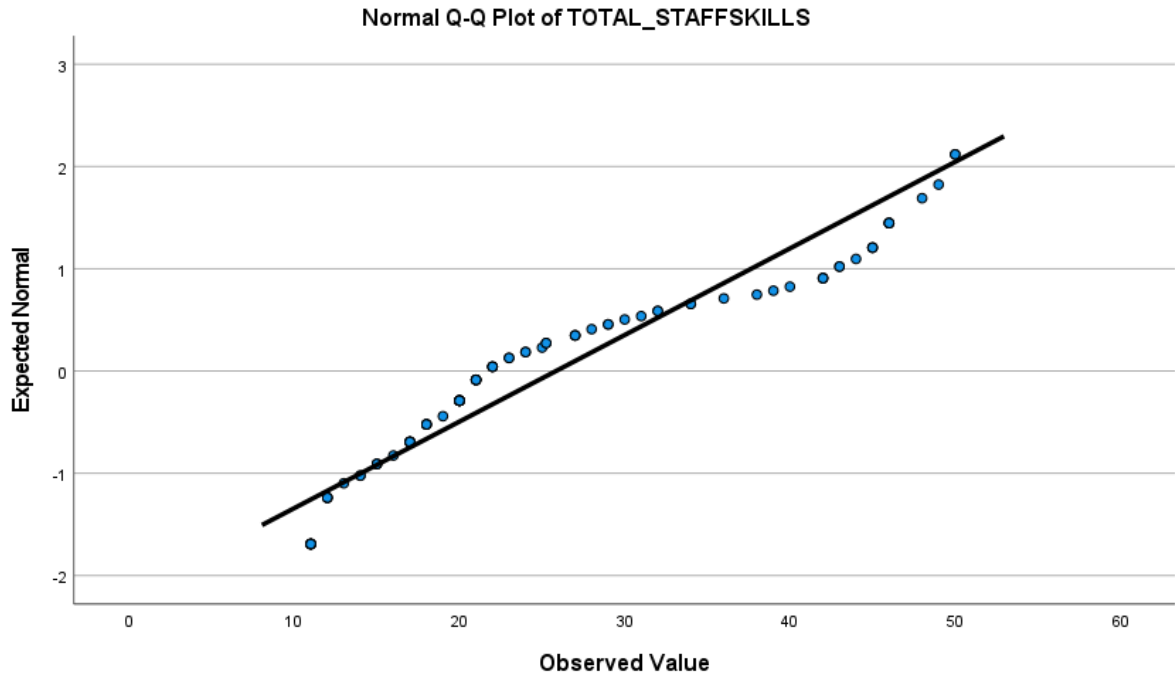
TOTAL_STAFFSKILLS

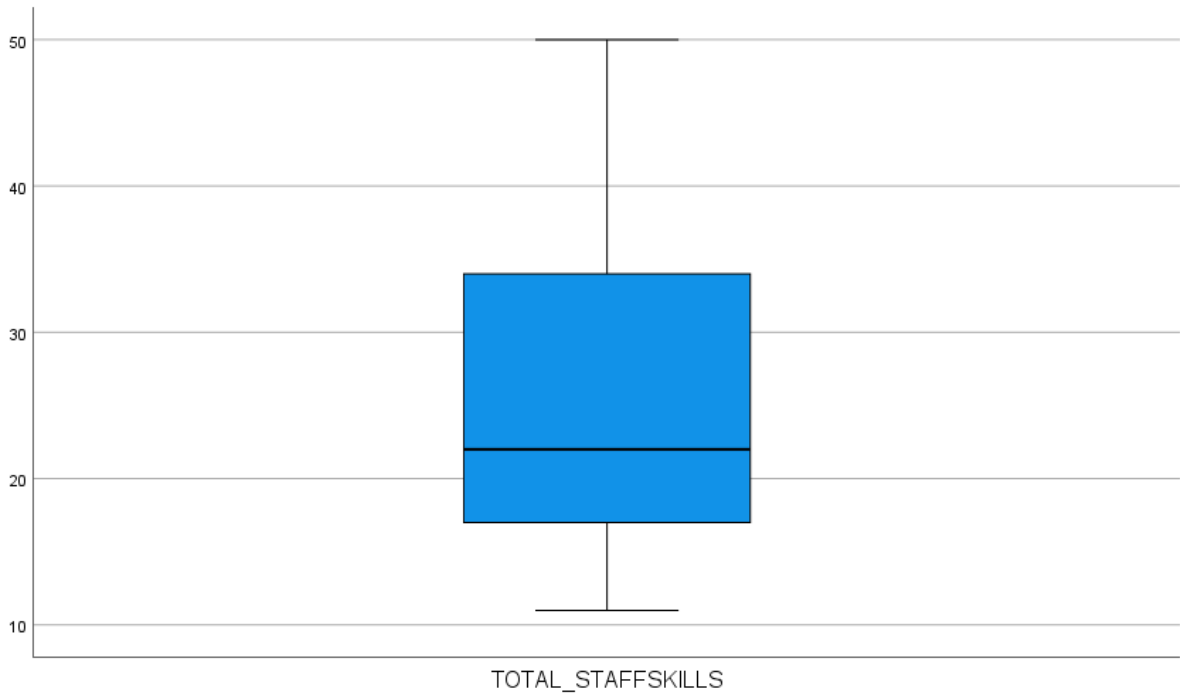


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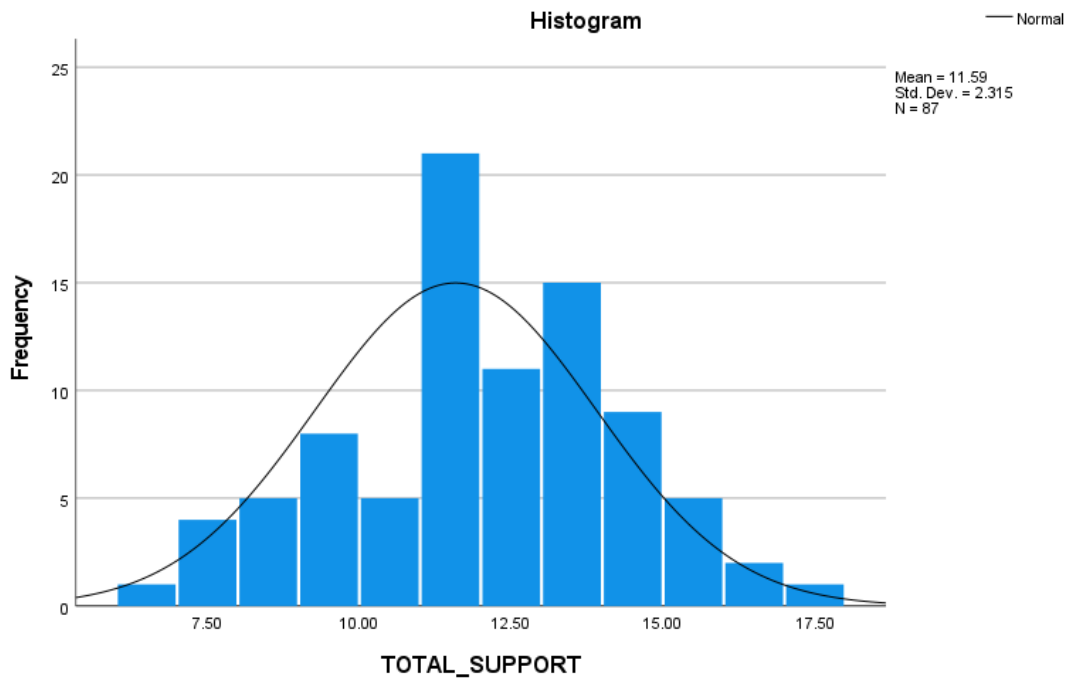
TOTAL_STAFFSKILLS Stem-and-Leaf Plot Frequency Stem & Leaf 14.00 1 .
11111112222344 15.00 1 . 555677777788889 22.00 2 .
0000000001111122223344 9.00 2 . 555777899 6.00 3 . 012244
3.00 3 . 689 7.00 4 . 0222334 9.00 4 . 555666689
2.00 5 . 00 Stem width: 10.00 Each leaf: 1 case(s)

```





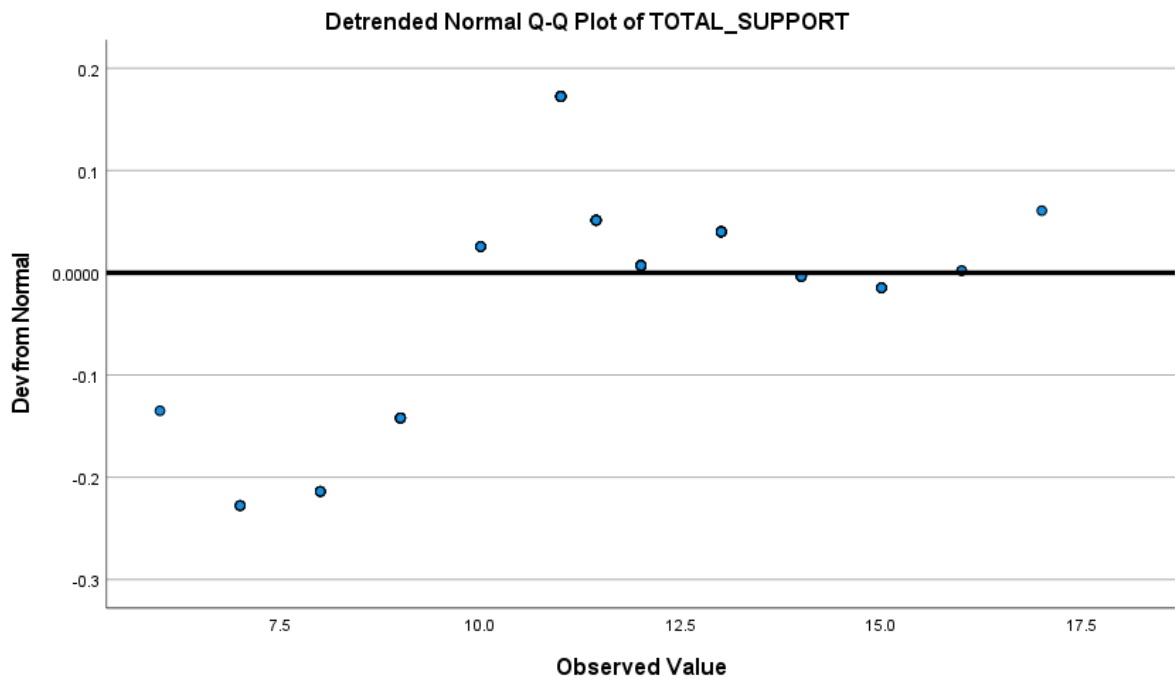
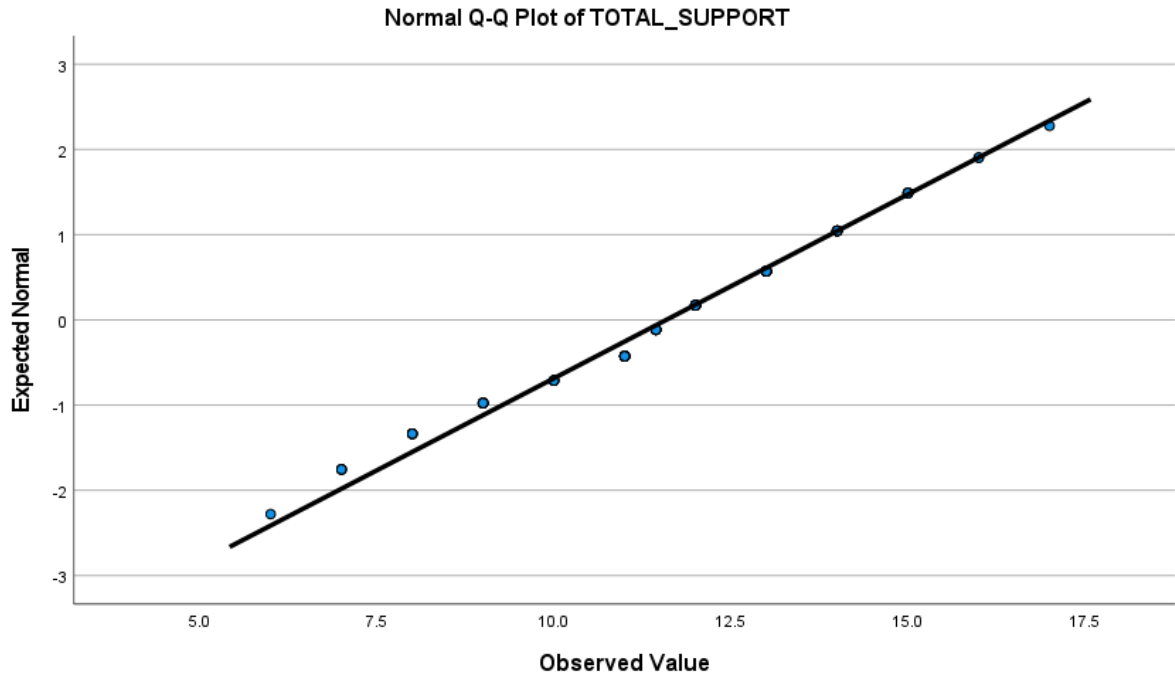
TOTAL_SUPPORT

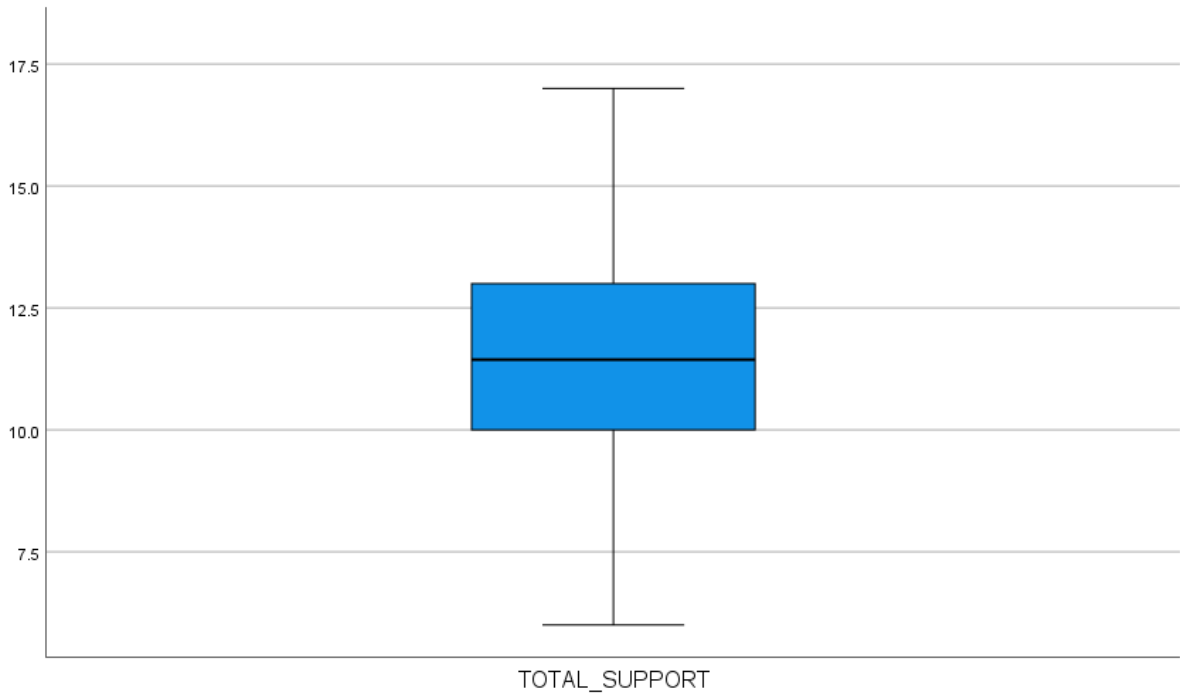


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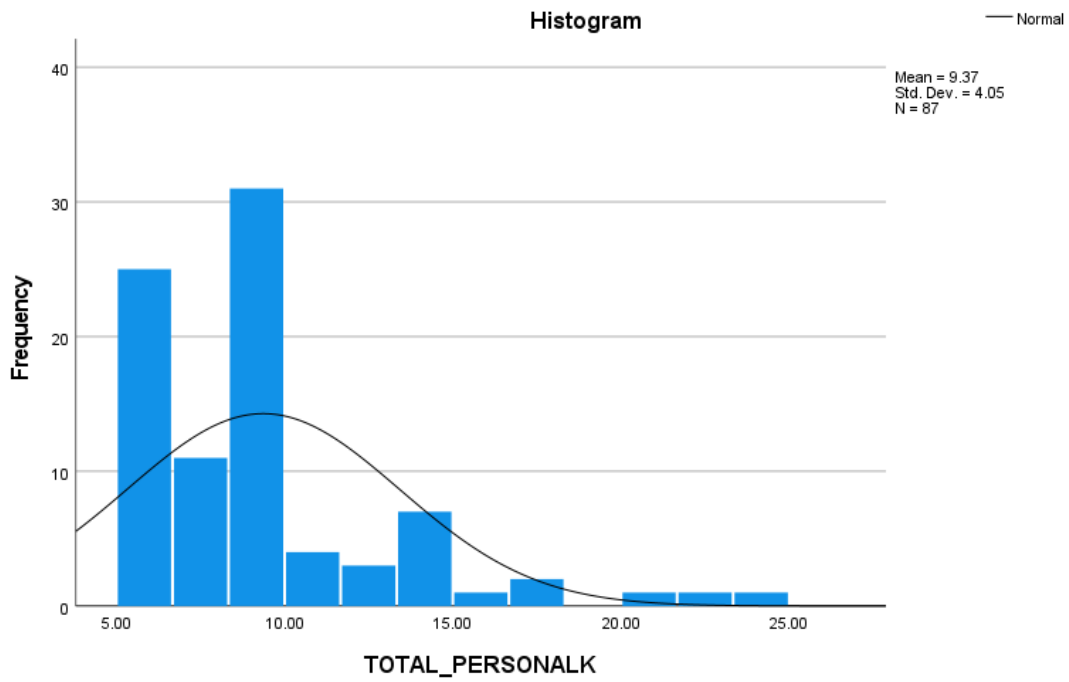
TOTAL_SUPPORT Stem-and-Leaf Plot Frequency   Stem & Leaf   .00   0 .
5.00          0 . 67777   13.00        0 . 8888899999999   26.00    1 .
00000111111111111111111111111111   26.00    1 . 222222222223333333333333333333   14.00
1 . 444444444455555   3.00    1 . 667 Stem width:   10.00 Each leaf:
1 case(s)

```





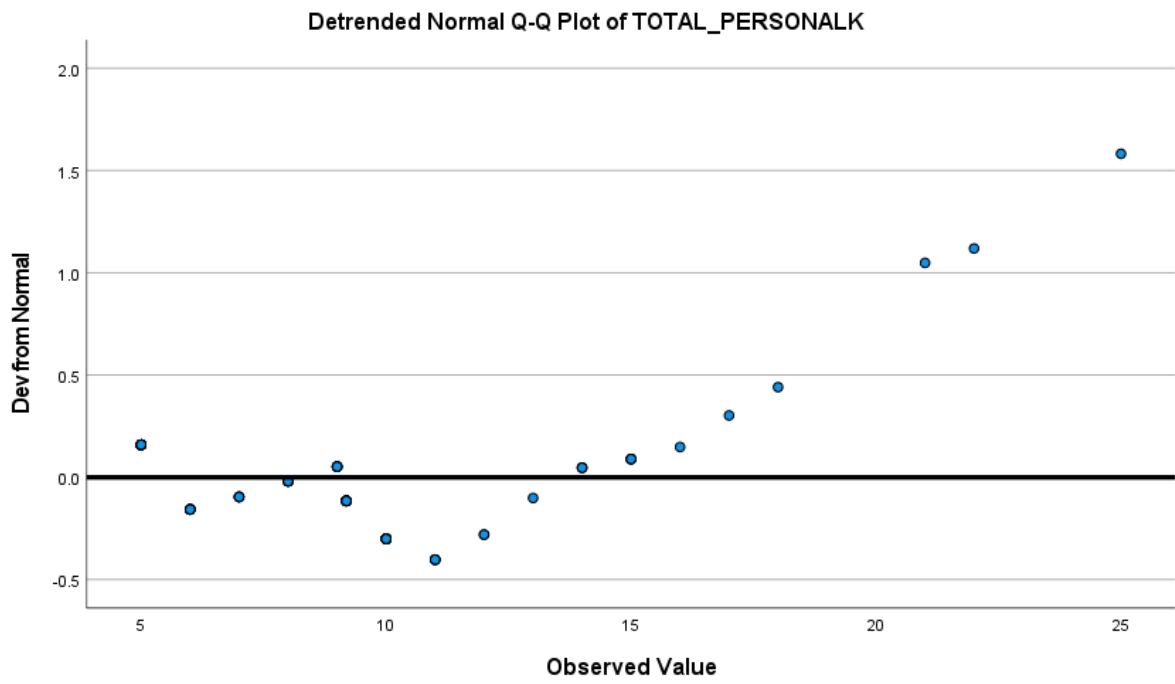
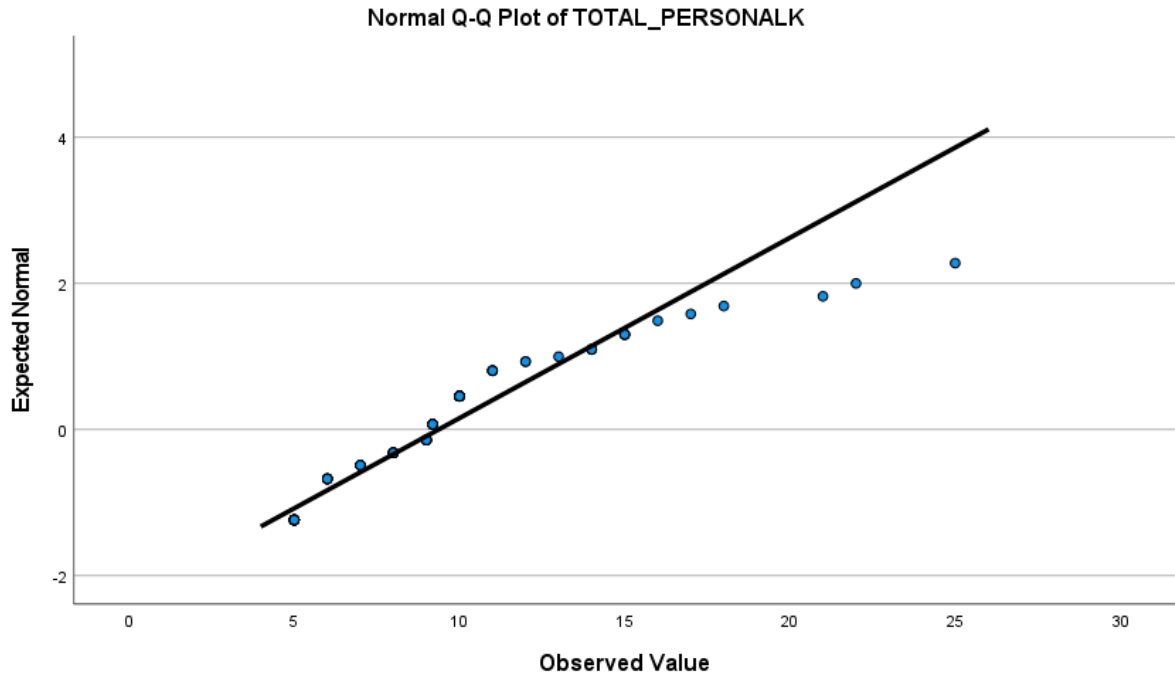
TOTAL_PERSONALK

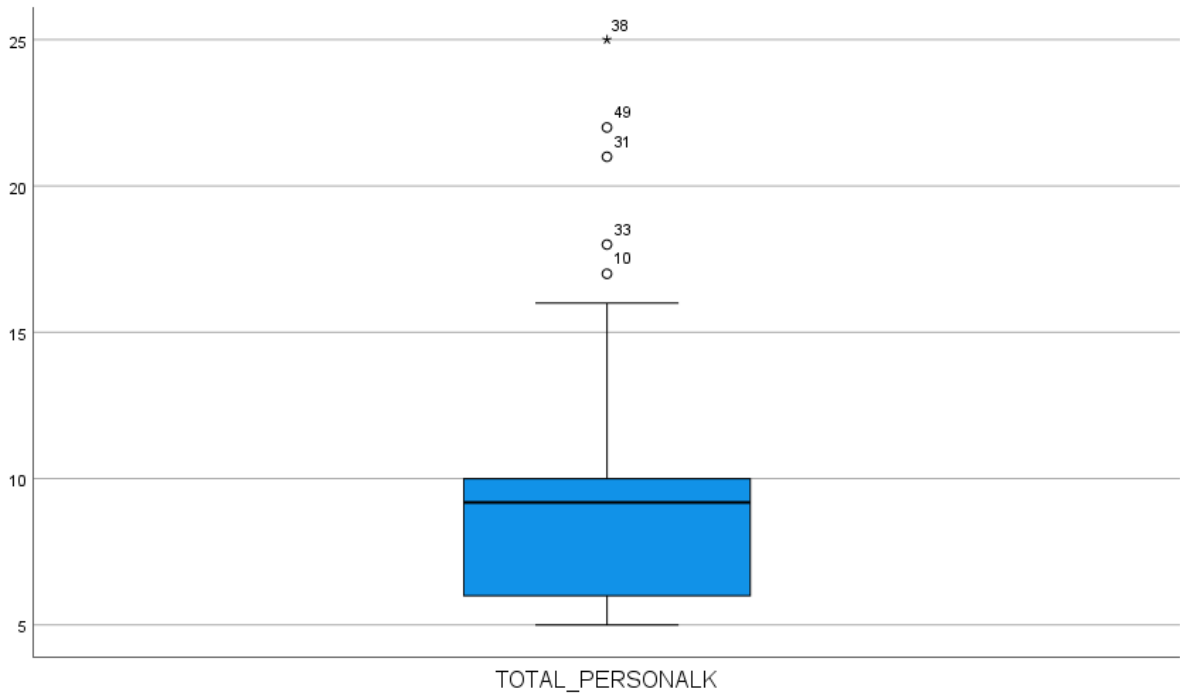


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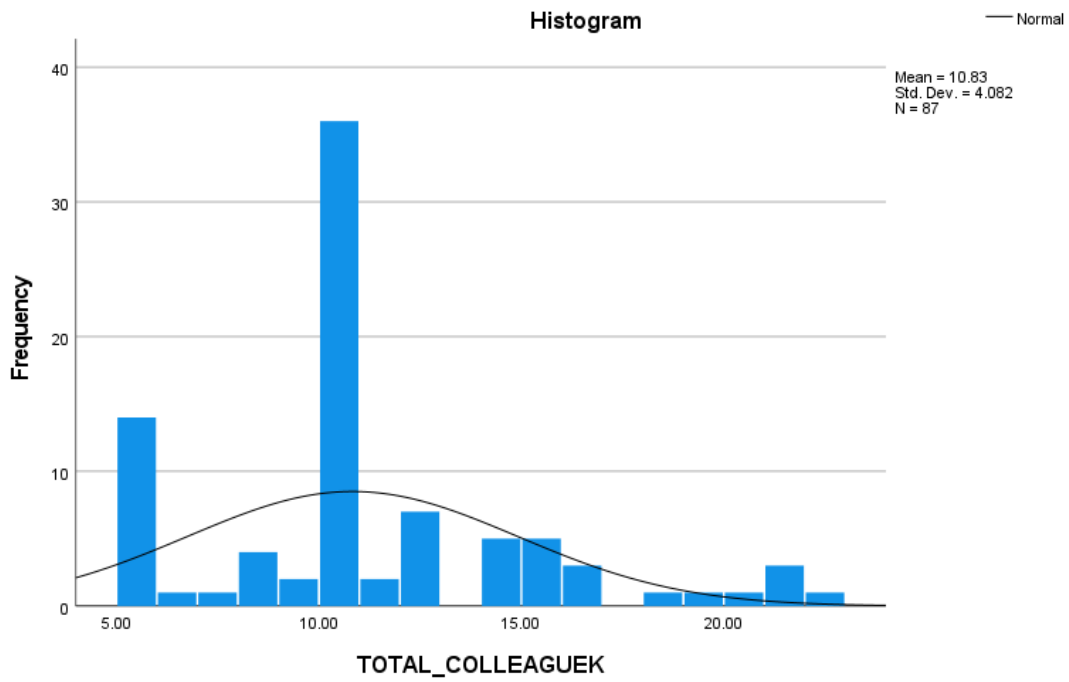
TOTAL_PERSONALK Stem-and-Leaf Plot Frequency Stem & Leaf 18.00 0 .
555555555555555555555555 11.00 0 . 66666667777 22.00 0 .
888888899999999999999999 20.00 1 . 00000000000000000001111 3.00 1
. 223 7.00 1 . 4445555 1.00 1 . 6 5.00 Extremes
(>=17) Stem width: 10.00 Each leaf: 1 case(s)

```





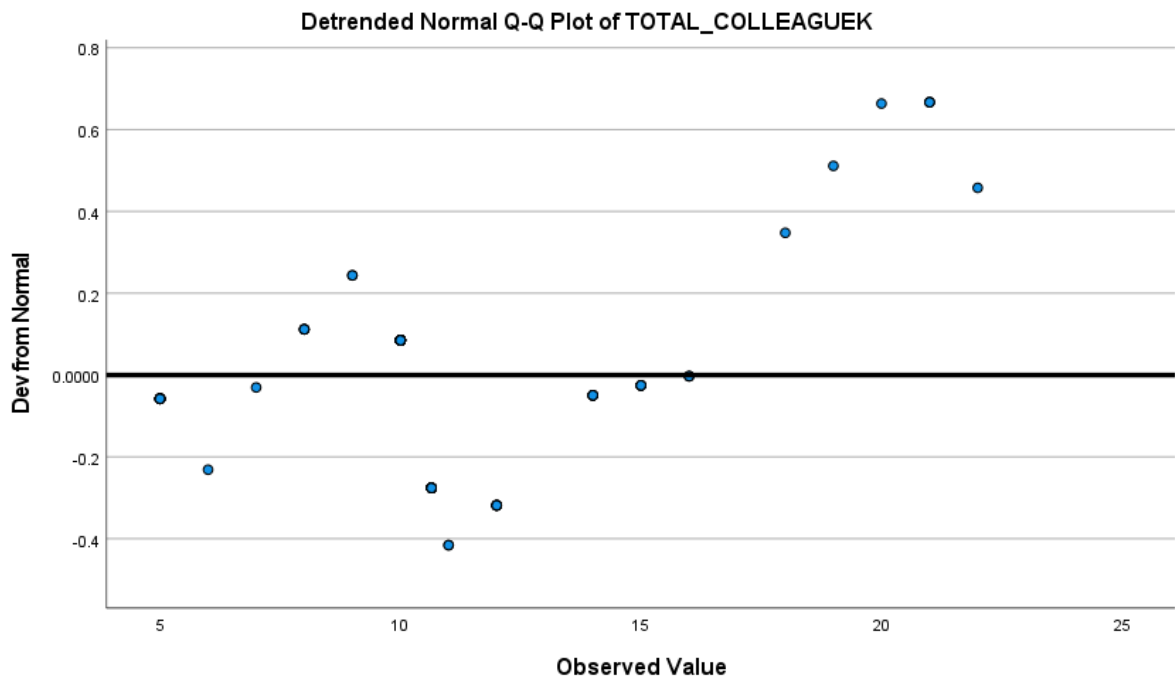
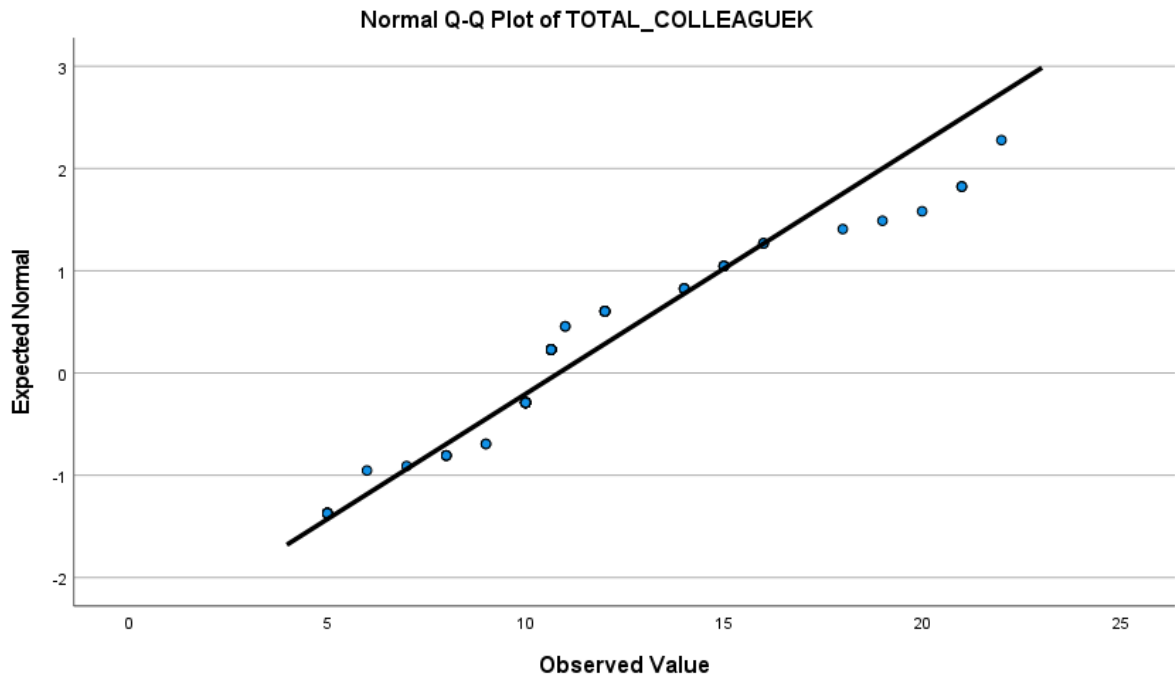
TOTAL_COLLEAGUEK

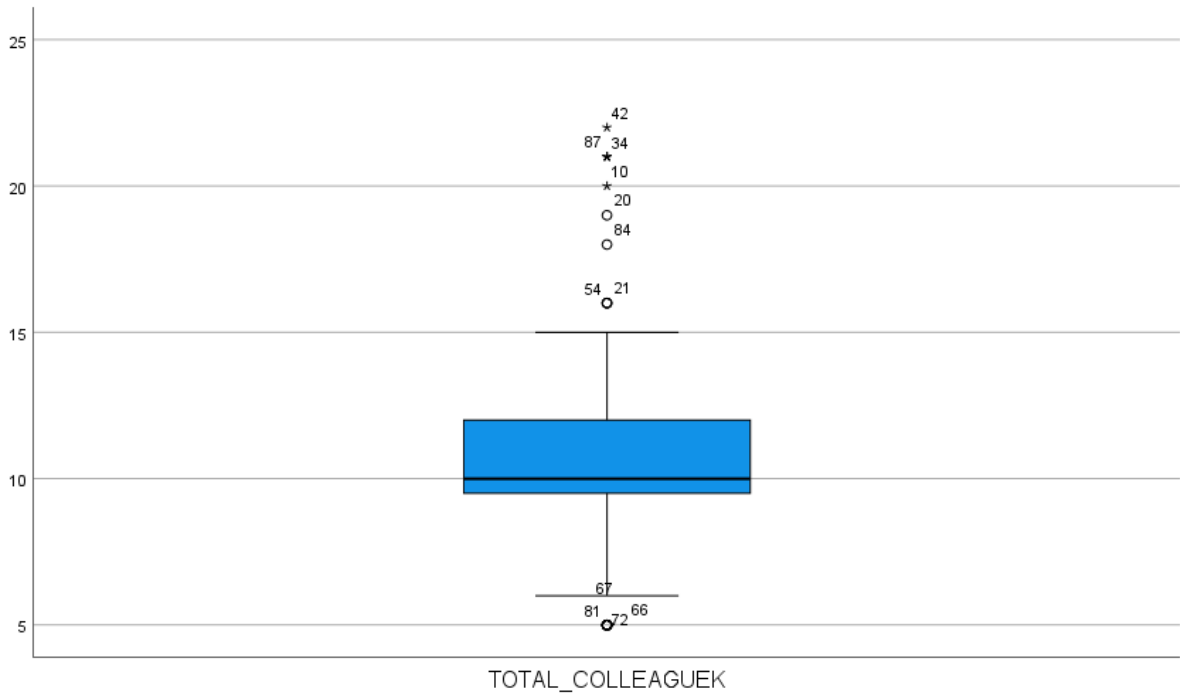


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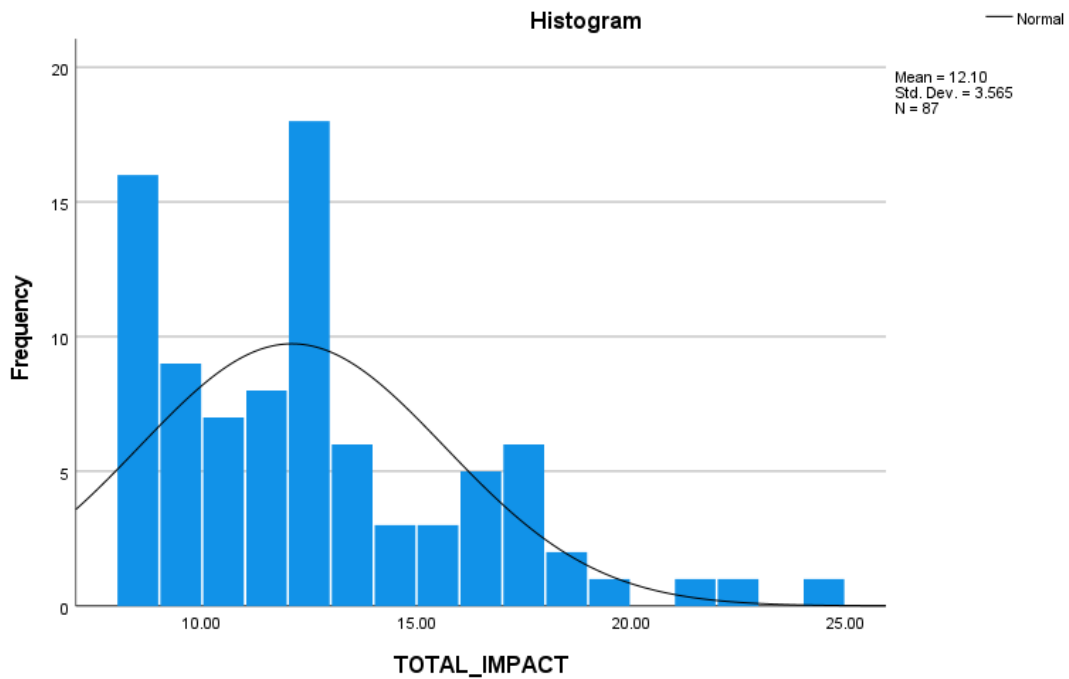
TOTAL_COLLEAGUEK Stem-and-Leaf Plot Frequency Stem & Leaf 14.00 Extremes
(=<5.0) 1.00 6 . 0 1.00 7 . 0 4.00 8 . 0000
2.00 9 . 00 36.00 10 . 00000000000000000000000066666666666666
2.00 11 . 00 7.00 12 . 0000000 .00 13 . 5.00
14 . 00000 5.00 15 . 00000 10.00 Extremes (>=16.0) Stem width:
1.00 Each leaf: 1 case(s)

```





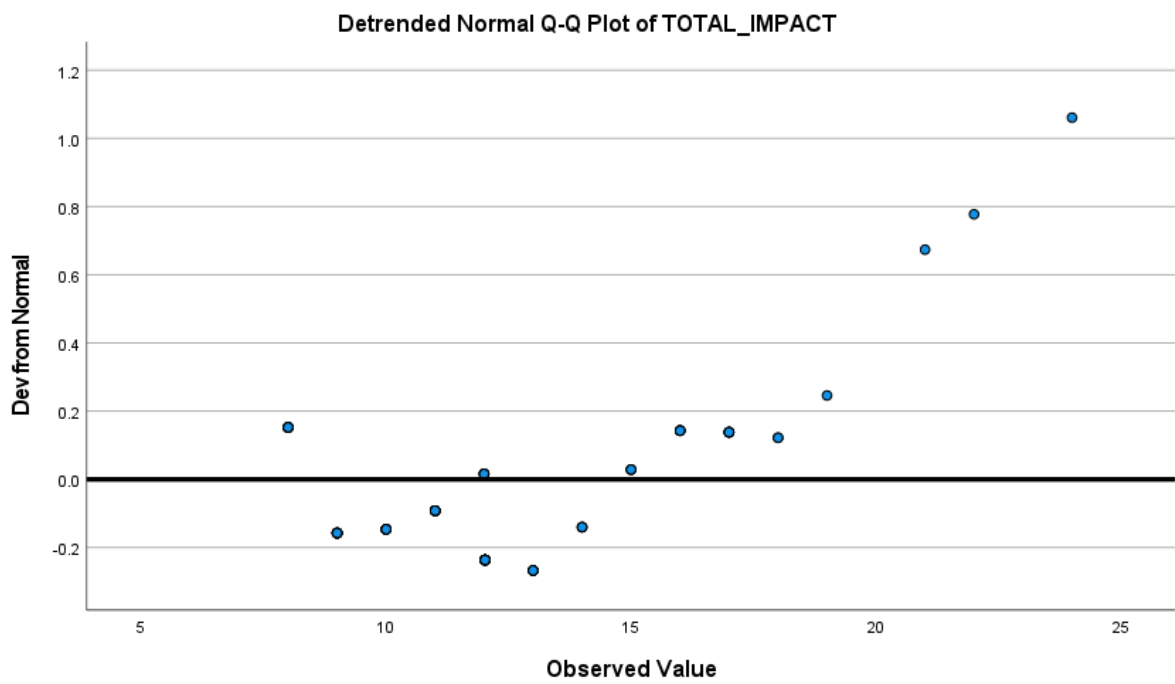
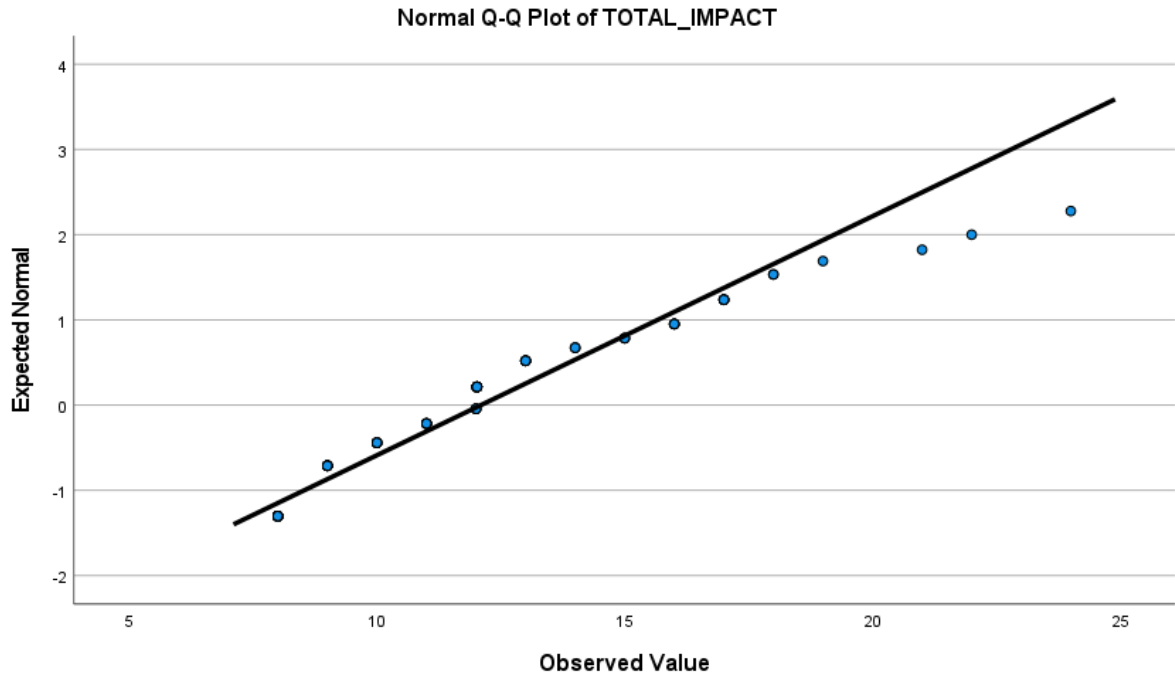
TOTAL_IMPACT

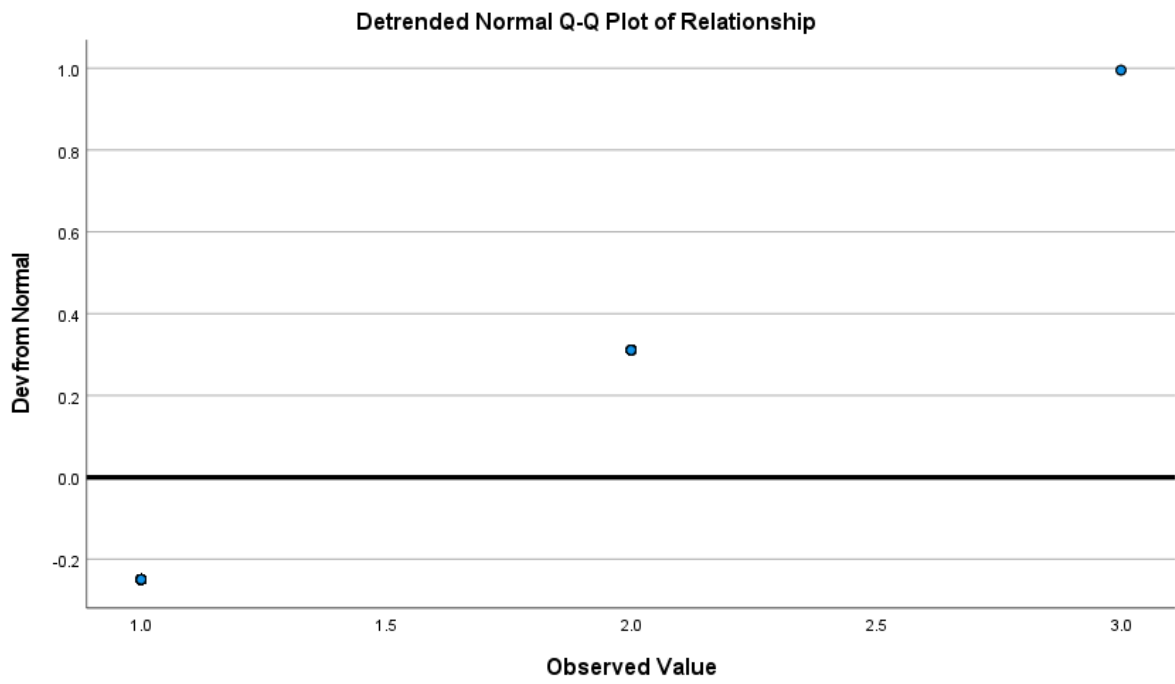
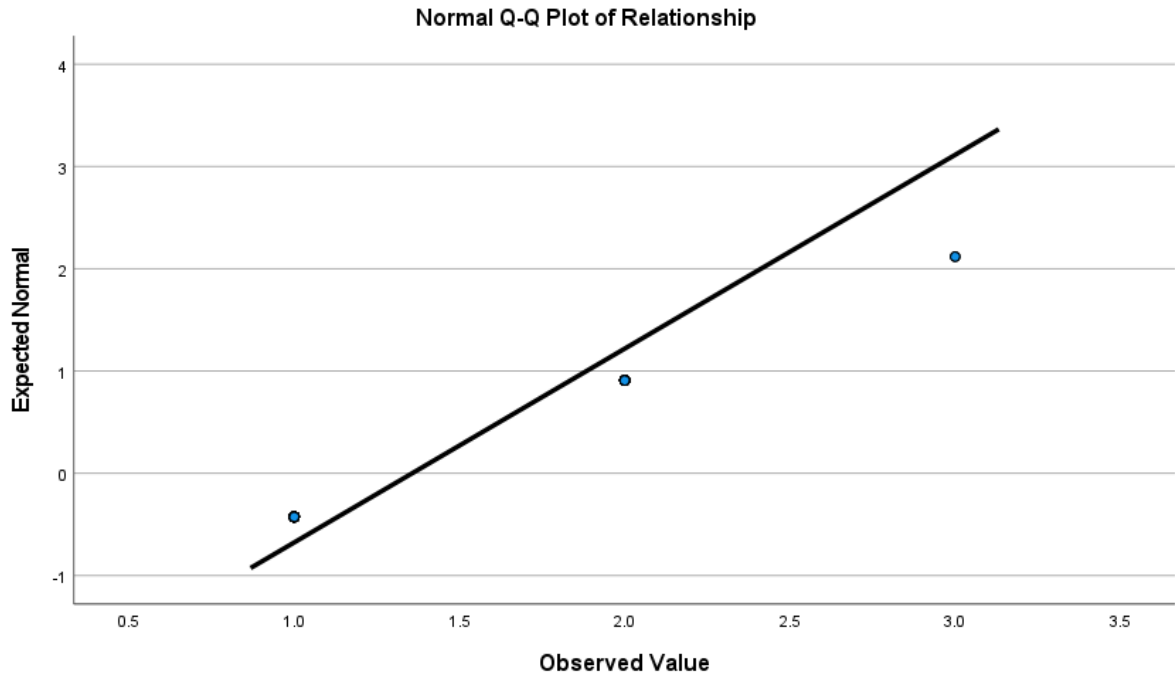


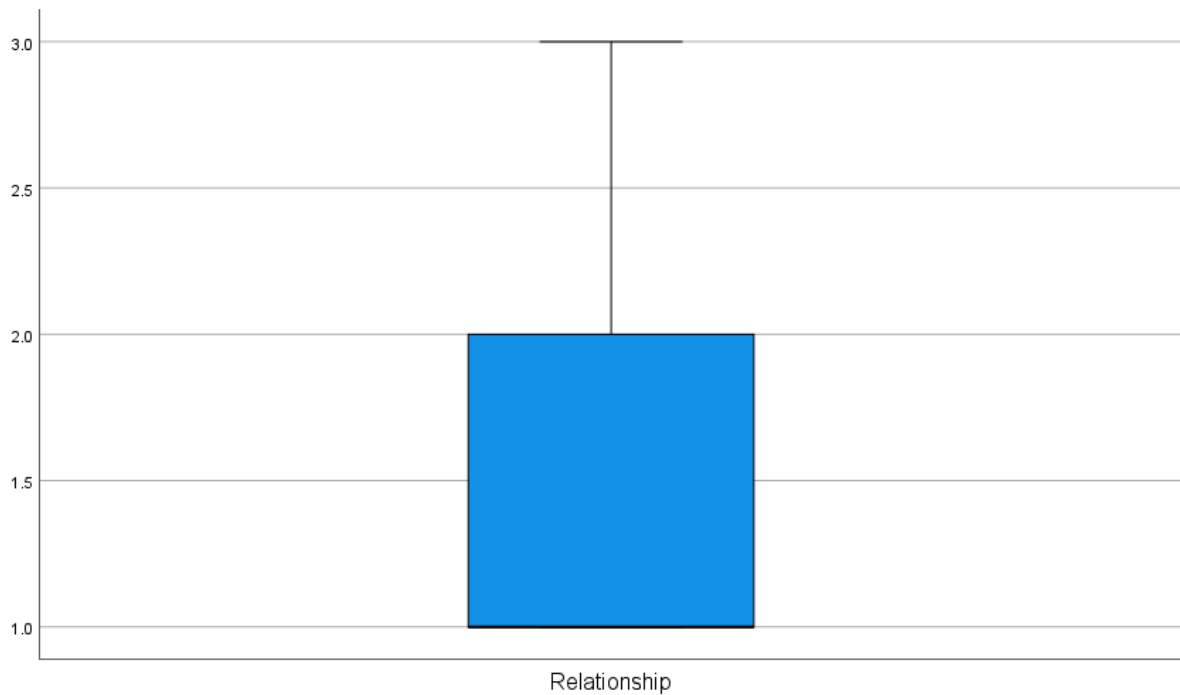
```

TOTAL_IMPACT Stem-and-Leaf Plot Frequency      Stem & Leaf      25.00      0 .
8888888888888888888888999999999          42.00      1 .
00000001111111112222222222222222222333333444      17.00      1 . 55566666777777889
1.00      2 . 1      2.00 Extremes (>=22) Stem width:      10.00 Each leaf:
1 case(s)

```







Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

Appendix X Online child sexual exploitation sample – Pearson’s r Correlational Analysis

Correlations

		Relationship	TOTAL_VULNERABILITY	TOTAL_DISLOSURE	TOTAL_ASSRISK	TOTAL_STAFFSKILLS	TOTAL_SUPPORT	TOTAL_PERSONALK	TOTAL_COLL EAGUEK	TOTAL_IMPACT	
Relationship	Pearson Correlation	1	-.032	.082	.221*	.131	.086	.133	.058	-.018	
	Sig. (2-tailed)		.772	.451	.040	.225	.428	.220	.592	.871	
	N	87	87	87	87	87	87	87	87	87	
	Boots trap ^c	Bias	0	.004	-.005	.000	-.003	-.004	.003	-.003	-.002
		Std. Error	0	.094	.103	.099	.104	.095	.100	.118	.100
		95% Confidence Interval	Lower	1	-.196	-.131	.019	-.083	-.108	-.067	-.176
	Upper		1	.162	.269	.416	.315	.256	.330	.294	.176
TOTAL_VULNERABILITY	Pearson Correlation	-.032	1	.105	.326**	-.110	-.129	-.113	-.175	.028	
	Sig. (2-tailed)	.772		.335	.002	.311	.233	.299	.105	.795	
	N	87	87	87	87	87	87	87	87	87	
	Bias	.004	0	.009	-.006	.006	.005	.004	.002	.008	

	Boots trap ^c	Std. Error		.094	0	.086	.136	.089	.099	.080	.096	.100
		95% Confidence Interval	Lo wer	-.196	1	-.057	.025	-.271	-.311	-.257	-.361	-.160
			Up per	.162	1	.274	.572	.066	.083	.045	.021	.233
TOTAL_DIS CLOSURE	Pearson Correlation			.082	.105	1	.501**	.664**	.363**	.434**	.252*	.237*
	Sig. (2-tailed)			.451	.335		<.001	<.001	<.001	<.001	.019	.027
	N			87	87	87	87	87	87	87	87	87
	Boots trap ^c	Bias	Std. Error	-.005	.009	0	.003	-.005	-.004	.000	.002	-.006
		95% Confidence Interval	Lo wer	-.131	-.057	1	.345	.517	.192	.280	.077	.004
			Up per	.269	.274	1	.645	.764	.510	.569	.419	.442
TOTAL_ASS RISK	Pearson Correlation			.221*	.326**	.501**	1	.393**	.176	.277**	.145	-.036
	Sig. (2-tailed)			.040	.002	<.001		<.001	.103	.009	.181	.740
	N			87	87	87	87	87	87	87	87	87
	Boots trap ^c	Bias	Std. Error	.000	-.006	.003	0	.006	.007	.003	.003	-.003
		95% Confidence Interval	Lo wer	.099	.136	.075	0	.095	.108	.085	.109	.117
			Up per	.019	.025	.345	1	.196	-.037	.097	-.064	-.251
			Up per	.416	.572	.645	1	.573	.401	.432	.356	.181
TOTAL_STA FFSKILLS	Pearson Correlation			.131	-.110	.664**	.393**	1	.413**	.716**	.480**	.244*
	Sig. (2-tailed)			.225	.311	<.001	<.001		<.001	<.001	<.001	.023
	N			87	87	87	87	87	87	87	87	87
	Boots trap ^c	Bias	Std. Error	-.003	.006	-.005	.006	0	-.002	.000	.003	-.009
		95% Confidence Interval	Lo wer	.104	.089	.061	.095	0	.086	.051	.073	.112
			Up per	-.083	-.271	.517	.196	1	.234	.599	.337	.006
			Up per	.315	.066	.764	.573	1	.567	.801	.619	.457
TOTAL_SU PPORT	Pearson Correlation			.086	-.129	.363**	.176	.413**	1	.464**	.259*	.116
	Sig. (2-tailed)			.428	.233	<.001	.103	<.001		<.001	.016	.287
	N			87	87	87	87	87	87	87	87	87
	Boots trap ^c	Bias	Std. Error	-.004	.005	-.004	.007	-.002	0	-.001	.002	-.008
		95% Confidence Interval	Lo wer	.095	.099	.079	.108	.086	0	.077	.088	.105
			Up per	-.108	-.311	.192	-.037	.234	1	.300	.092	-.104
			Up per	.256	.083	.510	.401	.567	1	.605	.431	.303
TOTAL_PE RSONALK	Pearson Correlation			.133	-.113	.434**	.277**	.716**	.464**	1	.459**	.251*
	Sig. (2-tailed)			.220	.299	<.001	.009	<.001	<.001		<.001	.019
	N			87	87	87	87	87	87	87	87	87
	Boots trap ^c	Bias	Std. Error	.003	.004	.000	.003	.000	-.001	0	-.001	-.004
		95% Confidence Interval	Lo wer	.100	.080	.072	.085	.051	.077	0	.087	.102
			Up per	-.067	-.257	.280	.097	.599	.300	1	.276	.042

		95% Confidence Interval	Up per	.330	.045	.569	.432	.801	.605	1	.613	.443
TOTAL_CO LLEAGUEK	Pearson Correlation			.058	-.175	.252*	.145	.480**	.259*	.459**	1	.227*
	Sig. (2-tailed)			.592	.105	.019	.181	<.001	.016	<.001		.034
	N			87	87	87	87	87	87	87	87	87
	Boots	Bias		-.003	.002	.002	.003	.003	.002	-.001	0	.001
	trap ^c	Std. Error		.118	.096	.086	.109	.073	.088	.087	0	.101
		95% Confidence Interval	Lo wer	-.176	-.361	.077	-.064	.337	.092	.276	1	.022
			Up per	.294	.021	.419	.356	.619	.431	.613	1	.423
TOTAL_IMP ACT	Pearson Correlation			-.018	.028	.237*	-.036	.244*	.116	.251*	.227*	1
	Sig. (2-tailed)			.871	.795	.027	.740	.023	.287	.019	.034	
	N			87	87	87	87	87	87	87	87	87
	Boots	Bias		-.002	.008	-.006	-.003	-.009	-.008	-.004	.001	0
	trap ^c	Std. Error		.100	.100	.112	.117	.112	.105	.102	.101	0
		95% Confidence Interval	Lo wer	-.212	-.160	.004	-.251	.006	-.104	.042	.022	1
			Up per	.176	.233	.442	.181	.457	.303	.443	.423	1

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

c. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples