



**UK Safer
Internet
Centre**



Have your Say:

**Young people's perspectives about
their online rights and responsibilities**

Publication date: 5 February 2013 – Safer Internet Day



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Published by Childnet International and the UK Safer Internet Centre

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The UK Safer Internet Centre and Childnet would like to acknowledge and thank **Professor Andy Phippen** of the University of Plymouth for his assistance with this research.

This report was launched for Safer Internet Day 2013, which is coordinated by the UK Safer Internet Centre. The UK Safer Internet Centre is a partnership of three leading organisations; Childnet International, the South West Grid for Learning and the Internet Watch Foundation. For more information see www.saferinternet.org.uk.

*This project is co-funded by the European Union,
through the Safer Internet plus programme*





Foreword by Will Gardner

Director of the UK Safer Internet Centre and CEO of Childnet International

Safer Internet Day 2013 is the tenth anniversary of Safer Internet Day. I am delighted to celebrate the past ten years of Safer Internet Day by launching the results of the 'Have your Say' survey. This is the UK's largest ever study of young people's attitudes toward online rights and responsibilities. Working to keep children and young people safe on the internet is at the heart of the UK Safer Internet Centre. In all our work, whether it is providing advice for professionals working with children and young people through the Professional's Online Safety Helpline, removing online images of child abuse through the IWF, or working with children and young people in schools on a daily basis across the UK, we are committed to working to pursue an internet that is great and safe for all children and young people.

Listening to the voice of children and young people, and understanding their experiences and concerns is key to this. We have kept children and young people at the centre of our Safer Internet Day activities, and for Safer Internet Day 2013 we have been delighted to engage with over 24,000 children and young people from across the UK in hearing what they think their online rights and responsibilities are, as well as finding out more about their experiences online.

We heard from 11,757 primary aged children and 12,340 secondary aged children. Each were presented with a number of rights and responsibilities, and asked to vote on the ones they felt most important. This has produced the primary and secondary school charters of online rights and responsibilities representing the views of young people across the country. In order to explore the survey's findings the results have been discussed in targeted focus groups with 90 young people from across the UK.

This is the largest survey of its kind in the UK and we hope that this report offers an insight into the experiences of children and young people online, and highlights to all of us working in this space; parents, teachers, government, industry and those providing the services used, what our responsibilities are as we continue to engage with children and young people.

Promoting a safer and better internet for children and young people involves promoting their online rights – to be safe online, to report concerns and to manage their privacy, and more – while also developing children's understanding of their own responsibilities to support their friends and be kind online.

I would like to thank all of the schools who have taken part in the 'Have your Say' survey and am delighted to share the results of this survey for Safer Internet Day 2013.

Top ten online rights as voted by primary school age children (7-11 year olds)

TOP TEN

RIGHTS AND RESPONSIBILITIES PRIMARY SCHOOL CHARTER

- 1 I SHOULD FEEL SAFE AND ENJOY BEING ON THE INTERNET
- 2 I SHOULD BE ABLE TO TELL SOMEONE IF SOMETHING HAS WORRIED ME ON THE INTERNET
- 3 I SHOULD NOT BE BULLIED ON THE INTERNET, AND SHOULD NOT BULLY OTHERS
- 4 I SHOULD HELP MY FRIENDS STAY SAFE ON THE INTERNET
- 5 I SHOULD BE ABLE TO REPORT ANYTHING THAT WORRIES ME ON THE INTERNET
- 6 I SHOULD BE ABLE TO TALK AND PLAY ON THE INTERNET WITH MY FRIENDS
- 7 I SHOULDN'T HAVE TO SEE UNPLEASANT OR HURTFUL THINGS ON THE INTERNET
- 8 I SHOULD KNOW HOW TO KEEP MY PERSONAL INFORMATION SAFE
- 9 I SHOULD BE ABLE TO EASILY SEARCH THE INTERNET FOR INFORMATION
- 10 I SHOULD LEARN HOW TO STAY SAFE ON THE INTERNET

This charter has been taken from the UK Safer Internet Centre 'Have Your Say Survey' results. This survey had a sample size of 24,097 young people aged 7 – 19 from across the UK. See the results here: www.saferinternet.org.uk/survey

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Top ten online rights as voted by secondary school age children (11-19 year olds)

TOP TEN

RIGHTS AND RESPONSIBILITIES SECONDARY SCHOOL CHARTER

- 1 I SHOULD FEEL SAFE ONLINE
- 2 I SHOULD NOT BE BULLIED ONLINE, AND SHOULD NOT BULLY OTHERS
- 3 I SHOULD BE ABLE TO ACCESS FILMS, MUSIC AND TV ONLINE, BUT IT IS MY RESPONSIBILITY TO RESPECT COPYRIGHT LAW
- 4 I SHOULD SUPPORT MY FRIENDS IF THEY NEED HELP ONLINE
- 5 I SHOULDN'T HAVE TO SEE UNPLEASANT OR HURTFUL CONTENT AND I SHOULD KNOW WHAT TO DO IF I COME ACROSS IT
- 6 THERE SHOULD BE LOTS OF WEBSITES THAT ARE INTERESTING FOR PEOPLE MY AGE
- 7 I SHOULD BE ABLE TO MANAGE WHO CAN SEE THE CONTENT I POST ONLINE
- 8 THE WEBSITES I USE SHOULD HAVE AN EASY AND EFFECTIVE WAY OF REPORTING
- 9 I SHOULD KNOW WHAT I CAN AND CAN'T DO ONLINE AND UNDERSTAND THAT THERE ARE LEGAL AND OFFLINE CONSEQUENCES
- 10 I SHOULD BE EDUCATED ABOUT STAYING SAFE ONLINE

This charter has been taken from the UK Safer Internet Centre **Have Your Say Survey** results. This survey had a sample size of 24,007 young people aged 7 - 19 from across the UK. See the results here: www.saferinternet.org.uk/survey

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Executive Summary

The Safer Internet Day 2013 'Have your Say' survey is the UK's largest ever study of young people's attitudes toward online rights and responsibilities.

It was designed to help the UK Safer Internet Centre understand children and young people's online experiences and how these inform their opinions on the roles they, as well as parents, government, industry and educators, have in ensuring everyone is safe online. The surveys with primary and secondary pupils collected the views of over 24,000 young people age 7-19 from across the UK. Each were presented with a number of rights and responsibilities, and asked to vote on the ones they felt most important. This has produced the primary and secondary school charters of online rights and responsibilities representing the views of young people across the country. In order to explore the survey's findings the results have been discussed in targeted focus groups with 90 young people from across the UK.

Key findings:

1. The right to feel safe, and the responsibility to support others

Young people believe they have a right to feel safe online

Overwhelmingly we heard from young people that they believe they have a right to feel safe online, and this was selected as the most important right by primary and secondary age children. It was selected by over half (57%) of the primary age group in their top 3 rights, and by nearly two-thirds (63%) of secondary age pupils in their top 5 rights.

Young people recognise they have a responsibility to help their friends stay safe online

Friends play an important supportive role for young people. Across all ages, young people believe they have a responsibility to support their friends online. It is very important to empower young people with knowledge, not only to protect themselves, but also to support their peers and siblings online.

- **A third of primary school children turn to a friend:** Even in the youngest age group, a third (32%) of 7-11s would tell a friend if something upset or worried them online, rising to 41% of 11 year olds. Furthermore, 30% would tell an older sibling.
- **Friends are the most important source of support for teens:** In the secondary age group, over half (53%) of 11-19s would tell a friend if something upset or worried them online, and for 14-19 year olds, friends are the people they are most likely to turn to. Older siblings play an important role in supporting this age group too; 27% of 11-19s said they would turn to an older sibling.

Parents play a key role in supporting young people online

Young people believe it is important that they can turn to someone if they are worried or upset about anything they see online. There are a range of people who young people turn to, but both primary and secondary age children are most likely to turn to their parents if something upsets or worries them online.

- **Four-fifths of primary children turn to parents:** 79% of 7-11s said they would tell their parent or carer if something worried them online. In addition, 27% would tell a grandparent.
- **Support from parents is important for older children too:** Young people age 11-19 do rely on their parents still, with 66% saying they would tell a parent or carer if something upset or worried them online (78% of 11-12s; 58% of 13-15s; 42% of 16-19s).

2. Enjoying the internet

Young people of all ages are enjoying the benefits of the internet

Young people take part in a wide range of activities online, enabling them to discover and access a wide range of content, connect with their friends and family, as well as offering the potential to create and distribute their own content.

- **Primary age children are highly engaged with digital technology:** 86% of 7-11s use some form of online communication tool, such as social networks and virtual worlds (56%), chat functions in online gaming (38%) or using webcams (28%). There is a rapid increase in use of technology from 7 to 11 years, with just 5% of 11 year olds not engaging in any form of online communication (compared to 22% of 7 year olds). Young people are also digital creators, with 31% of 7-11s having created a game online and 12% having created an app. The internet is crucial for schoolwork, and 94% of 7-11s say they have little trouble finding information for their school work on the internet.
- **Secondary age children are prolific online communicators:** 96% of young people age 11-19 use some form of online communication tool, including services such as social networks (74%), emails (72%), instant messaging (68%), webcams (52%), chat functions in online gaming (45%), chat rooms (17%) and blogs (14%). Young people are also contributing to the production of online content: a quarter (24%) of 11-19s have created a website, 21% have created a game, 14% have created an app and 12% have created a blog.

What stops youth enjoying their time online?

Many young people are having fun online, but there are some things that stop them enjoying their time online. For both primary and secondary age children, adverts and people being unkind were the two things that stopped them enjoying their time on the internet the most.

- **People being unkind:** Almost a third (31%) of primary school age children (7-11s) and a quarter (23%) of secondary school age children (11-19s) said that mean comments or behaviour stops them from enjoying their time online.
- **Adverts:** A quarter (24%) of primary school age children (7-11s) and over a third (37%) of secondary school age children (11-19s) said that adverts stop them enjoying their time online. Young people suggested a variety of reasons for disliking adverts (and pop ups in particular), including finding them annoying, inappropriate and scary. Some children commented that adverts can promote products falsely, while others noted that they are often worried that they might get a virus by clicking on these adverts.
- **Seeing unpleasant or hurtful things:** 22% of primary school age children (7-11s) and 21% of secondary school age children (11-19s) said that seeing things that upset or embarrass them stops them from enjoying their time on the internet. However there is a higher percentage who have seen something unpleasant or hurtful on the internet in the last year; 34% of 7-19s (27% of 7-11s; 41% of 11-19s). It is clear from the survey comments and focus group analysis that there are many different types of content that young people find unpleasant online, including scary videos, pictures and chainmail; violent films or games; or 'rude' things and swearing.

3. The role of reporting and privacy tools in supporting internet safety

Young people want online tools to help them manage their privacy and report concerns

As well as turning to friends and family members for support in staying safe online, young people really value the growing array of safety tools and services available to them online: both primary and secondary age children believe they have a right to report concerns and to manage privacy.

- **Online reporting is a vital component of children’s e-safety toolkit:** The vast majority of young people are aware that reporting tools are available to them (80% of primary school age children and 84% of secondary age children).
- **Young people are making the most of reporting tools** offered by many social networks. Among social network users, 36% of primary school children (7-11s) and 24% of secondary age children (11-19s) said they have reported something online.
- **Room for improvement:** While the study shows that the majority of young people are aware of reporting, a number of young people are not making the most of this tool because they lack the skills, knowledge or confidence in the reporting process. 1 in 5 (20%) 7-11 year old social network users, and 1 in 6 (16%) 11-19 year old social network users faced such barriers in reporting.
- **Privacy settings are welcomed, but knowledge could be improved:** There is a high awareness and take up of privacy tools. 58% of primary school age children (7-11s) and 74% of secondary age children (11-19s) using social networks said they changed their privacy settings from the default settings. However, many young people could benefit from improved knowledge in this area: almost half (42%) of primary age social network users and almost 1 in 10 (9%) secondary age social network users were not sure if they had changed the settings, or didn’t know how to.

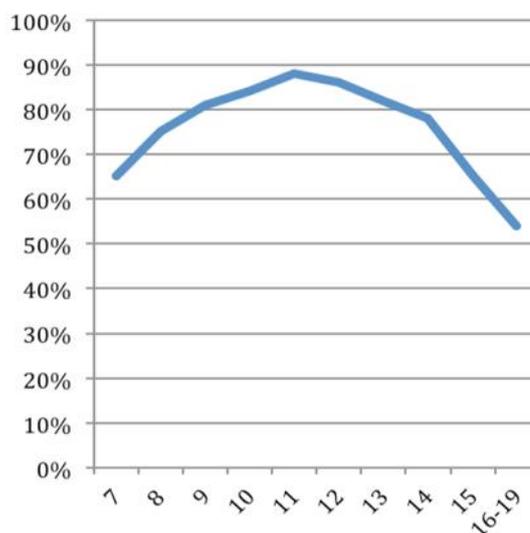
4. The need for e-safety education

Young people want to be taught about staying safe online

The right to be educated about staying safe online was voted in the top 10 rights on both the primary and secondary surveys, and 80% of 7-19s said they have been taught about staying safe online in the last year.

- **There is an opportunity for educators to reach out to early primary and upper secondary age groups:** The majority of young people have been taught about e-safety at school in the last year, with the highest level of provision recorded by 9-14 year olds. There are lower levels of provision for lower primary and upper secondary age groups.

Q4.1 - Have you been taught about staying safe online in the last year? Yes/No/Don’t know Answer. Base: All young people that answered Q4.1 (10,395 children age 7-11; 11,106 children age 11-19). **Source:** ‘Have your Say’ survey, open in September and October 2012.



Methodology

Overview:

The Safer Internet Day 2013 research was designed to help the UK Safer Internet Centre engage with children and young people across the UK in order to:

1. ask them about their online experiences
2. to hear what they think that their online rights and responsibilities are.

It consisted of a large-scale quantitative survey that was supplemented by qualitative group discussions to test the validity of response and gain in depth understanding of attitudes. The survey encompassed the views of over 24,000 children age 7-19 years, and the focus groups gathered the perspectives of 90 young people, from across the UK.

Quantitative research:

Survey design: The survey was designed to explore the theme of Safer Internet Day 2013; 'online rights and responsibilities', with the slogan 'Connect with Respect'.

The survey aimed to find out the most important online rights and responsibilities for young people across the UK, offering a large number the opportunity to 'Have your Say' in the development of the primary and secondary school charters of online rights and responsibilities. The survey presented a list of rights and respondents were invited to vote on the most important rights to them and also given the opportunity to add others they felt were important. The list of rights they voted on was developed by the UK Safer Internet Centre and was informed by discussions with youth panels and the ongoing work of Childnet's Youth IGF Project (www.youthigfproject.com). This youth participation project was formed in 2009 to listen to what young people believe that their online rights are, which they present at the Internet Governance Forum. (For further detail about the list of rights see Annex 1 and 2 for the primary and secondary surveys which includes the full list of rights presented to young people; the top ten voted by young people can be found on page 2 and 3).

To explore these rights further and understand them in the context of young people's experiences online, additional survey questions were designed to explore the following themes:

- services young people use to connect and communicate with others
- creativity online
- what stops young people enjoying their time online, including cyberbullying
- who young people turn to if something upsets or worries them online
- supporting friends
- privacy and reporting tools
- searching for information and critical thinking skills
- e-safety education

Closed questions were used to aggregate answers for statistical purposes, yielding numerical findings to provide percentages. Open questions were also included to allow respondents to express themselves and elaborate on the answers provided. None of the questions were mandatory and could be skipped by respondents. The survey was designed by Childnet's Education and Policy teams, drawing on the Education team's extensive experience in working in schools and in other youth engagement projects. Where possible, wording drew upon existing questionnaires, such as the Ofcom Media Literacy Tracker.

Recognising the need to ensure the accessibility of the questions for all age groups being targeted, two versions of the online survey were launched; one for primary school children age 7-11 and one for secondary school children age 11-19. The questions and rights were worded differently for the primary and secondary audiences, to help the audiences relate to the questions and also to reflect the different online experiences and needs of these age groups. The primary audience were asked to vote on their top three rights and the secondary audience were asked to choose their top five, as the pilot survey highlighted that this would be more practical for primary age children.

Pilot: The survey was piloted in two primary schools and two secondary schools, using both the online and paper format. Teachers were asked to complete a feedback form to relate any challenges their class faced, and were asked to invite the pupils to comment on any aspects of the survey they did not understand or like. Teachers were also asked to assess the accessibility of the questions for the age group, how long the survey took pupils and how much support they needed, and to provide feedback on the helpfulness of the teachers guidance notes. Feedback from staff and preliminary analysis of the results allowed us to make some changes to ensure the questions were understandable, and that necessary options were available for young people to select from.

Sample: The survey was promoted across a wide range of networks and schools volunteered to take part. The survey was promoted through the UK Safer Internet Centre website and mailing lists, regional broadband consortia, large national charities, local authorities, the Safetynet mailing list and multiple social media channels. In addition, details of the survey were also sent by post to all secondary schools in the UK along with details about a Childnet leaflet. The Scottish Government were also very active in reaching out to primary and secondary schools in their country. We can see from the results that in some cases entire schools took part, while often a class or year group took part. In a minority of cases, individual pupils from schools took part. In total the survey was responded to by 24,097 young people age 7-19 from across the UK.

Survey delivery: Survey completion took place between 24th September and 31st October 2012. The survey was provided both online and in paper format to maximise the number of responses and enable schools to take part that may not have the IT facilities to support whole-school involvement easily.

Teachers guidance notes were provided, tailored to both primary and secondary schools (see Annex 1 and 2). These notes explained the background of the survey, how to deliver and introduce the survey and how the data from the survey would be used. In order to support the facilitation of the survey a short definition of terms was included to ensure teachers were aware of what the survey was asking their pupils and could respond to any queries. In addition, we included a disclosure procedure in case a child disclosed something that had happened to them online that may put them at risk of harm.

Before beginning the surveys, pupils were briefed by teachers that their answers were going to form part of a national survey to help the UKSIC highlight the responsibilities of government and the internet industry, and what else needs to be done to make the internet a safer place. They were told that the data collected would be anonymous, to be honest when answering the survey and that the results would be reported on Safer Internet Day 2013. Teachers and pupils were given phone and email contact details of the UK Safer Internet Centre in case they had any queries or concerns.

Data protection/ anonymity: The survey included introductory text that clarified that the confidentiality of respondents would be respected and the information asked for during the survey would not enable the UK Safer Internet Centre to attribute individual answers to specific children. Young people were asked to provide their age, gender, school name and county. Where schools requested their information we agreed to make each school's aggregate results available to them, but clarified that it would not be possible to identify the response of individual pupils from this information.

Qualitative research:

Focus group design: The discussion guide for the focus groups was developed once the quantitative data had been collected, and was guided by the preliminary results of the survey. The focus groups only addressed themes covered in the survey. (See Annex 3 for the discussion guides).

Sample: A selection of nine primary and secondary schools were identified across the UK, seeking to provide geographical and gender representativeness. One-hour focus groups were conducted in groups of approximately ten young people.

Table 1: Primary schools in the research

| School | Location | Composition of school | Focus groups conducted |
|--------|---|---|--|
| 1 | Rural, large village in Wales. | State run primary school. Mixed gender. Pupil ethnicity: mainly white | 1 group with 10 pupils age 10-11 years, mixed gender |
| 2 | Urban, large suburb of London | State run primary school. Mixed gender. Pupil ethnicity: mixed | 1 group with 10 pupils age 10-11 years, mixed gender |
| 3 | Semi rural, small town in North West of England | State run primary school. Mixed gender. Pupil ethnicity: mixed | 1 group with 10 pupils age 9-11 years, mixed gender |
| 4 | Semi rural, small town in Northern Ireland | State run primary school. Mixed gender. Pupil ethnicity: mainly white | 1 group with 10 pupils age 9-10 years, mixed gender |

Table 2: Secondary schools in the research

| School | Location | Composition of school | Focus groups conducted |
|--------|---|---|---|
| 1 | Rural, large village in Wales. | Comprehensive school. Mixed gender. Pupil ethnicity: mainly white | 1 group with 10 pupils age 11-16 years, mixed gender |
| 2 | Urban, city centre in North West of England | Free school that is an alternative educational environment for vulnerable young people. Mixed gender. Pupil ethnicity: mainly white | 1 group with 10 pupils aged 14-16 years, mixed gender |
| 3 | Semi rural, small town in Northern Ireland | Selecting grammar school with entrance examination. Mixed gender. Pupil ethnicity: mainly white | 1 group with 10 pupils aged 14-15 years, mixed gender |
| 4 | Urban, city centre in Scotland | Independent school. Single gender. Pupil ethnicity: mainly white | 1 group with 10 boys aged 13-14 years |
| 5 | Urban, city centre in Scotland | Independent school. Single gender. Pupil ethnicity: mainly white | 1 group with 10 girls aged 13-14 years |

Focus group delivery: As with the survey, a briefing took place prior to the start of the groups explaining the nature of the research. The young people were told that their answers would be kept anonymous and media consent was received from parents. The young people were advised to not name people when sharing their experiences, but were encouraged to speak to a member of staff or someone from the UK Safer Internet Centre after the session if they had any concerns or further questions. The sessions were facilitated by two people, each taking turns in asking questions and observing. Each facilitator had a sheet to record the answers and each session was audio recorded and transcribed.

Analysis: The data was analysed to develop depth and narrative around the survey statistics. Observation notes and transcripts were both analysed to identify key themes from the groups which would both add validity to the findings of the survey and also provide a greater depth of understanding around why young people had answered questions in certain ways. In presenting the data from the focus groups key observations and direct quotes are used to illustrate points and to further clarify the conclusions and recommendations of the research.

Results from primary school children

Over 11,000 children age 7-11 from across the UK responded to the primary survey and 40 young people explored these findings in focus groups. This results section presents the rights and responsibilities chosen by this age group in order of popularity, with a discussion about the experiences of young people in relation to these rights.

Demographic: 11,757 pupils age 7-11 responded to the survey, from across over 200 schools. 76.6% of respondents were from England, 1.9% from Northern Ireland, 21% from Scotland and 0.6% from Wales. 50.1% were male and 49.9% were female. Focus groups were conducted with 40 young people aged 9-11 years from four schools across the UK.

1. I should feel safe and enjoy being on the internet

Across the whole age range, the right to feel safe and enjoy being on the internet was chosen as most important, and was selected by over half (57%) of this age group in their top 3 rights.

Many young people enjoy their time online, but there are some things that stop them enjoying it. The two main reasons for this were people being unkind and adverts, but there were others which fall broadly into the four categories of risk that inform the UK Safer Internet Centre's educational work with all age groups; the potential risks relating to Conduct, Content, Contact and Commercialism, developed from the EU Kids Online project 2010.

Conduct – young people can be at risk because of their own and others' behaviour online

31% of 7-11s said that people being unkind stops them enjoying their time online. This isn't necessarily what young people would describe as cyberbullying, but can be thoughtless and mean comments and behaviour.

"People saying my house and movies are rubbish" (8 year old girl)

"Friends spreading rumours about me and telling other people my account settings or putting some pictures of me on the website that they have changed a little to make it look more silly." (10 year old girl)

[Q3.3 - What stops you from having fun on the internet?]

Content – young people can be exposed to inappropriate words, images or videos online, or can't find content that is interesting for their age group

22% of 7-11s said that seeing things that upset or embarrass them stops them from having fun on the internet. This includes content such as frightening or rude pictures, words or videos.

"Some of the pictures, on images, are very haunting, scary or rude pictures in wrong categories." (10 year old girl)

"Scary pictures on Facebook that say share in 3 seconds or he/she will kill you tonight." (9 year old girl)

[Q3.3 - What stops you from having fun on the internet?]

Some young people report that they can't find content that is interesting for their age group, and 18% said there are not enough websites that they like.

"i don't want to go on the internet, because it gets boring and art is better" (9 year old girl)

[Q3.3 - What stops you from having fun on the internet?]

Contact – young people can be cyberbullied or contacted by people they don't know online

20% of 7-11s said that bullying stops them from having fun on the internet. In addition, 19% indicated that people they don't know trying to talk to them, or trying to add them as a friend, limits their enjoyment online.

"when people that I dont know add me as a friend." (10 year old girl)

"when someone trys to ask my important information like my phone number, my date of birth and my full name." (9 year old girl)

"Some people ask me if they want to meet up somewhere and I get worried that they are going to hurt me. But I never say yes to things like that." (9 year old girl)

[Q3.3 - What stops you from having fun on the internet?]

Some primary age children are approached online by people they don't know and sometimes get asked to share their contact details, but many children are clear that they wouldn't chat to strangers. As one 10 year old in a focus group explained "if I was going to chat to people who were into football, I'd chat to my friends who I know are into football". Many young people can differentiate the context of contact, and young people in the focus groups explained that chatting to "strangers" could also be done in a safe and positive way. One 10 year old explained: "We have it on the school website just for year 5, we have a school in New Zealand, and we can contact each other, we can make like blogs like about your favourite games and stuff, and you can speak to people."

Commercialism – young people's exposure to advertising

24% said that adverts stop them enjoying their time online, and analysis from comments on the survey and focus group discussions suggest a variety of reasons for this. These include finding adverts annoying, distracting, deceptive, scary or inappropriate. One 10 year old boy in a focus group said "You know when there's those adverts that are shaking, sometimes, I do the little maze ones, but I just stop right at the end. If you click it, not very good. You get stuck on this website about winning iPhones, iPads and computers. Sometimes it says you've just won an iPhone". A female classmate of the same age seconded this opinion: "That happened to me, and I've actually said to my nan can we click on this and enter, 'cause I didn't realise. But she said it's probably a virus." Additionally, we heard that adverts for paid content, particularly within apps, can be a worry for this age group: "Sometimes on your iPod it comes up with things and you click on it and it says pay 69p to get this thing in the game for free and no advertisements."

Recommendations

The potential risks of Conduct, Content, Contact and Commercialism all form part of the internet experience of primary age children. Therefore e-safety education and awareness work undertaken with this age group needs to be holistic, covering the range of risks that children and young people may face, but also embracing the positive opportunities that the internet offers. There is a need to understand young people's real experiences and to provide relevant educational messages. For example, we see that there can be positive incidences of communicating with people online that they have not met in real life, as long as this is done safely.

2. I should be able to tell someone if something has worried me on the internet

Most primary age children feel they are able to turn to someone for help, and see the benefits of doing this. As one 10 year old in a focus group explained "If I was being cyberbullied, I would just tell someone because then it will get sorted out easier."

There are many people that primary aged children would turn to, but they are most likely to turn to their parents if something upset or worried them online. 79% of survey respondents said they would tell their parent or carer. In addition, 43% would tell their teacher, 32% would tell a friend, 30% would tell an older sibling, and 27% would tell a grandparent. However, it is worth noting that of those who had seen something online that upset them (27% of 7-11s), only 65% did actually tell an adult, suggesting that when they face a difficulty, some children may not involve an adult.

Some 10 year olds explained that they would prefer to turn to friends, as their parents often overreacted: "I would probably tell my friend because they can chat about it, 'cause your mum and dad get all "oh no!" It's kind of annoying how they pester you after you've told them, like "don't go on this, don't go on that", and they watch you every time you go on the internet." Another young person said "I wouldn't [tell my parents] because they'd be all worried about me, and I wouldn't like to go through it, so I'd just tell my friend."

Despite many of our respondents having several people they would turn to, 6% of 7-11s would tell no one if something has worried or upset them online. Boys are three times more likely than girls to tell no one (9% vs. 3%) and are significantly less likely to tell a parent (74% vs. 84%), friend (27% vs. 37%) or teacher (37% vs. 48%).

Recommendations

The 'tell' message is an important one and primary aged children identified a range of people they would turn to if something upset or worried them online. It highlights the need to ensure that those who children turn to are empowered to respond in an informed and constructive manner. This will further encourage children that 'telling' is indeed the right thing to do.

3. I should not be bullied on the internet, and should not bully others

It is clear that children believe they should not be bullied online, with 39% of 7-11s choosing this in their top three rights.

Preventing and responding to online bullying has been a key element of digital citizenship education programmes in recent years, with a notable example being the focus on cyberbullying for a previous Anti-Bullying Week, as well as the work carried out by Childnet for the Department for Children Schools and Families in 2007 in developing cyberbullying guidance as part of the 'Safe to Learn: Embedding Anti-Bullying Work in Schools' work.

But there is still work to be done here. 40% of 7-11 year old respondents knew someone who had been cyberbullied, and 20% said that bullying stopped them having fun online.

"Well I do have fun on the internet, but sometimes some people try to racially bully me on PSN [PlayStation Network]" (10 year old boy)

[Q3.3 - What stops you from having fun on the internet?]

Children need help to know how to respond to cyberbullying. One 10 year old from a focus group said “I don’t think people are doing enough about when they get bullied, they’re not telling anybody, they’re not saying to them don’t do that, they’re not asking anybody how can I do this and stuff like that. Sometimes you’re scared that they bully will then get back at them.”

Recommendations

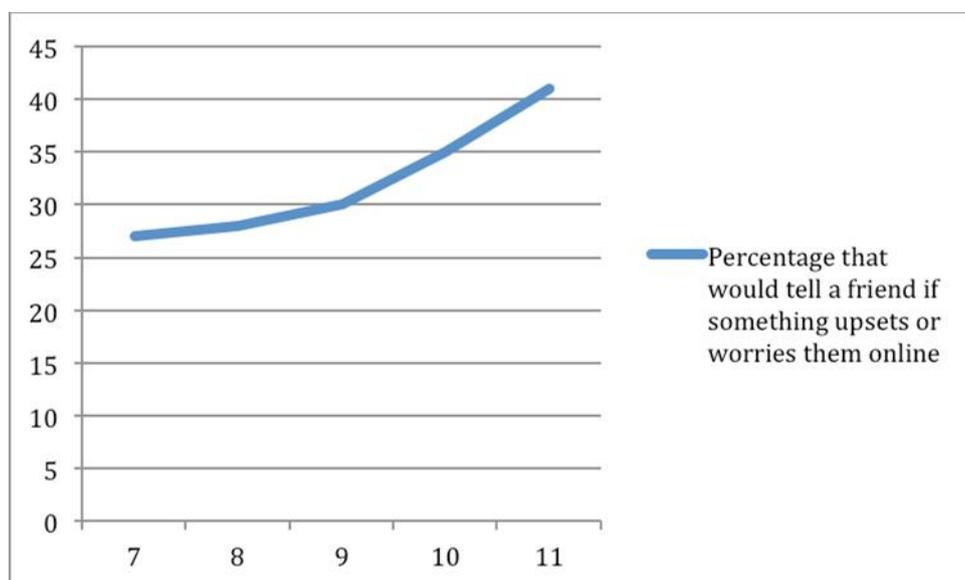
The focus on cyberbullying needs to continue as it remains a key concern and part of the experience of many young people of this age. Many young people recognise that telling someone is a key step to help stop cyberbullying, but some children in focus groups expressed a concern that not all children sought help when it occurred. Children should continue to be encouraged to tell.

4. I should help my friends stay safe on the internet

Following on from the rights “to tell someone” and “not to be bullied”, peers can play a key role in supporting each other even at primary school age.

32% of 7-11s said they would tell a friend if something upsets or worries them online, rising to 41% of 11 year olds. In addition, primary age children are supporting their friends who experience cyberbullying - of those who knew someone who had been cyberbullied, 48% had helped their friend.

Figure 1: The percentage of young people who would turn to a friend if something upsets or worries them online



Q4.5 - Who would you tell if something upsets or worries you online? Multiple Choice (Multiple Answers). Base: All young people that answered Q4.5 (10,378 children age 7-11). Source: ‘Have your Say’ survey, open in September and October 2012.

10 year olds from one primary school focus group suggested a range of ways they would help a friend if they got into any difficulty online or were cyberbullied:

- “I would go and tell a teacher, or tell a responsible adult”
- “I’d just try and get them to tell someone”
- “I’d probably just report them on a website, or just tell my mum”
- “I’d probably tell them to delete that account and make a newer one”
- “I would comfort them or something and try and make them not be sad anymore”

It is important to recognise this isn’t always easy for children; it requires courage and they may lack confidence in using tools or giving advice about technology. 10 year old focus group participants discussed some of the reasons that might prevent them from helping a friend:

- “Worried in case they tell a teacher then the teacher finds out you’ve been saying how to help them, and the teacher might tell you off”
- “If it was someone in the school who was cyberbullying them, then they could start cyberbullying that person”
- “Because they might have been worried that it would cause a virus or something”
- “They might be a little bit embarrassed, and they might not want to be your friend because you’ve told someone and they might get a bit annoyed with you”

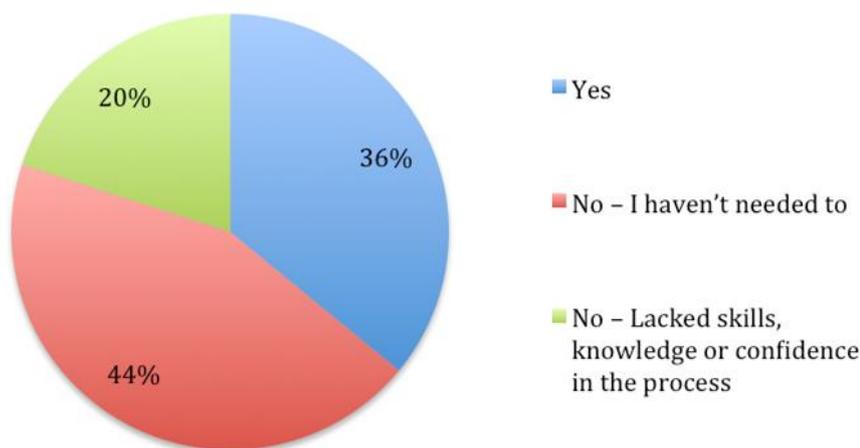
Recommendations

While young people recognise they have a responsibility to their online peers, they also need to be empowered with the knowledge and confidence to help their friends. There are clear advantages in helping to ensure that those they tell feel able to help and respond to their concerns. In addition, it is important to make sure that young people are aware of the tools that they can use to help protect themselves and their friends such as blocking and reporting, and where to ask for help.

5. I should be able to report anything that worries me on the internet

36% of 7-11 year old social network users have reported something on a website, for example, told a moderator on Club Penguin or reported a photo on Facebook.

Figure 2: Do young social network users age 7-11 use reporting mechanisms?



Q4.2 - Have you ever reported something on a website? (for example, told a moderator on Club Penguin or reported a photo on Facebook)? Multiple Choice (Single Answer). Base: Social network users (see Q2.1) that answered Q4.2 (5,633 children age 7-11). **Source:** ‘Have your Say’ survey, open in September and October 2012.

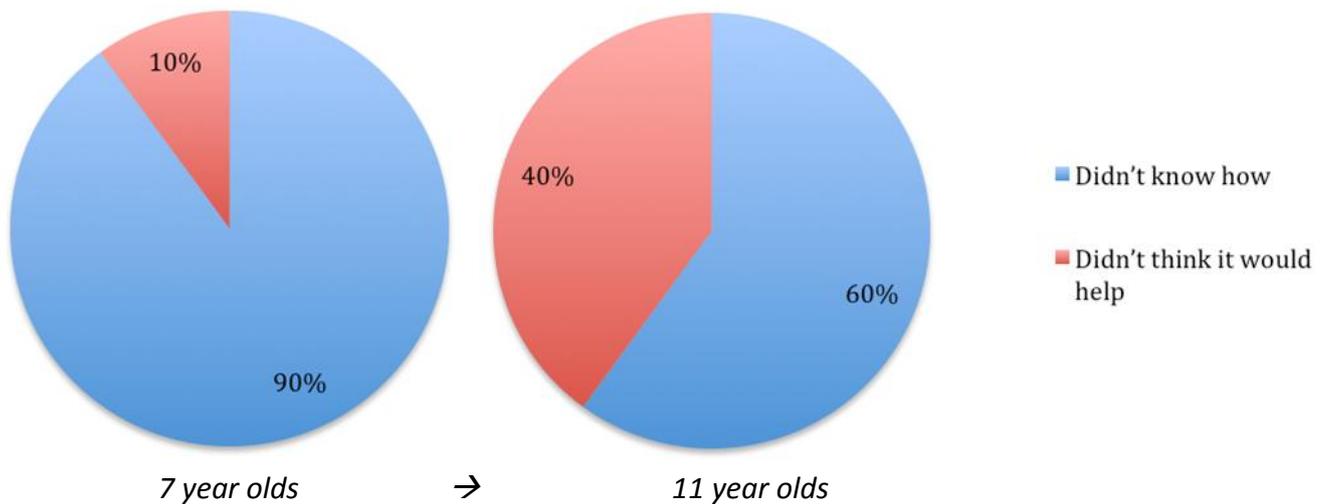
In the focus groups, it was clear that there was a high level of awareness about reporting to moderators and online services. However, some young people do face barriers that prevent them from reporting things. 20% of survey respondents had needed to report, but hadn’t done so for the following reasons:

- they didn’t know how to make a report (44% of those who had needed to report but didn’t; 9% of all social network users)
- they didn’t know what a report was (38% of this group; 8% of all social network users)
- they didn’t think it would help (18% of this group; 4% of all social network users)

We also heard in the focus groups that sometimes children felt that reporting could result in negative consequences. One 10 year old boy explained that “because you reported someone on Xbox, they then go for you”.

There is an indication that younger children face barriers to reporting because of their lack of knowledge, while older primary age children are increasingly likely to not report because they have lost confidence in the reporting process. The number of children in each age group is relatively low, so this should be taken as indicative only.

Figure 3: Impact of age on the proportion of young people who didn’t report because they lacked confidence in the process, versus not reporting because they lacked skills or knowledge



Q4.2 - Have you ever reported something on a website? (for example, told a moderator on Club Penguin or reported a photo on Facebook)? Multiple Choice (Single Answer). Base: Social network users (see Q2.1) that answered Q4.2 with ‘No – I don’t know how to’ or ‘No – I don’t think it would help’ or ‘I don’t know what reporting is’ (275 children age 7; 68 children age 11). **Source:** ‘Have your Say’ survey, open in September and October 2012.

Several 10 year olds in the focus groups explained that they often turn to their parents for help and advice with reporting. Some ask for advice in case their worries aren’t sufficient to warrant a report; “I’m always worried in case I’m reporting silly things, so I ask my mum should I report these things”. Others report independently but turn to their parents if they feel the situation is more serious; “If I know straight away that what they’re doing is wrong then I do it, then tell my mum, but if its really serious, then I show my mum everything, and I ask my mum whether to report them or block them, or whether just to ignore them.”

Reporting remains a grey area, and young people are not always sure how it works. Some children presented ideas about how reporting mechanisms could work. The following suggestions were made when asked what could make the internet better:

“i think that people on social networking sites (bin weevils moshi monsters facebook and twitter) should have 3 chances to be kind on the internet.” (9 year old girl)

“After you report someone they should be banned from the website or game for a certain amount of time” (10 year old girl)

[Q5.1 – We want to hear from you what you think would help make the internet a better and safe place. Pick the 3 statements that are most important to you. If you have any other ideas please let us know]

Recommendations

At an early age children need to be empowered to know how to make a report, and may need a parent or carer to help. Some young people said that they don't use reporting tools because they don't think they will help. It is important to ensure that this age group have confidence in the reporting process; transparency about the reporting process and demonstrating outcomes from reporting could be steps to ensure confidence in reporting mechanisms. As children mature so must the information and advice that is shared with them, ensuring that reporting tools on the services most popular with young people are addressed in an age appropriate manner.

6. I should be able to talk and play on the internet with my friends

Young people take part in a wide range of activities online that allow them to connect with their friends, family and other people around the world. 86% of 7-11s use some form of online communication tool, such as social networks and virtual worlds (56%), chat functions in online gaming (38%) or chatting over a webcam (28%). We heard from primary school children how they like to play online games on sites like CBBC, Friv, Miniclip, Roblox and Sumdog, as well as educational games like Mathletics and Reading Eggs. They also enjoy watching and uploading videos on YouTube and participating in virtual worlds, social networks and chatroom sites like Bin Weevils, Club Penguin, Facebook, Moshi Monsters, MovieStarPlanet and Stardoll. Plus they use a range of other communication tools like FaceTime, Kik Messenger, Skype, text messages and email to communicate with friends and family. The focus groups revealed that primary age children are accessing these sites and services across a range of devices, such as games consoles, smartphones, tablets, laptops, computers, internet-enabled media players like the iPod Touch, and also TVs.

"facetime on my ipod touch" (10 year old girl)

"I use my psp to chat to people when i am playing a game" (9 year old boy)

[Q2.1 - Which of these do you use?]

There is a rapid increase in use of technology from 7 to 11 years, with just 5% of 11 year olds not engaging in any form of online communication (compared to 22% of 7 year olds). Social networking has a high take up even among 7 year olds, with other services like text messages and instant messaging seeing a much more rapid increase in use as children get older. Young people are also digital creators, with 31% of 7-11s having created a game online and 12% having created an app.

Figure 4: Young people's use of online services to connect with others

| Age (years) | 7 | 8 | 9 | 10 | 11 |
|---|-----|-----|-----|-----|-----|
| Text messages | 28% | 28% | 37% | 54% | 71% |
| Instant messaging | 9% | 9% | 13% | 23% | 31% |
| Using a webcam on the internet | 24% | 24% | 25% | 31% | 36% |
| Social networks | 56% | 57% | 54% | 54% | 61% |
| Playing games where you can talk to players | 37% | 36% | 35% | 39% | 44% |
| I don't use any of these | 22% | 17% | 15% | 10% | 5% |

Q2.1 - Which of these do you use? Multiple Choice (Multiple Answers). Base: All young people that answered Q2.1 (10,752 children age 7-11). Source: 'Have your Say' survey, open in September and October 2012.

7. I shouldn't have to see unpleasant or hurtful things on the internet

The types of content that children and young people see online is something that generates widespread media and political interest. This was prevalent in the media in 2012 with a Parliamentary Enquiry, parental controls consultation and a newspaper campaign, with much publicly stated concern over the numbers of children who are exposed to age-inappropriate content.

In the survey, 27% of 7-11s said they have seen something on the internet in the last year that upset or worried them. These young people responded to this content with a range of strategies; 65% told an adult, 36% left the website or turned off the device and 22% reported it online. However, a small minority (8%) of 7-11s didn't do anything when they saw something that upset or worried them.

Analysis from the focus groups and comments on the survey demonstrate that there is a very wide range of online content that this age group find unpleasant, for example people saying rude things or swearing; scary adverts, chain mail and YouTube videos; or violent or rude images, videos or games.

"Sometimes when you are in the middle of playing something on your iPod, it comes up and says do you want to try out this new game, and it's usually something like a game about war or something that is inappropriate until you're 15 or something, and I will be playing a game like Angry Birds which is ok for anyone to play and it's a bit annoying as it comes up with a adverts for 15 year olds. It's just not appropriate." (10 year old boy)

"inappropriate or scary advertisements should not be shown" (10 year old girl)

[Q3.3 - What stops you from having fun on the internet?]

Primary children can be particularly upset by swearing, and this was reflected in the focus groups and comments on the survey. One 9 year old girl commented on the survey that she doesn't like it "Wen some one says naughty words", and a 9 year old boy disliked "call of duty and games what have swearing in".

Young people welcome filtering – on the whole

While a lot of the content that children find unpleasant would not be filtered with traditional parental control tools, young people in the focus groups had an awareness of filtering, and generally felt that it was a good thing. One 11 year old girl suggested an additional online right on the survey: "I should be able to search stuff on the web without seeing unpleasant things on the internet especially when I am searching for images."

However, some children did express frustrations with blocking. As one 10 year old girl explained, "I get quite annoyed when it's blocked at school, but when you've been on it at home it's like educational and good, but when you get to school it's blocked and you're not allowed on it."

The importance of parental involvement

Parents play an important role in establishing boundaries for young people regarding what content they are allowed to access or seek out. Young people spoke about the rules that their parents have in place to help protect them from unpleasant or hurtful things online. As one 10 year old from a focus group explained; "My Mum and Dad stop me from playing gory and proper violent games. So let's say on the Xbox, a game called Black Ops, it's got a lot of swearing in so I'm not allowed to play that, but I'm allowed to play it when my volume's turned right down."

Most of the young people in the focus groups felt that they were happy with their parents' rules, but for some, these rules prevented them from fully enjoying their time online and sometimes left them feeling excluded from friendship groups. As one 9 year old explained "I'm only allowed on like CBBC and nothing else, except NASA tracks Santa, and it's really annoying 'cause all my friends go on all the other games, and it's proper annoying 'cause they're the only ones I'm allowed on."

Recommendations

Filtering can be an effective part of helping children to feel safe on the internet, but it needs to be seen as a help and not a solution in itself. Parents play an important role in determining what content is appropriate for their children, but it helps to talk to children about their online needs to strike a balance between protecting them and helping them to make the most of their time online.

8. I should know how to keep my personal information safe

Primary age children use the internet to speak to their friends, family and also with people they don't know offline. Primary age children are developing an understanding of what personal information is, and want to be in control of their information sharing, but they can lack skills to manage their privacy. From the focus groups we saw that some children have trouble relating a virtual character to a real person. Children can be very trusting when communicating with others on virtual world sites, as highlighted by one 10 year old in a focus group: "I was talking to this girl, and I think she was alright, because I said "how old are you, tell the truth" and she said "I'm 10 years old"".

Older primary children felt that their younger peers were particularly at risk of giving away personal information and lacked an understanding of online tools. As one 10 year old in a focus group said "some younger children give out their personal information and they don't know how to block or delete the contacts".

Children who completed the survey made a number of suggestions about their wishes for tools that allow them to be able to chat online only with people who are their friends, which often demonstrates their lack of awareness of tools that are already available:

"I should be able to stop people i dont know from searching me on skype." (10 year old girl)

"To stop people sending you friend requests when you don't know them." (9 year old girl)

"You should be able to make sure that if people request you once that it shouldnt let you request you again." (11 year old girl)

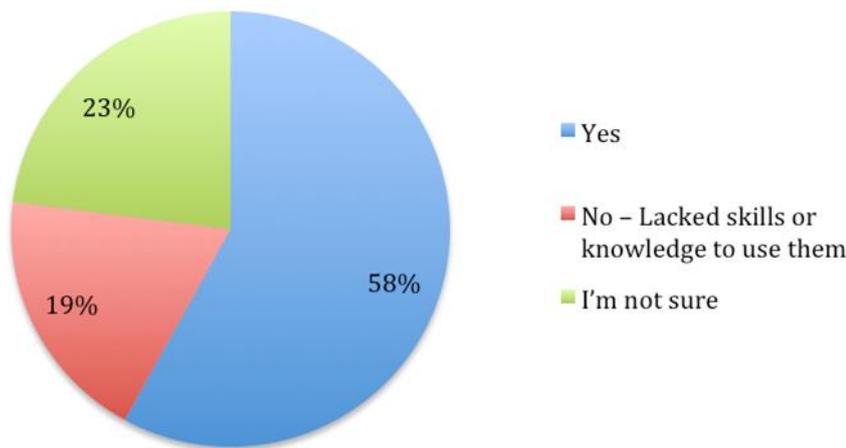
[Q5.1 – We want to hear from you what you think would help make the internet a better and safe place. Pick the 3 statements that are most important to you. If you have any other ideas please let us know]

As early as 2008, Ofcom's UK children's media literacy audit showed that some primary school children are using Facebook, and this is a concern that is often highlighted in the media. Facebook have an age requirement of 13 and commit to 'promptly delete the account of any child under the age of 13 that is reported to us through [the correct] form'. Facebook maintains added protections and security settings for teenagers (age 13-17) to ensure that their timelines and posts are not shown in public search results. In addition, only Facebook friends, friends of friends, and others in their networks (such as their school) can see what a teenager posts. However, as evidenced in the Ofcom children's media literacy audit, some children do use Facebook under the age of 13 by registering

with a false age. In this survey, we wanted to explore how young Facebook users use privacy settings and the challenges they face in protecting their personal information.

Almost a third (30%) of 7-11 year olds responding to the survey said they have a Facebook account, and we asked them about their understanding and use of privacy settings. The majority (58%) of these young Facebook users said they had changed their privacy settings, with a quarter (25%) of this group getting help from someone else to set them up. In many of the focus groups, the attendees explained that parents, siblings or friends had taught them how to do this. However, 23% of 7-11 year old Facebook users said they were not sure if they had changed their settings, and a further 19% said they had not changed their settings.

Figure 5: Do young Facebook users age 7-11 use privacy settings?



Q2.2 - If you have a Facebook profile, have you used the privacy settings? Multiple Choice (Single Answer). Base: All young people that answered Q2.2 except those who select option 1 “I don’t have a Facebook profile” (3,034 children age 7-11). Source: ‘Have your Say’ survey, open in September and October 2012.

Of the 19% who said they had not changed their settings, 62% said it was because they don’t know how to, and 38% said it was because they don’t know what privacy settings are, highlighting the need to raise awareness about the availability of privacy settings and to give practical advice about how to set them up.

Interestingly, when we explored the use of privacy settings among this age group in the focus groups, we found that even among those who said they were confident that they knew how to make their account private, many did not have a full understanding of what privacy settings were or how you could set them up. When asked whether they knew how to change who can see your information, (ie use privacy settings), one group of 10 year olds were very confident they knew how to do this. But when probed further, many of their suggestions indicated that their understanding of privacy settings was not accurate, with children confusing privacy settings with blocking and reporting people, changing your profile picture and having a password to your account. Others thought that once you had set up the privacy settings when you created your account, you could not subsequently change them. Others had an awareness of privacy settings, but lacked the skills to use them effectively. As one 10 year old explained: “you can privatise your account. I don’t know what you click but when you’re making it, well, it doesn’t have to be right at the beginning, but it asks you “do you want to privatise so only your friends can see your personal information?” and you can either privatise it or you don’t have to.” It appeared that while children of this age group have a concept about keeping personal information private (eg password, home address), they had a less developed concept of audience size and controlling who you share with.

The groups also spoke about the reasons why it can be difficult for young people to change the settings and suggested that the settings need to be more visible. One 10 year old girl explained that “sometimes the privacy

setting button might be hidden away somewhere and it takes you ages to find it and you just end up giving up because you can't find it".

There was also confusion about privacy settings on another site popular with this age group, where the privacy policy of the website was believed by some to be the settings, as one conversation in a focus group revealed:

Child 1 "some of the games don't have it, like MovieStarPlanet, I don't think has it, like privacy"

Child 2 "it does it does"

Child 1 "oh yeah at the bottom yeah. Because like, you know the screen's got all people round it, you can't really realise it because of the colours and that"

While the majority of 7-11 year old Facebook users said they had changed their privacy settings and young people speak confidently that they can use these tools, the analysis from the focus group suggests that gaps in their understanding can mean they are not able to use the tools effectively.

Recommendations

Children of this age group need to be supported to develop concepts not only of protecting personal information, but also of audience size, as well as practical skills about using tools like privacy settings on a range of services. Young people need to be supported by parents and school to do this, and there is also a role for industry and service providers to provide children with the tools, as well as the guidance, to enable them to manage their privacy effectively. 7 to 11s are using Facebook, despite the age requirement of 13, and this needs to be considered when determining the e-safety needs of this group.

9. I should be able to easily search the internet for information

The internet is increasingly relied upon for schoolwork, and 94% of 7-11s said they have little trouble finding information for their school work on the internet (21% said they always find it easy to find information for their school work, and 73% sometimes find it easy). However, 6% across the age range say they never can find information for their schoolwork, with a greater proportion of younger children experiencing this (15% of 7 year olds).

We heard from young people about the challenges they face in searching the internet, and the ways they overcome these challenges, often with help from their teachers and parents. Discussions at one of our focus groups revealed that there was a real range in confidence in the group about how to find information online:

"It depends what work I'm doing. If it's just a word in the homework that I don't understand then I'll go straight to Google on my phone and just type it in, but if I'm doing spellings and I have to know what it means, I go on the dictionary." (10 year old boy)

"I ask my mum how to get the website up for whatever I want to look for, and she helps me to get the website up, and then I look through the website." (10 year old girl)

"I don't always use it, I normally just ask my Mum or Dad, or go and use a book or something. I don't like the internet, it takes too long, and I'm rubbish at typing and stuff." (10 year old girl)

Group discussions about how to decide which websites to use when searching for information reflected a real range of strategies and levels of understanding across the group:

“I normally just click on the top one.” (10 year old boy)

“I just type i three websites, and if any two are the same, I think they’ll be the right ones, so I’ll go for one of them two.” (10 year old boy)

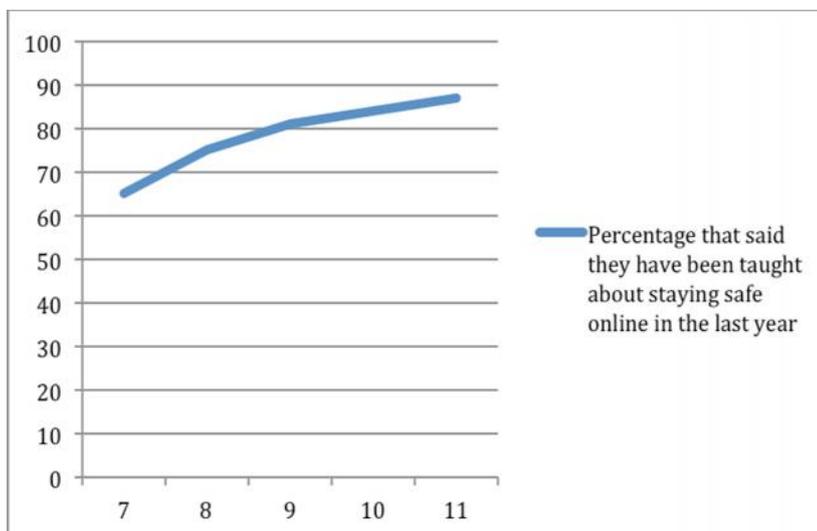
“I choose the one where it says ‘ads by Google’ because it means that Google likes it and Google recommends it.” (10 year old girl)

Recommendation
 Young children often face challenges in finding information on the internet, and many need help from parents and teachers to make the most of the wealth of information online. As well as the ability to find information, children need critical thinking skills to help them evaluate the information they find on the internet.

10. I should learn how to stay safe on the internet

Young people want to learn how to stay safe online, and it is encouraging to see that 79% of 7-11s said they had been taught about staying safe online in the last year. However, there are still many young people who say they have not been taught, and this is particularly apparent in younger age groups, with a quarter (25%) of 8 year olds and over a third (35%) of 7 year olds who say they have not been taught about staying safe online. Given that 7 year olds are enthusiastic internet users, with 56% using social networks and 36% creating games, it is important that messages about staying safe online reach them too.

Figure 6: The number of young people who were taught about staying safe online in the last year



Q4.1 - Have you been taught about staying safe online in the last year? Yes/No/Don’t know Answer. Base: All young people that answered Q4.1 (10,395 children age 7-11). Source: ‘Have your Say’ survey, open in September and October 2012.

Recommendation
 There is already a high degree of e-safety teaching in the primary age group, and this is welcomed by children. Attention should be paid on starting this with younger children, as with the high levels of internet access and activities by even the younger participants of this survey, there is a clear need to ensure that they too are supported in using the technology safely.

Results from secondary school children

Over 12,000 children age 11-19 from across the UK responded to the secondary survey and 50 young people explored these findings in focus groups. This results section presents the rights and responsibilities chosen by this age group in order of popularity, with a discussion about the experiences of young people in relation to these rights.

Demographic: 12,340 pupils age 11-19 responded to the survey, from across 160 secondary schools and youth organisations. 80.4% of respondents were from England, 1.6% were from Northern Ireland, 10.5% were from Scotland and 7.5% were from Wales. Of the secondary respondents 47.6% were male and 52.4% were female. Focus groups were conducted with 50 young people aged 11-16 years from five schools across the UK.

1. I should feel safe and enjoy being on the internet

The right to feel safe online was chosen as the most important right by 11-19 year olds and was selected by nearly two-thirds (63%) of this age group in their top 5 rights.

Many young people enjoy their time online, but there are some things that stop them enjoying it. The two main reasons for this were adverts and mean comments, but there were others which fall broadly into the four categories of risk that inform the UK Safer Internet Centre's educational work with all age groups; the potential risks relating to Conduct, Content, Contact and Commercialism, developed from the EU Kids Online project 2010.

Conduct – young people can be at risk because of their own and others' behaviour online

23% of 11-19s said that gossip or mean comments stops them enjoying their time online, and 13% said that they are worried that things (eg photos, texts) can be easily circulated.

"Seeing screenshots of people saying mean stuff about me, and worrying if people can give my screenshots to other people."
(12 year old girl)

[Q3.2 - What stops you enjoying your time online?]

Content – young people can be exposed to inappropriate words, images or videos online, or can't find content that is interesting for their age group

21% of secondary school age children (11-19s) said that seeing things that upset or embarrass them stops them from enjoying their time on the internet. In addition, 19% said that there are not enough websites that interest them.

"Seeing things that are inappropriate or scary by mistake, such as watching a mislabelled YouTube video." (12 year old girl)

[Q3.2 - What stops you enjoying your time online?]

Contact – young people can be cyberbullied or contacted by people they don't know online

15% said that bullying stops them from enjoying their time online (see right 2 for a further exploration of online bullying). In addition, 22% said that strangers trying to talk to them or trying to add them as a friend limits their enjoyment online (decreasing across age from 24% of 11 year olds to 17% of 16-19s). This was discussed in the

focus groups, where many felt equipped to decline and block any approaches, but still felt this hampered their enjoyment of being online. It was recognised by young people that this wasn't always a problem, indeed some young people seek contact from strangers or friends of friends to extend their friendship group and to meet new people. As explained by a 15 year old girl in one of the focus groups "when you first get BBM, get your friends to broadcast your PIN so you can find your other friends and get more adds". However, this is risky behaviour and it is important that young people are aware of the potential consequences and are empowered to make good decisions online.

Commercialism – young people's exposure to advertising

When asked what stops them enjoying their time online, adverts was the most common answer given by secondary age children - 37% of 11-19s, rising to 44% of 16-19 year olds. Young people suggested a variety of reasons for disliking adverts (particularly pop ups), such as finding them annoying, inappropriate and scary. Some children commented that adverts can promote products falsely, while others noted that they are often worried that they might get a virus by clicking on these adverts.

"when your on a movie site and porn pops up AWKWARD" (14 year old girl)

"Adverts that appear on harmless websites that are not appropriate" (12 year old boy)

"Scams that tell me and popups that tell me I have won things, I used to be way more careful and always check with my parents but now I have just learnt to ignore these things." (14 year old girl)

[Q3.2 - What stops you enjoying your time online?]

Recommendations

The potential risks of Conduct, Content, Contact and Commercialism do form part of the internet experience of secondary-aged children. E-safety support, education and awareness work undertaken with this age group needs to be holistic, covering the range of risks that children and young people may face. We heard from many young people who reported that they always enjoy their time online. Therefore any work to equip young people with the skills and knowledge of how to use technology safely and responsibly needs to embrace the positive opportunities that the internet offers.

2. I should not be bullied online, and should not bully others

Preventing and responding to cyberbullying has formed a key part of e-safety discussions and digital citizenship programmes in recent years. For example programmes like CyberMentors, the guidance for schools on cyberbullying developed by Childnet and the focus on cyberbullying for Anti-Bullying Week.

The right and responsibility to not to be bullied or to bully others was chosen by over half (55%) of 11-19s and 15% said that bullying stopped them enjoying their time online.

"Video calls from people that you know who used to or still bully you" (12 year old girl)

"Sick, evil Facebook pages that make me feel sad for the person that's being targeted" (13 year old girl)

[Q3.2 - What stops you enjoying your time online?]

Technology can change the nature of bullying, as bullying can continue at home and the abuse can be shared with a much larger audience than it would be face-to-face. Anonymity also plays a role; in both the survey comments

and focus group analysis we heard from young people that services that enable you to ask anonymous questions, such as Ask.fm or Formspring, can be a source of bullying or can cause arguments.

Mean comments and bullying online

In this survey, there were more young people (23%) who indicated that ‘gossip and mean comments’ stop them from enjoying their time online compared to bullying (15%), and we can see a decline in those selecting bullying across age, while ‘gossip and mean comments’ remains a consistent issue.

Figure 1: Bullying and mean comments stops some young people from enjoying their time online

| Age (years) | 11 | 12 | 13 | 14 | 15 | 16-19 |
|---|-----|-----|-----|-----|-----|-------|
| ‘Bullying stops me enjoying my time online’ | 18% | 17% | 15% | 12% | 10% | 11% |
| ‘Gossip or mean comments stop me enjoying my time online’ | 23% | 23% | 24% | 23% | 21% | 22% |

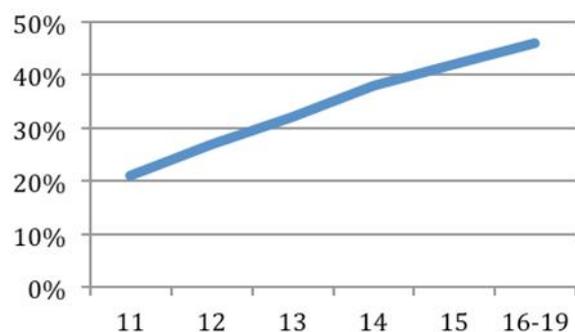
Q3.2 - Are there things that stop you from enjoying your time online? Multiple Choice (Multiple Answers). Base: All young people that answered Q3.2 (11,000 children age 11-19). Source: ‘Have your Say’ survey, open in September and October 2012.

Challenging mean comments online

Many young people speak out or challenge when people say mean things online; 32% of secondary age respondents said they had done this and young people are increasingly likely to challenge mean comments as they get older. As one 14 year old female commented on the survey: “I have not said mean things to anyone on websites but I have defended others when they have been insulted”.

When discussing whether they would challenge mean comments online in the focus groups, some participants said they wouldn’t do this, mainly because they are concerned they will be humiliated and feared they could be reported or get into trouble. Young people were particularly cautious about speaking out against popular peers, or those who were older than them. However, others in the focus groups said they definitely would speak out, and would always defend their friends.

Figure 2: Percentage of young people challenging mean comments online



Q2.4 - Sometimes people say mean things online. Have you ever spoken out or challenged this kind of behaviour? Yes/No Answer. Base: All young people that answered Q2.4 (11,498 children age 11-19). Source: ‘Have your Say’ survey, open in September and October 2012.

Recommendations

Online bullying is a feature in the online experiences of secondary school children, as well as more commonly, a concern about mean comments. There is a continual challenge to policy makers and schools to be aware of new services, and their implications. Young people are active in defending themselves and their friends, and it is important to equip them to look after themselves as well as their friends.

3. I should be able to access films, music and TV online, but it is my responsibility to respect copyright law

Entertainment plays a key part of young people's online lives, with nearly half (48%) of our respondents choosing this right in their top 5. It was the most popular right among 15-19 year olds, overtaking the right to feel safe online, which they consider to be the second most important thing. Young people are avid consumers of film, music and TV online, and they are also creators - 38% of 11-19s have created or posted a film online and 26% have created or posted music online.

Despite this, many young people in the focus groups said they were not entirely confident about understanding the laws around copyright. Young people were very positive about the benefits of being able to access a wide range of creative content online, but there was confusion about legality. This complemented the findings in the recent Ofcom (2012) report on online copyright which found that 42% of 12-15s were not confident in terms of what is legal and what isn't online. We found in the focus groups that when asked if they knew what the laws are surrounding copyright and downloading, one young person said "Definitely not. I don't know the laws online." In further conversation it was suggested that one of the reasons young people engage in illegal downloading is that it is often easier to access content illegally and "you don't feel that you are crossing a line in the same way as the offline world." In addition, there was the feeling that if the content is accessible online, then it must be legal. One young person queried, "if you're not allowed on them then why don't they shut them down?"

Recommendations

The fact that many young people are creators of content may provide an opportunity to raise awareness of copyright, encouraging young people to think about ownership of their own work, as well as respecting the creators of other content. While this resides outside the domain of traditional e-safety, this does highlight the need for a more holistic focus on aspects of 'digital citizenship' for those supporting children.

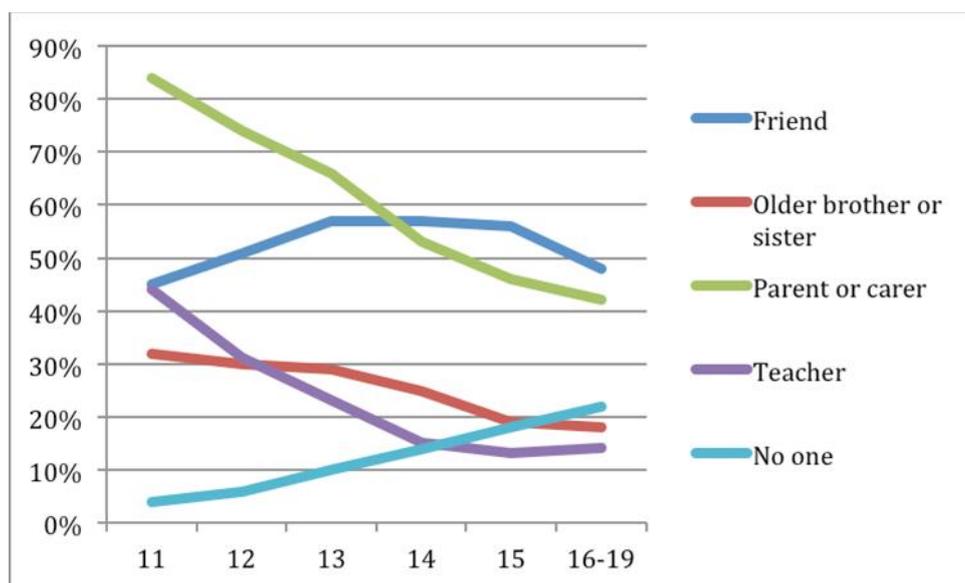
4. I should support my friends if they need help online

Over half (53%) of 11-19s would tell a friend if something upset or worried them online. For 14-19 year olds, friends are the people they are most likely to turn to. Older siblings also play an important role; 27% of 11-19s said they would turn to an older sibling if something upset or worried them online. It is therefore very important to empower young people with the knowledge not only to protect themselves but also to support their peers and siblings. Some young people are already proactively supporting peers online; with 1 in 25 (4%) saying they support others online through peer mentoring schemes like CyberMentors.

The role of other people, including parents and teachers

Parents remain a key support for children and young people; 66% said they would tell a parent or carer if something upset or worried them online, although this declines over age (78% of 11-12s; 58% of 13-15s; 42% of 16-19s). From 14 years onwards, friends become the most common source of support, but parents retain a key supporting role all the way to the end of the teenage years.

Figure 3: Who would young people tell if something upsets or worries them online?



Q4.5 - Who would you tell if something upsets or worries you online? Multiple Choice (Multiple Answer). Base: All young people that answered Q4.5 (11,054 children age 11-19). Source: ‘Have your Say’ survey, open in September and October 2012.

Recommendations

It is important to recognise the importance of friends as someone to turn to regarding upsetting or worrying content. This is a relevant finding which should be used to help inform e-safety education work with young people, as well as parents and carers and educators, reinforcing the supporting role that friends can play and ensuring that they are equipped to help their friends. Parents and carers remain a significant support for teenagers too, as well as older siblings and teachers. Working to meaningfully equip all those who young people might turn to is an important goal for all e-safety work.

5. I shouldn’t have to see unpleasant or hurtful content and I should know what to do if I come across it

41% of 11-19s said they have seen something on the internet in the last year that upset or worried them, with older children increasingly likely to have experienced this. A smaller percentage (21% of 11-19s) said that seeing things that make them feel sad, frightened or embarrassed stops them enjoying their time online.

The type of content that young people are exposed to often generates media and policy discussion, in particular the concern over the numbers of children who are exposed to age-inappropriate content. From the comments in the survey and the focus group discussion analysis, it is important to note the type of content that young people are affected is widely varied and is not always the type of sexualised content often reported upon in the media. It is a wide ranging set of content and can include scary adverts, chain mail and YouTube videos; or violent or rude images, videos or games and swearing.

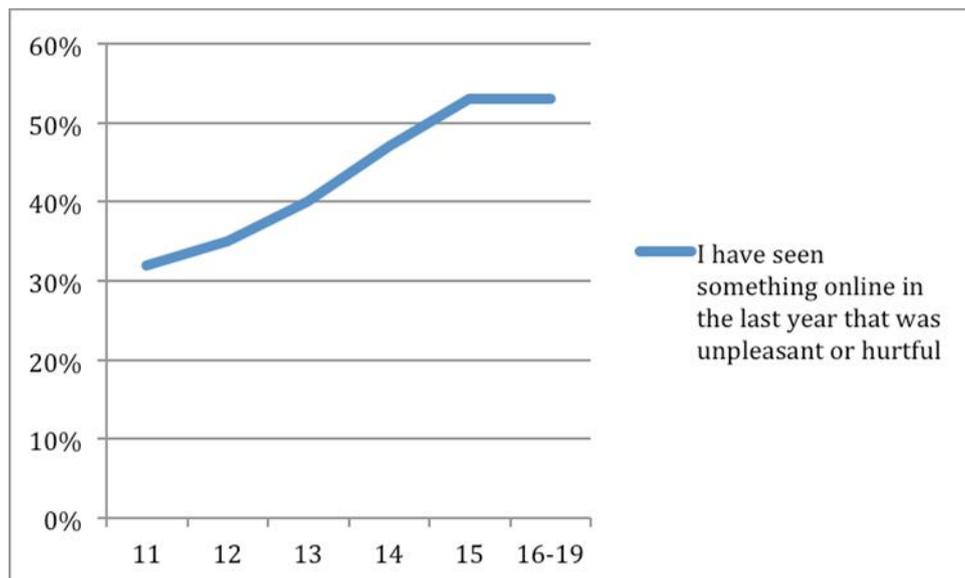
“Screamers (Scary YouTube pop-ups)” (12 year old boy)

“Seeing Horror Picture People Share on Facebook, If You Dont Share this She will be in your room Tonight.” (12 year old girl)

“Inappropriate images or comments, use of swear words and rude remarks” (14 year old girl)

[Q3.2 - What stops you enjoying your time online?]

Figure 4: Exposure to unpleasant or hurtful content across age



Q4.3 - Have you seen something online in the last year that was unpleasant or hurtful? Yes/No Answer. Base: All young people that answered Q4.3 (10,949 children age 11-19).

Young people deal with exposure to unpleasant and hurtful content online in a range of ways; of those who saw unpleasant or hurtful content, 29% left the website, 27% told a friend, 25% told an adult, and 26% reported it online. However, the most common strategy, given by almost half (49%) was to ignore it. This was the most likely strategy for all age groups except 11 year olds, whose most common response was to tell an adult.

Figure 5: How young people responded when they were exposed to unpleasant or hurtful content

| Age (years) | 11 | 12 | 13 | 14 | 15 | 16-19 |
|---------------------|------------|------------|------------|------------|------------|------------|
| Reported it online | 30% | 28% | 23% | 24% | 23% | 30% |
| Told an adult | 47% | 37% | 22% | 13% | 9% | 10% |
| Ignored it | 39% | 44% | 52% | 50% | 55% | 54% |
| Left the website | 43% | 31% | 24% | 26% | 23% | 24% |
| Spoke to my friends | 21% | 27% | 28% | 30% | 26% | 24% |

Q4.4 - If you have seen something unpleasant or hurtful, what did you do? Multiple Choice (Multiple Answers). Base: Young people that answered ‘Yes’ to Q4.3 (seen unpleasant content) and answered Q4.4 (4,418 children age 11-19). **Source:** ‘Have your Say’ survey, open in September and October 2012.

Recommendations

These findings illustrate that online content can bother not only younger children, but secondary age children too. Unpleasant and hurtful content can take a range of different forms, and young people have developed a range of strategies to deal with this content, and these strategies should be recognised and assisted. We need to understand why many young people ignore the hurtful or unpleasant content they see; this may be the strategy that they have adopted to deal with this content, perhaps they have become resilient to the content they are exposed to, or some may lack skills or strategies to respond effectively.

6. There should be lots of websites that are interesting for people my age

96% of young people age 11-19 use some form of online communication tool, such as social networks (74%), emails (72%), instant messaging (68%), webcams (52%), uploading videos and photos (48%), chat functions in online gaming (45%), chat rooms (17%), blogs (14%) and message boards (13%). As one young person in a focus group commented: “I think there’s everything online, I don’t think they’ve missed anything.”

But almost 1 in 5 of our respondents do feel something is missing; 19% said that there are not enough websites that interest them, and some young people commented that they can find the internet boring.

“Just getting bored really easily of the website that I am using” (12 year old girl)

[Q3.2 - What stops you enjoying your time online?]

Young people themselves are also contributing to the production of online content such as:

- Websites (24%)
- Games (21%)
- Apps (14%)
- Blogs (12%)

The survey shows some differences in creativity online across lower and upper secondary age groups:

Figure 6: What have you created or posted online?

| Age (years) | 11-15 | 16-19 |
|-------------|-------|-------|
| Website | 22% | 14% |
| Game | 22% | 14% |
| App | 14% | 11% |
| Blog | 12% | 21% |

Q3.1 - You can use the internet to make and create things. What have you created or posted online? Multiple Choice (Multiple Answers). Base: Young people that answered Q3.1 (11,165 children age 11-19). **Source:** ‘Have your Say’ survey, open in September and October 2012.

It may be that many more young people are creating content, but not applying our “traditional” terms to what they are doing:

“Is Tumblr a blog? ...So I blog! My photos from Instagram are tied to my Tumblr so I blog using pictures” (15 year old girl)

For some young people, they can miss out on the opportunities that the internet provides because of their lack of access. For example, one 13 year old boy commented on the survey to explain what stops him from enjoying his time online: “in foster care so I am not allowed to go online”.

Recommendations

It is not only important to work to ensure that the internet is a safe place for children and young people, it is also important to work towards making the internet better. Many young people are making the most of the opportunities for communication and creativity online, but some young people are not completely satisfied with the content and services available to them. A better internet for young people could include interesting, age-appropriate content that young people are able to find and access to enrich their online experiences. Parents, educators and industry have role to play in supporting young people to make the most of their time online; helping them to find interesting content and also in the development of services to respond to this need.

7. I should be able to manage who can see the content I post online

Privacy is important to young people and they want to be able to control who can see their content online. Many voiced privacy concerns when asked what stops them from enjoying their time online, for example:

“Not knowing which other people can see your private things” (11 year old male)

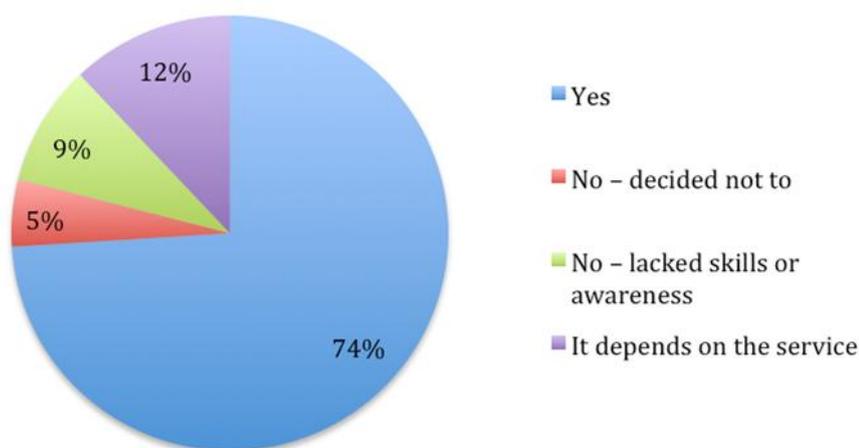
“the fact that so many people can find out stuff about you” (11 year old, gender not specified)

“being worried somebody i dont know can access my information.” (13 year old female)

[Q3.2 - What stops you enjoying your time online?]

It was clear from the survey and focus groups that there was a high awareness of privacy tools and broad use of them. 74% of 11-19 year old social network users said they use privacy settings on social networks. However, the focus groups highlighted that while young people had a basic understanding of the difference between public and private, they were less sure about taking further steps to customise their privacy, and weren’t always entirely confident that they knew what they were sharing or who they were sharing it with.

Figure 7: Do social network users age 11-19 use privacy settings?



Q2.2 - Do you use privacy settings on the social networks that you use? (eg on Facebook, Twitter, YouTube or Instagram) Multiple Choice (Single Answer). Base: Social network users (see Q2.1) that answered Q2.2 (8,601 children age 11-19). Source: ‘Have your Say’ survey, open in September and October 2012.

What prompts young people to change their privacy settings?

In one focus group, there was a discussion about what prompted them to set up their privacy settings. Some said that being prompted when they first set up their account encouraged them to do this immediately. However, others differed in approach, for example one young person said “when I first set up my Facebook account I didn’t want to deal with all the privacy things, I just wanted to get straight in there. It should just be on friends when you set it up or basic safety, instead of you being open to the whole world straight away.” They would welcome prompts to help them change the settings at a later point; and in particular if there were any changes to privacy features. In a number of the focus groups participants said they found the prompts and videos from Facebook when Timeline was introduced really useful.

For others it is not until something happens that they change their settings. In the focus groups some said that certain incidents prompted them to manage the content they share online. For example, one young person said that “I was tagged in some embarrassing photos from when I was first using Facebook, so I made it private and reported the photos.”

Getting help to use privacy tools

Among those who use privacy settings on social networks, 17% of 11-15s and 4% of 16-19s were helped by someone to do this. Focus group participants discussed that while some liked their parents helping set up their privacy this lack of "hands on" use of the settings now meant they didn't understand their own settings. It was suggested that it was better to work through things together than to rely on someone else to do it for them: "My mum set up my Facebook account for my birthday, she set it up for me and put all of the privacy settings on but now if I try to change it and customise it, it's really hard to do."

Use of privacy tools depends on the service

Among 11-19 year old social network users there were a further 12% who said that their use of privacy settings depends on what service they are using. Focus group participants explained that there are certain services where they are more likely to use privacy settings, such as Facebook, as they saw this more as a tool to communicate with friends. However, other services such as YouTube, Instagram and Twitter, were for communicating more widely. For example, one participant explained "I always tweet celebs as I want a retweet. If your account's private you can't do this", whereas "you put more on Facebook, like your school, more personal details so people normally know not to make that public."

Why are some young people not using privacy settings?

1 in 20 (5%) of 11-19 year old social network users have chosen not to use privacy settings, and a further 9% are not using privacy settings due to a lack of skill or understanding. This lack of awareness about the availability of privacy settings and other safety tools extends across many services, including social networks (such as Facebook, YouTube, Twitter, Instagram etc) and gaming networks (like Xbox LIVE or PlayStation Network).

Of the 9% who did not use privacy settings because of a lack of understanding or awareness, 64% said they were not sure if they had changed their settings, 20% said they don't know how to, and 16% said they don't know what privacy settings are. There remains a clear and continuing need to educate young people about what privacy settings are and how to set them up, as well as developing an understanding of why privacy matters.

Young people called for service providers to make privacy settings easier to use, with one 11 year old girl requesting that they "Make the privacy settings on websites stand out". They also said that prompts from service providers to help them consider their privacy can be a real help. A 13 year old girl suggested on the survey that "You should also ask questions if someones sent you a friend request like 'do you know this person?' and if they click yes you have to click another one saying 'are you sure?'; and maybe a link explaining some of the reasons why you shouldn't accept people you don't know." Other young people in the focus groups pointed out that using privacy settings is "not easy if you do it from your mobile". The group also suggested that service providers have a role to play in educating young people about privacy settings; "maybe Facebook could create a 15 minute video tutorial for schools".

Recommendations

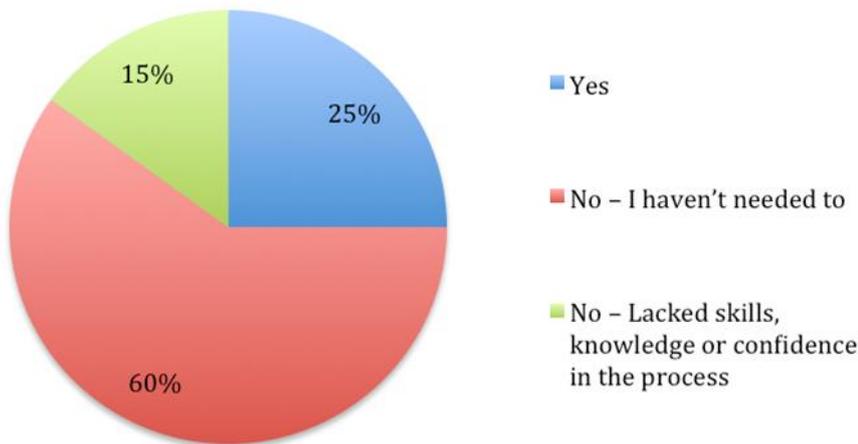
It is important to raise awareness about privacy settings amongst young people, providing practical, up-to-date advice about using settings across a range of services. Young people need to also learn about the importance of privacy, and should to be encouraged to evaluate their privacy settings on an ongoing basis.

Service providers have a responsibility to provide easy-to-use privacy tools and ensure that these are visible, accessible and prominent on their services, including when accessed via mobile. Young people want to learn about managing their privacy from service providers and prompts and videos were reported as useful by young people.

8. The websites I use should have an easy and effective way of reporting

Many young people make use of the reporting tools available on many social networks, with 25% of 11-19 year old social network users saying they have reported something online.

Figure 7: Do young social network users age 11-19 use reporting mechanisms?



Q4.2 - Have you ever made a report on a website (eg on Facebook or YouTube)? Multiple Choice (Single Answer). Base: Social network users (see Q2.1) that answered Q4.2 (8,163 children age 11-19). Source: ‘Have your Say’ survey, open in September and October 2012.

Barriers to reporting

While many young people are aware of reporting tools, and have used them if they have needed to, 1 in 6 (15%) social network users age 11-19 did not report because they faced barriers in doing so. Of these, 43% didn’t report because they didn’t think it would help (7% of all social network users), 35% because they didn’t know what reporting was (5% of all social network users), and 22% because they didn’t know how to (3% of all social network users). There is an indication that older respondents are more likely to be put off reporting because they don’t think it will help, while younger secondary age pupils are more likely to lack skills or awareness.

In addition, some young people may not always want to make a report. There were perceptions in one of the focus groups with young people excluded from mainstream education that by reporting someone you were “being a grass” and it was felt that it was obvious that you could be identified as the person who made the report. They preferred to directly challenge the person, or “terrorise them back”. The group felt that it was important to do this, as “you don’t wanna show them you’re a pushover”.

Recommendations

Some young people still are unaware of reporting. There is a clear need to make sure all young people know they have this tool, and there is work for service providers as well as educators and parents and carers to make sure that children know and understand what reporting is and how you can make a report.

Service providers need to make reporting prominent, easy to use and effective. Work needs to be done to ensure young people have confidence in the reporting process and encourage users to make reports. Young people need to be reassured about the process of reporting, for example, that reporting is anonymous.

9. I should know what I can and can't do online and understand that there are legal and offline consequences

Online communication and creativity creates a digital footprint, which can be positive or negative, and young people take part in a wide range of online activities. 72% of 11-15s and 92% of 16-19s use social networks, with a particularly rapid increase in take up from 11 years (46%) to 13 years (84%). Many 11-19 year olds also upload videos and photos (48%) and use webcams (52%). These services provide young people with fantastic opportunities to participate in the online world, and many young people recognise that they have a responsibility to ensure that they have a positive impact and that they are good online friends. Many young people are already using the internet to create positive offline consequences and raise their voice on various issues. 8% of 11-15s and 13% of 16-19s have produced a portfolio of their work, and 8% of 11-15s and 16% of 16-19s have taken part in an online campaign or petition.

Possible negative consequences

Despite the opportunities for creating positive digital footprints, sometimes the online behaviour of young people and others can cause difficulties. As discussed earlier, 23% of our respondents said that gossip or mean comments stops them from enjoying their time online and in addition 13% are worried that things (eg photos, texts) can be easily circulated. One 12 year old girl explained that "Embarrassing pictures being posted of me without permission" stops her enjoying her time online.

Many young people do think about the potential negative consequences of what they say or post, but this can be a pressure in itself. One 15 year old girl explained that this pressure can stop her enjoying her time online: "always thinking how something you do could effect other people or make them talk about you, e.g. if you put a post on facebook after an argument, it could make things worse without you intending it to".

Recommendations

As well as taking advantage of the positive opportunities offered by technology, many young people recognise the potential negative consequences of their online actions. It is important to continue to make all children aware of about the importance of having a positive digital footprint and being a good friend online as well as offline.

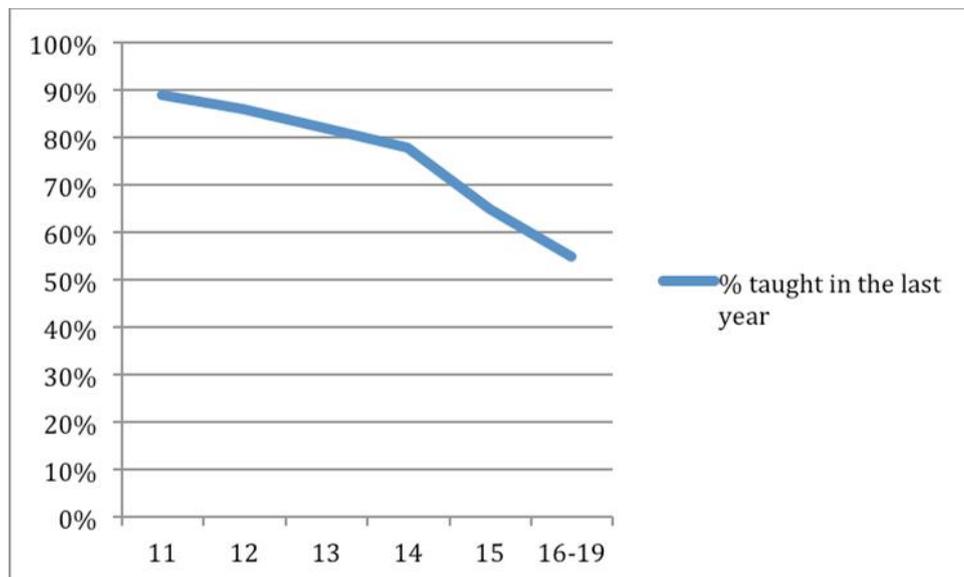
10. I should be educated about staying safe online

Young people want to be taught about how to stay safe online, and 80% of secondary age respondents said they have been taught about staying safe online in the last year, with the highest level of provision recorded by 11-14 year olds. There are lower levels of provision for upper secondary age groups, with a third (35%) of 15 year olds and almost half (45%) of 16-19s saying they had not been taught about staying safe online in the last year.

Many young people, even if they are being taught about online safety, noted that these lessons aren't always covering what they would like. In one of the focus groups a boy explained that the content of their e-safety lessons wasn't useful and relevant, he felt that it "is always about the extremes, not realistic to our experiences. Yes it can happen but not always relevant to us." As discussed earlier, there are benefits in having a more holistic approach to e-safety, addressing and being relevant to the different needs of different age groups. As one survey comment from a 14 year old girl explains, "its good to know how to be safe online but we are bombarded about

the dangers of the internet and cyber bullying we all ready know this we just repeat the same topic every year it gets a bit tedious”.

Figure 8: The number of young people who were taught about staying safe online in the last year



Q4.1 - Have you been taught about staying safe online in the last year? Base: All young people that answered Q4.1 (11,106 children age 11-19). Source: ‘Have your Say’ survey, open in September and October 2012.

By addressing online experiences throughout the curriculum, all teaching staff can make themselves available as someone to turn to. 26% of 11-19 year olds would tell a teacher if something upset or worried them online, declining from 44% of 11 year olds to 13% of 15 year olds. We also heard from young people that they would turn to a wider range of school staff, so it is important that all staff know how to respond to these issues. From comments on the survey, we can see that young people might turn to their head teacher, form teacher, head of year, ICT teacher, Student Support (“a room where you sit there and tell an adult about whats going on”), school counsellor, school nurse, helping assistant or CyberMentors. Some also suggested they would turn to their social worker, volunteer befriender or young carers leader (for a young person who said they have autistic siblings).

In addition, young people feel it is important that parents and grandparents are educated about this too, and schools can play a key role in supporting parents in this area. As one 14 year commented on the survey “Teach parents and grandparents all of this too, because they think some things are bad when they aren't. My grandparents always check my Facebook and i feel they are invading my privacy sometimes. It gets really annoying sometimes.. even though i haven't done anything.”

Recommendations

Learning how to use technology safely and responsibly was welcomed by young people, and the great majority of children reported they had been taught in the past year. The challenge for educators is to make this education work relevant to the experience and the lives of young people.

Concluding remarks

This survey has underlined the importance of continuing to work to ensure that young people feel safe on the internet; selected as the most important right by both primary and secondary school age children.

Promoting a safer and better internet for children and young people involves promoting their online rights while also developing children's understanding of their own responsibilities to support their friends and be kind online.

Children and young people take part in a vast array of activities to connect with others online, using social networks, instant messengers and webcams, across a range of devices. This provides a fantastic opportunity for communication, creativity and discovery online, but can expose young people to the potential risks of Conduct, Content, Contact and Commercialism.

Young people really value the growing range of safety tools available to them online to help prevent and respond to these risks. Both primary and secondary age children selected the right to manage privacy and the right to report concerns as top priorities. While the vast majority say that they are aware of these tools, there are young people who are not aware of the availability of the tools, or don't know how to use them, highlighting the need to raise awareness about the availability of online tools and to give practical advice about how to use them.

Both primary and secondary pupils voted for the right to not see unpleasant or hurtful content on the internet. While a lot of the content that children find unpleasant would not be filtered with traditional parental control tools, children in the focus groups had an awareness of filtering, and generally felt that it was a good thing. Furthermore, young people have developed a range of strategies to deal with this content, and these strategies should be recognised and assisted.

In addition to the tools provided by service providers, the survey demonstrated the range of people that young people turn to if something worries them online, with parents playing a key role across all ages. It highlights the need to ensure that those who children turn to are empowered to respond in an informed and constructive manner. This will further encourage children that 'telling' is indeed the right thing to do.

As well as the online rights they believe they have, young people also recognise their own responsibilities online; to think about the consequences of their online actions, to be kind and not bully others, and to support friends to stay safe online. Both primary and secondary age children said that one of the main things that stops them enjoying their time online is mean comments; e-safety education needs to recognise this and work to ensure young people understand their responsibilities to others online. This year's focus for Safer Internet Day, "Connect with Respect", is an important message for all ages, and this message needs to continue being promoted after Safer Internet Day. We heard that peers play a key role in supporting each other online, even from primary school age, with friends becoming the most important source of support from 14 years onwards. Children and young people should be empowered and encouraged to help one another stay safe online. Working to meaningfully equip all those who young people might turn to is an important goal for all e-safety work.

We see that the results of this survey underline the importance of comprehensive and balanced programmes of education on staying safe online, which needs to reach children of all ages. Teachers and school staff need to be equipped with the knowledge and up-to-date resources to communicate these important lessons effectively and have the confidence to do so.

This Safer Internet Day, children and young people across the UK are calling for their peers, parents, carers, teachers and service providers, to work together to ensure that they have the support and knowledge to make the most of their time online.

Annex 1: Primary survey and guidance notes

Safer Internet Day Primary age survey





**ONLINE SAFETY
WITH
PLYMOUTH
UNIVERSITY**

Welcome to our Safer Internet Day 2013 **Have your Say** survey.
Thank you very much for taking part.

1. Tell us about you

1. How old are you?

- 7 years
- 8 years
- 9 years
- 10 years
- 11 years

2. Are you a boy or a girl?

- Boy
- Girl

3. Where do you live?

- England
- Scotland
- Wales
- Northern Ireland

4. What is the name of your school or group?

5. What county is your school or group in?

Page 1 of 5



Safer Internet Day Primary age survey



2. Connecting online

1. Which of these do you use? (Tick all that apply)

- Text messages
- Instant messaging (like Windows Live Messenger or BBM)
- Using a webcam on the internet (like Skype)
- Emails
- Social networks (like Club Penguin, Moshi Monsters, Facebook or Twitter)
- Playing games where you can chat with other players (like Xbox LIVE or Runescape)
- Message boards or internet forums
- Chat rooms
- Blogs
- I don't use any of these
- Other (Please tell us which other sites and services you use)

2. If you have a Facebook profile, have you used the privacy settings? (Choose one answer)

- I don't have a Facebook profile
- Yes - I have changed the settings so only my friends can see my profile
- Yes - Someone has helped me to change my settings
- No - I don't know how to
- No—I don't know what privacy settings are
- I'm not sure

3. Have you ever helped someone who was being cyberbullied?

- Yes
- No
- I don't know anyone who has been cyberbullied



Safer Internet Day Primary age survey



3. Enjoying the internet for creating, exploring and playing

1. You can use the internet to make and create things. What have you created or posted online?

(Tick all that apply)

- Online character or avatar
- Film or video
- Music
- Blog
- My profile on a social network (like Club Penguin, Moshi Monsters or Facebook)
- Photo album
- Game
- Websites
- App
- I haven't created any of these things
- Other (Please tell us any other things you have created online)

2. Is it easy to find information for your school work?

- Always
- Sometimes
- Never

3. What stops you from having fun on the internet? (Tick all that apply)

- People being unkind
- Seeing things that upset or embarrass me
- Not enough websites that I like
- My parents' rules are too strict
- Adverts
- I'm too young for some websites
- People I don't know trying to talk to me or add me as a friend
- Bullying
- I don't feel safe
- I always enjoy my time on the internet
- Other (Please tell us what stops you from having fun online)

4. When you are searching for information online, how do you check whether it is truthful?

(Tick all that apply)

- I only use trusted websites
- I ask an adult
- I always check the information on another website or in a book
- I do something else
- I don't check whether information online is truthful



Safer Internet Day Primary age survey



4. Respecting others and staying safe online

1. Have you been taught about staying safe online in the last year?

- Yes
- No
- Don't know

2. Have you ever reported something on a website? (for example, told a moderator on Club Penguin or reported a photo on Facebook)

- Yes
- No - I haven't needed to
- No - I don't know how to
- No - I don't think it would help
- I don't know what reporting is

3. Have you seen something on the internet in the last year that upset or worried you ?

- Yes
- No

4. If you have seen something that upset you, what did you do? (Tick all that apply)

- I left the website or turned off my computer or device
- I told an adult
- I reported it online
- I did something else
- I didn't do anything
- Don't know
- I don't need to answer this question because I haven't seen anything that upset me online

5. Who would you tell if something upsets or worries you online? (Tick all that apply)

- Parent or carer
- Older brother or sister
- Grandparent
- Friend
- Teacher
- Online support (eg tell a moderator)
- No one
- I don't know



Safer Internet Day Primary age survey



5. Your Top 3

We want to hear from you what you think would help make the internet a better and safer place.

Pick the 3 statements that are most important to you.

- I should be able to tell someone if something has worried me on the internet
- I should feel safe and enjoy being on the internet
- I should help my friends stay safe on the internet
- I should be able to report anything that worries me on the internet
- I should not be bullied on the internet, and should not bully others
- I shouldn't have to see unpleasant or hurtful things on the internet
- I should know what to do if I come across upsetting things on the internet
- I should know how to keep my personal information safe
- I should be able to easily search the internet for information
- I should check if information on the internet is truthful
- I should be able to create my own things on the internet
- I should be able to say what I want on the internet, but I need to think about other people's feelings
- I should learn how to stay safe on the internet
- I should be able to talk and play on the internet with my friends

Thank you for filling in the survey!

Please post this survey to:

**Childnet International,
Studio 14,
Brockley Cross Business Centre,
96 Endwell Road,
London,
SE4 2PD**



Safer Internet Day

Have your Say Survey

www.saferinternet.org.uk/survey



What's it all about?

For Safer Internet Day 2013, the UK Safer Internet Centre is giving children and young people the opportunity to tell the government and internet industry what they believe their online rights are.

The **Have your Say** survey will also help us to highlight the responsibilities of government and the internet industry, and what else needs to be done to make the internet a safer place. It will give children and young people the chance to reflect on their own online responsibilities, considering how the way they act online can affect their own and other people's online experiences.

We will present the collated views and opinions of children and young people across the UK to the government on Safer Internet Day.

How can my school/group take part?

We have developed a primary and secondary aged survey. Please help us to raise the voice of children and young people around the UK by asking your class/group and your school/organisation to complete the survey and return it to us by **31st October 2012**. You can complete the survey online at www.saferinternet.org.uk/survey or download the paper copy and send them back to us by post at Childnet International, Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London, SE4 2PD.

If you have any questions about the survey, please contact us on 0207 639 6967 or at enquiries@saferinternet.org.uk.

Before you begin

The **Have your Say** survey is aimed at years 4-6, but with a little extra time and additional support year 3 can also have the opportunity to share their online experiences. As a guideline we would suggest that the survey should take no more than **30 minutes** to complete, however if you would like to use this survey to shape a class/group discussion then it can take as long as you would like!

If you are completing the survey online: Depending on the size of your computer suite/number of laptops you have available you may prefer the class to work in pairs and take it in turns to fill in the survey (this will of course take a little longer). During our pilot some teachers/leaders felt that pairing a more able reader with a less able reader was useful. Or you can work through the survey as a class, reading the questions together.

If you are completing the survey on paper: You may want to consider working through the survey as a whole class/group, reading it out loud and getting the young people to fill it in as you go. Some of the questions have a number of answers, feel free to let your class/group cross out the answers they don't want to pick, this sometimes makes it easier for them to choose the ones most relevant to them.

Real life experiences: In this survey we are asking young people for their real life experiences of the online world and we will respect their confidentiality when doing this.

Facebook is mentioned a number of times throughout the survey. Facebook does have a minimum user age of 13, you may wish to address this in a later lesson (with those aged under 13), we would prefer for you not to do so during the survey as this may act as a barrier to honest answers from the young people.

How we will use the data

The data we collect will be anonymous, with school name and county being collected to help us work out regional percentages after the survey. Where schools share this information, we are making each school's aggregate results available to them, but it will not be possible to identify the response of individual pupils from this information, neither will we publicly report any differences between schools. The information requested will not enable Childnet to attribute individual answers to specific children or young people.

Getting started

The first page of the survey will collate demographic information (see 'How we will use the data' for additional information). It would be helpful for you to write the name and the county of your school/organisation on the board, and to encourage pupils to write/type this out in full. This is particularly important if you would like to receive your survey results. In order to request your result you will need to have registered you can do this here: <http://childnet.wufoo.com/forms/safer-internet-day-survey-registration-form/>

How can I introduce it to my class/group? "This year is the 10th Safer Internet Day, and the UK Safer Internet Centre would like to find out as much as they can about your lives on the internet! We'll be doing this survey together as a class, one question at a time, just choose the answer that suits you best."

Glossary

Some young people will know all of these terms; others may not be so familiar. It is not important that the class understands all of the terms to be able to complete the survey (if they are not familiar with the words, they will not be selecting that option). However, if you would like to explain these terms, we hope these definitions will be helpful.

App (Application): An app is a piece of software that can run on the internet, your phone or other electronic devices. Young people tend to download apps onto their smartphones, tablets or social networks. Popular apps include Angry Birds, Farmville, BBC, Google Earth.

Avatar: An avatar is a graphical representation of the user/player on a game or website. For example a Penguin on Club Penguin or your Wii Character.

BBM (Blackberry Messenger): Internet based instant messenger application included on Blackberry (mobile phone) devices.

Blog: A blog (short for web log) is a type of easy-to-maintain website, usually like an online diary, where the blogger publishes comments and discussions using a selection of templates. Most blogs let visitors to the site post their own comments in return.

Cyberbullying: Bullying using technology, such as computers and mobile phones.

Privacy Settings: The tools provided by a website/online service to help the user to manage who can see their profile or content.

Reporting: Many online services have the option to report upsetting behaviour or content to the service provider if it breaks their terms of use. For many services, like Facebook, this involves filling in a form online. Some services aimed at younger users have the option to tell a 'real life' moderator within the game.

Runescape: An online game with many players, where you create a character and interact in a fantasy world.

Social Networking sites: Websites aiming to build online communities of people with similar interests, providing users with different ways of communicating with each other online. Popular examples are Facebook, Twitter and Club Penguin.

Xbox Live: Xbox Live is an online multiplayer gaming service that people use on their Xbox consoles.

Disclosure Procedure

If after completing the survey a child discloses something that has happened to them online that you feel puts them at risk of harm you need to follow the Child Protection procedure at your school/organisation. Here are some courses of action you may wish to consider:

1. If this disclosure happens in the school/organisation setting, it is important not to promise confidentiality to the child. Explain to the child what you are going to do with the information and why.
2. Your first point of contact following disclosure by a child should be the designated **Child Protection Officer** within the school/organisation.
3. Remember to write down exactly what the child has disclosed, in their own words (do not ask leading questions or interrupt) and pass on any evidence to the Child protection Officer.
4. The child who has disclosed is likely to feel worried, distressed or frightened, and that the process is out of their control. They need to feel safe and involved and you should offer them the opportunity of being alongside you when you report to the designated **Child Protection Officer** in the school/organisation.

Annex 2: Secondary survey and guidance notes

Safer Internet Day Secondary age survey



Welcome to our Safer Internet Day 2013 **Have your Say** survey. This year’s theme is Rights and Responsibilities and the UK Safer Internet Centre would like to know about your online experiences and beliefs. You will notice we don’t ask for your name, so your answers will be completely anonymous. The survey should take about 15 minutes to complete.

If you have any questions about the survey, please contact us at enquiries@saferinternet.org.uk or 020 7639 6967.

Thank you very much for taking part.

1. Tell us about you

1. How old are you?

- 11 years
- 12 years
- 13 years
- 14 years
- 15 years
- 16 years
- 17 years
- 18 years
- 19 years

2. Are you male or female?

- Male
- Female

3. Where do you live?

- England
- Scotland
- Wales
- Northern Ireland

4. What is the name of your school or group? Please write out in full (if applicable)

5. What county is your school or group in? (if applicable)



Safer Internet Day Secondary age survey



2. Connecting online

1. Which of these do you use? (Tick all that apply)

- Social networks (like Facebook or Twitter)
- Uploading videos or photos (like YouTube or Instagram)
- Online gaming where you can chat with other players (like Xbox LIVE or Runescape)
- Text messages
- Instant messaging (like BBM, WhatsApp or Facebook Chat)
- Using a webcam (like Skype)
- Emails
- Message boards or internet forums
- Chat rooms
- Blogs
- Taking part in an online campaign or petition
- Supporting others online (eg CyberMentors)
- Websites where you can create or play with a character or avatar
- I don't use any of these
- Other (Please specify)

2. Do you use privacy settings on the social networks that you use? (eg on Facebook, Twitter, YouTube or Instagram) Choose one option

- Yes - I have changed the settings
- Yes - Someone has helped me to change my settings
- No - I don't know what privacy settings are
- No - I don't know how to
- No - I decided not to use them
- I'm not sure if I have changed my privacy settings
- It depends on the website/service I'm using

3. Do you feel pressure to appear popular on social networking sites like Facebook?

- Yes
- No
- Don't know

4. Sometimes people say mean things online. Have you ever spoken out or challenged this kind of behaviour?

- Yes
- No



Safer Internet Day Secondary age survey



3. Creating and participating

1. You can use the internet to make and create things. What have you created or posted online?

(Tick all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Websites | <input type="checkbox"/> Game |
| <input type="checkbox"/> Film or video | <input type="checkbox"/> Online character or avatar |
| <input type="checkbox"/> Music | <input type="checkbox"/> App |
| <input type="checkbox"/> Blog | <input type="checkbox"/> A portfolio of my work |
| <input type="checkbox"/> My profile on a social network | <input type="checkbox"/> Survey or quiz |
| <input type="checkbox"/> Photo album | <input type="checkbox"/> Online campaign (like a fundraiser or petition) |
| <input type="checkbox"/> Other (Please specify) | <input type="checkbox"/> I haven't created any of these things |

2. Are there things that stop you from enjoying your time online? (Tick all that apply)

- Gossip or mean comments being shared online
- Seeing things that make me feel sad, frightened or embarrassed
- Not enough websites that interest me
- My parents' rules are too strict
- Bullying
- Blocked websites which I can't access
- Being worried that things can be easily circulated (eg photos, texts)
- Strangers adding me or trying to talk to me
- Being too young for some websites
- Adverts
- None of the above - I always enjoy my time on the internet
- Other (Please specify)

3. When you are searching for information online, how do you check whether it is accurate?

(Tick all that apply)

- I only use trusted websites
- I ask an adult
- I always check the information on another website or in a book
- I look at the first website listed by the search engine
- I don't check whether information online is accurate
- I do something else (Please specify)

4. You might have been taught about using the internet and staying safe online, but have you been taught about the

law? Tick all the topics you have where you have been taught what is legal and illegal to do online:

- Downloading
- Things you are not allowed to say online
- Sending explicit photos (sexting)
- Plagiarism (copying something you have found on the internet)
- Copyrighted images
- Cyberbullying (including trolling)
- Inappropriate contact from others online
- Hacking
- None of the above
- Other (Please specify)



Safer Internet Day Secondary age survey



4. Respecting others and staying safe online

1. Have you been taught about staying safe online in the last year?

- Yes
- No
- Don't know

2. Have you ever made a report on a website (eg on Facebook or YouTube)?

- Yes
- No - I haven't needed to
- No - I don't know how to
- No - I don't think it would help
- I don't know what a report is

3. Have you seen something online in the last year that was unpleasant or hurtful ?

- Yes
- No

4. If you have seen something unpleasant or hurtful, what did you do? (Tick all that apply)

- Reported it online
- Told an adult
- Ignored it
- Left the website
- Spoke to my friends
- I did something else
- None of the above - I haven't seen anything that upset me online

5. Who would you tell if something upsets or worries you online? (Tick all that apply)

- Parent or carer
- Older brother or sister
- Other family member
- Friend
- Teacher
- Online support services
- Helpline (eg ChildLine)
- Report it on the website
- No one
- I don't know
- Other adult (like a youth club leader, sports coach or school nurse). Please tell us who:



Safer Internet Day Secondary age survey



5. Your Top 5

We want to hear from you what you think would help make the internet a better and safer place.

Pick the 5 statements that are most important to you.

- I should be educated about staying safe online
- I should feel safe online
- There should be lots of websites that are interesting for people my age
- I should be able to get help or advice if something has upset or worried me online
- I should support my friends if they need help online
- The websites I use should have an easy and effective way of reporting
- I should not be bullied online, and should not bully others
- I should be able to manage who can see the content I post online
- I shouldn't have to see unpleasant or hurtful content and I should know what to do if I come across it
- I should be able to access films, music and TV online, but it is my responsibility to respect copyright law
- I should know what I can and can't do online and understand that there are legal and offline consequences
- I should be able to express who I am, and should respect other people's identities and values
- I should have the opportunity to belong and participate in an online community
- I should be critical of the online content that I use
- I should be able to create my own content

Thank you for completing the Safer Internet Day *Have Your Say* survey!

Your thoughts and opinions will be delivered to the government on Safer Internet Day, along with the ideas of thousands of young people from across the UK.

Tell your story

We're looking for case studies to support the survey. If you have a story to tell about your experiences online, why not contact us at kidsmart@childnet.com? All we need is your age – we will keep all other details anonymous.

Get involved!

Want to join a mailing list for young people so that you hear about various opportunities to have your say and get involved in decisions about the internet? Email your name, age and school to pippa@childnet.com

Please post this survey to:
**Childnet International, Studio 14, Brockley Cross Business Centre,
96 Endwell Road, London, SE4 2PD**



Safer Internet Day

Have your Say Survey

www.saferinternet.org.uk/survey



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Real life experiences: In this survey we are asking young people for their real life experiences of the online world and we will respect their confidentiality when doing this.

Facebook is mentioned a number of times throughout the survey. Facebook does have a minimum user age of 13, you may wish to address this in a later lesson (with those aged under 13), we would prefer for you not to do so during the survey as this may act as a barrier to honest answers from the young people.

Example introduction for your class/group: "This year is the 10th Safer Internet Day, and the UK Safer Internet Centre would like to find out as much as they can about your lives on the internet! This year's theme is online rights and responsibilities and the day will showcase what young people consider their online rights to be. Your thoughts and opinions will be delivered to the government on Safer Internet Day, along with the ideas of thousands of young people from across the UK."

How we will use the data

The data we collect will be anonymous, with school name and county being collected to help us work out regional percentages after the survey. Where schools share this information, we are making each school's aggregate results available to them, but it will not be possible to identify the response of individual pupils from this information, neither will we publicly report any differences between schools. The information requested will not enable Childnet to attribute individual answers to specific children or young people.

Glossary

Some young people will know all of these terms; others may not be so familiar. It is not important that the class understands all of the terms to be able to complete the survey (if they are not familiar with the words, they will not be selecting that option). However, if you would like to explain these terms, we hope these definitions will be helpful.

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Avatar: An avatar is a graphical representation of the user/player on a game or website. For example a Penguin on Club Penguin or your Wii Character.

BBM (BlackBerry Messenger): Internet based instant messenger application included on BlackBerry (mobile phone) devices.

Blog: A blog (short for web log) is a type of easy-to-maintain website, usually like an online diary, where the blogger publishes comments and discussions using a selection of templates. Most blogs let visitors to the site post their own comments in return.

Cyberbullying: Bullying using technology, such as computers and mobile phones.

CyberMentors: An online peer mentoring service for children and young people aged 11-18, which is delivered by Beatbullying (www.cybermentors.org.uk).

Instagram: A popular photo sharing app.

Privacy Settings: The tools provided by a website/online service to help the user to manage who can see their profile or content.

Reporting: Many online services have the option to report upsetting behaviour or content to the service provider if it breaks their terms of use. For many services, like Facebook, this involves filling in a form online. Some services aimed at younger users have the option to tell a 'real life' moderator within the game.

RuneScape: An online game with many players, where you create a character and interact in a fantasy world.

Sexting: The sending of sexually explicit messages or photos electronically, often shared via mobile devices and webcams.

Social Networking sites: Websites aiming to build online communities of friends or people with similar interests, providing users with different ways of communicating with each other online. Popular examples are Facebook, Twitter and Club Penguin.

WhatsApp: An instant messenger app for smartphones.

Xbox Live: Xbox Live is an online multiplayer gaming service that people use on their Xbox consoles.

Disclosure Procedure

If after completing the survey a child discloses something that has happened to them online that you feel puts them at risk of harm you need to follow the Child Protection procedure at your school/organisation. Here are some courses of action you may wish to consider:

1. If this disclosure happens in the school setting, it is important not to promise confidentiality to the child. Explain to the child what you are going to do with the information and why.
2. Your first point of contact following disclosure by a child should be the designated **Child Protection Officer** within the school/organisation.
3. Remember to write down exactly what the child has disclosed, in their own words (do not ask leading questions or interrupt) and pass on any evidence to the Child protection Officer.
4. The child who has disclosed is likely to feel worried, distressed or frightened, and that the process is out of their control. They need to feel safe and involved and you should offer them the opportunity of being alongside you when you report to the designated **Child Protection Officer** in the school/organisation.

Annex 3: Discussion guides for focus groups

Primary school 1

- What are the most popular sites and services that you are using?
- How could you help someone who was being bullied online? What might stop you from helping?
- Who has created a film/video? What kind of film/video was it? Where did you upload it? Why is it fun to create these for the internet?
- Some young people said there are not enough websites they like. What more would you like to see for people your age?
- Have your parents stopped you from using anything online? What kind of sites would you like to go on but cant?
- Who teaches you about esafety? What were you taught?

Primary school 2

- What are your favourite sites to use?
- How many have a Facebook account?
- Do you know how to check and change who can see what you put on Facebook? Who taught you? Do you think it's easy to change settings? Do you think it is obvious when you are using Facebook that there are options for changing who you share with? Some young people say they don't know what privacy settings are, why do you think this is?
- Lots of young people said they had created a game online. Have any of you? What kind of games do you make? Is this ever done at school? Where do young people post them online?
- Young people answering our survey said there are things that stop them from enjoying their time online. What things stop you from enjoying your time online?
- Some of you said you don't like people you don't know talking to you. When does this happen? On what sites/services? What do you do?
- Some of you said you don't like people being unkind. When does this happen? On what sites/services? What do you do?
- Do you know anyone who has made a report on a website like Facebook or Club Penguin? What kinds of things do you think people report? Do you think it is easy to report? Would you ask for help with this?

Primary school 3

- What online games do you like to play? Do you like playing games that teach you things? Do you play shooting or action games? Do you play games on Facebook? What devices do you play games on? Do you play games that allow you to send messages to other users?
- Do you have your own phone?
- Do you use message boards?
- Would you use the internet to meet other people with the same interests as you?
- Do you comment on YouTube videos?
- Have you ever helped a friend who was cyberbullied? What did/would you do? What would stop someone helping their friend?
- Who would you tell if you were cyberbullied?

- What have you created online?
- Have you ever made an app? Did you share it with others? Has anyone made apps in school?
- How do you find information online? Do you get help from anyone? How do you decide which websites will give you reliable information? What do you look for? What makes it difficult to find information?
- Are there any rules your parents have that don't work for you?

Primary school 4

- What are the most popular sites and services you use?
- Do you use IM services? Which ones do you use? Is this on your phone or computer? Who do you talk to on these services?
- What have you created or posted online?
- Has anyone here created a website? Did you create this at school or at home?
- Do you think all young people should be given the opportunity to be able to create things online?
- Do you enjoy creating things online?
- Are there things that stop you from enjoying your time online?
- Some young people said adverts stop them enjoying their time online. Where do you see adverts? What don't you like about them?

Secondary school 1

- What are the most popular sites and services that you are using?
- Some young people in the survey said that they have challenged people saying unpleasant and hurtful things online. How could you challenge someone? (Is it commenting online, speaking face to face about it, private message, tell someone?) What stops you from challenging someone online? What are the barriers? Are there people that you wouldn't challenge? Who has done that here?
- Has anyone created a film/video? What kind of film/video was it? Where did you upload it? Who can see it? What do you enjoy most about making films? What do you enjoy most about creating? Should everybody have the opportunity to create things online?
- Some young people said there weren't enough websites that they like. What more would you like to see for people your age?
- Have your parents stopped you from using anything online? What kind of sites would you like to go on but can't?
- Some young people said they don't like strangers trying to talk to them / add them as a friend. Where does this happen? On what services? What do you do about it?
- What have you reported? Was it easy? Did someone need to help you? Was it effective?

Secondary school 2

- What online games do you play?
- Do you upload videos? What type? Where?
- Do you upload photos? Where?
- What do you think stops people creating things online?
- Do you have to behave differently or exaggerate what you say online?
- Do people you don't know ever add you to their friends list? Do you ever add people you don't know?

- What would you do if something upset you online? Have you ever reported something online? Is there something that would be bad enough to tell an adult? Would you bring it face to face? Does that sort the problem?
- Showed 'Munch, Poke, Ping': What do you think about this? Have you experienced 'fraping'? Is it hard to allow things other people say and not challenge them?

Secondary school 3

- What are the most popular sites and services you use?
- Do you use IM services? If so which ones? Is this on your phone or computer?
- Do you use privacy settings on the social networks that you use? Are they easy to find and set up?
- What prompted you to change your settings? Have your settings always been the same? How old were you when you found out about them? Should this (privacy settings) be taught in school? Why do you think some young people don't know what privacy settings are? What makes them difficult to use? Did you ask for help when you changed your privacy settings?
- What have you created or posted online? Did you create it independently or at school? How can we encourage young people to use the internet more creatively? Would you like to learn these skills in school?
- Have you been taught about staying safe online in the last year? What were you taught? What more could be taught? Were the messages realistic? Were you told how to overcome problems? Who teaches you? Who would you prefer to hear these messages from?

Secondary school 4

- Have you got privacy settings in place on the services you use? Did you find the privacy settings easy to find and use? What improvements or other options would you like privacy settings to have (if any)? How did you find out about the privacy settings? Do you use different privacy settings on different services? Why? Do you feel confident about who can see your content after setting up privacy settings?
- When searching for information online, how do you check whether it is accurate? How do you judge a trusted website?
- Do you know the difference between illegal and legal downloading? Have you been taught about the laws relating to downloading content online? Do you think about the law online in the same way as in the offline world? If not why not?

Secondary school 5

- What are the most popular sites and services you use to connect and communicate with others? Do you use any of these services on your phone?
- Do you have different privacy settings in place for different services you use? Are privacy settings easy to find and set up? What improvements or other options would you like privacy settings to have (if any)? How did you find out about the privacy settings? Should this type of thing be taught in school? Why do you use different privacy settings on different services?
- Do you feel pressure to appear popular on SNS? What pressures do you feel? Do you feel a pressure to act a certain way online? Who do you feel pressure from?
- Are there things that stop you from enjoying your time online?
- What is it about adverts that stop you enjoying your time online? Are you aware of targeted advertising? How do you feel about it?

Annex 4: List of primary schools that took part

Thank you to pupils and staff in the 201 primary schools that took part in the survey and focus groups.

| | |
|--|--------------------|
| Air Balloon Hill Primary School | Bristol |
| Alexandra Parade Primary School | Glasgow |
| All Faiths' Community Children's School | Kent |
| Alloway Primary School | Ayrshire |
| Alutmore Park Primary School | Glasgow |
| Andover Primary School | Angus |
| Annbank Primary School | South Ayrshire |
| Anthony Roper Primary School | Kent |
| Archbishop Wake Primary School | Dorset |
| Arnold Academy | Bedfordshire |
| Auchterhouse Primary School | Angus |
| Aultmore Park Primary School | Glasgow |
| Baden-Powell & St Peter's Middle School | Dorset |
| Ballantrae Primary School | Ayrshire |
| Ballycraig Primary School | County Antrim |
| Barnhill Primary School | Dundee City |
| Barr Primary | Ayrshire |
| Beech Street Primary School | Greater Manchester |
| Beechcroft St Paul's C of E VA Primary School | Dorset |
| Bethany C of E VA Junior School | Dorset |
| Birkhill Primary School | Angus |
| Bishopston Primary School | Swansea |
| Bishop Winnington-Ingram C of E Primary School | Middlesex |
| Blessed Dominic Catholic Primary School | London |
| Bo'ness Public Primary School | Falkirk |
| Borrowfield Primary School | Angus |
| Brady Primary School | Essex |
| Bridge Learning Campus Primary | Bristol |
| Brookdale Primary School | Merseyside |
| Burnside Primary School | Angus |
| Carron Primary School | Falkirk |

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|---|--------------------|
| Castle Court School | Dorset |
| Chalgrove Primary School | London |
| Chirnside Primary School | Berwickshire |
| Chisenhale Primary School | London |
| Church Town Primary School | Merseyside |
| Churnet View Middle School | Staffordshire |
| Claremont Primary School | Clackmannanshire |
| Clarkston Primary School | Airdrie |
| Cockington Community Primary School | Devon |
| Cold Harbour Primary School | Buckinghamshire |
| Coldstream Primary School | Berwickshire |
| Colmonell Primary School | Ayrshire |
| Comely Park Primary School | Falkirk |
| Courtland Primary School | London |
| Crosshill Primary School | Ayrshire |
| Crownfield Junior school | Essex |
| Cuxton Community Junior School | Kent |
| Dalmilling Primary School | Ayrshire |
| Danesholme Junior School | Northamptonshire |
| Dean Trust Forest Gate Academy | Greater Manchester |
| Doonfoot Primary School | Ayrshire |
| Dosthill County Primary School | Staffordshire |
| Drongan Primary School | Ayrshire |
| Drumlanrig St Cuthbert's Primary School | Roxburgh |
| Dunhurst Independent Junior School | Hampshire |
| Duns Primary School | Berwickshire |
| Durweston C of E Primary School | Dorset |
| Eastlands Primary School | Warwickshire |
| Emerson Valley school | Nottinghamshire |
| Ewell Castle Junior School | Surrey |
| Eyemouth Primary school | Berwickshire |
| Fairfields Primary School | Hertfordshire |

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|------------------------------------|-----------------------|
| Fairview Primary School | Country Antrim |
| Fisherton Primary School | Ayrshire |
| Garden Rose Primary | Ayrshire |
| Garvestone Primary School | Norfolk |
| Gladstone Primary School | Staffordshire |
| Grammar Primary School | Ayrshire |
| Grange Junior School | Wiltshire |
| Great Bardfield Primary School | Essex |
| Great Chart Primary School | Kent |
| Greenfield Primary School | West Midlands |
| Hambridge Primary School | Somerset |
| Harold Wood Primary School | Essex |
| Hawkesbury CE VC Primary School | South Gloucestershire |
| Hayshead Primary School | Angus |
| Heyes Lane Primary School | Cheshire |
| Highcliffe St Mark Primary School | Dorset |
| Highfields Primary School | West Midlands |
| Hill View Primary School | Dorset |
| Holmston Primary School | Ayrshire |
| Holy Family Primary School | Derry |
| Holy Trinity C of E Primary School | London |
| Houston Primary School | Renfrewshire |
| Hurst Green Primary School | West Midlands |
| Independent Jewish Day school | London |
| Inverarity Primary School | Angus |
| James Oglethorpe Primary School | Essex |
| Joydens Wood Junior School | Kent |
| Jubilee Wood Primary School | Buckinghamshire |
| Kell Bank Primary | North Yorkshire |
| Kew College | surrey |
| Kincaidston Primary School | Ayrshire |
| King’s Park Primary School | Dorset |
| Kingsleigh Primary School | Dorset |
| Kinnaird Primary School | Falkirk |
| Kinson Primary School | Dorset |

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|-----------------------------------|--------------------|
| Knowepark Primary School | Roxburgh |
| Ladeside Primary School | Falkirk |
| Lady St Mary Primary School | Dorset |
| Leslie Primary School | Fife |
| Liberton Primary School | Lothian |
| Little Stoke Primary School | Bristol |
| Longfield Primary School | Middlesex |
| Malmesbury Park Primary School | Dorset |
| Manorside Primary School | London |
| Mauchline Primary School | Ayrshire |
| McKinney Primary School | County Antrim |
| Mead Vale Primary School | Somerset |
| Menorah Foundation School | London |
| Milverton House School | Warwickshire |
| Moss Park Junior School | Greater Manchester |
| Mount Pleasant Primary School | West Midlands |
| Muirfield Primary School | Angus |
| Nanstallon County Primary School | Cornwall |
| Netherthong Primary School | Yorkshire |
| Newton-le-Willows Primary School | Merseyside |
| Newton Grange Primary School | Midlothian |
| Northlands Primary School | Warwickshire |
| Oakfield Academy | Somerset |
| Oldbury Park Primary School | Worcestershire |
| Oscars Out of School Care | West Lothian |
| Peel Primary School | West Lothian |
| Peters Hill Primary School | West Midlands |
| Pilgrim Primary School | Plymouth |
| Prestonfield Primary School | Lothian |
| Purley Oaks Primary School | Surrey |
| Queen's Park Junior School | Dorset |
| Queensway Catholic Primary School | Devon |
| Ravenscroft Primary School | London |
| Redhill Primary School | West Midlands |
| Riverside Primary School | London |
| Rosemount Primary School | Angus |

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| Rowan Preparatory School | Surrey |
| Royal London Hospital | London |
| Sacred Heart Primary School | London |
| Salisbury Road Primary School | Devon |
| Selwyn Primary School | London |
| Shaw Ridge Primary School | Wiltshire |
| Shawlands Primary School | Glasgow |
| Sheffield High School | Yorkshire |
| Shenley Brook End School | Buckinghamshire |
| Signhills Infant Academy | Lincolnshire |
| Snowsfields Primary School | London |
| South Camberley Primary | Surrey |
| Southmuir Primary School | Angus |
| St Anne's Catholic Primary School | West Yorkshire |
| St Anne's primary school | County Antrim |
| St Botolph's C.E.V.C.P. School | Suffolk |
| St Cedd's School | Essex |
| St Columb Minor Academy | Cornwall |
| St Columba's Prep School | Hertfordshire |
| St Cuthbert's Primary School | South Ayrshire |
| St Dominic's Primary School | North Lanarkshire |
| St Dunstan's College | Greater London |
| St Edmund's Catholic Primary School | Middlesex |
| St Edward's C of E Primary School | Essex |
| St George's Primary School | Cardiff |
| St Giles Junior School | Warwickshire |
| St Hugh's Catholic Primary School | Cheshire |
| St James's Primary School | West Midlands |
| St John Fisher Catholic Primary School | West Midlands |
| St John's Primary School Swatragh | Derry |
| St Joseph's Primary School | Berkshire |
| St Luke's Church School | Essex |
| St Mary's Catholic Primary School | Essex |
| St Mary's CE Middle School | Dorset |
| St Mary's Primary School | Glasgow |
| St Mary's Primary School | Strathclyde |

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| St Paul's C.E School | Manchester |
| St Peter's Catholic Primary School | Essex |
| St Simon's Catholic Primary School | Kent |
| St Teresa's Catholic Primary School | Kent |
| Stamford Park Junior School | Cheshire |
| Stenhousemuir Primary School | Stirlingshire |
| Sunnyfields Primary School | London |
| Talbot House Preparatory School | Dorset |
| The Children's Hospital School (Great Ormond Street) | London |
| The Mary Erskine and Stewart's Melville Junior School | Edinburgh |
| The Meadows Primary School | West Midlands |
| The Priors School | Warwickshire |
| Thornford CE VA Primary School | Dorset |
| Thorntree Primary School | Glasgow |
| Upminster Junior School | Essex |
| Upton House School | Berkshire |
| Walliscote Primary School | North Somerset |
| Wansdyke Primary School | Bristol |
| Wareham St Mary Primary School | Dorset |
| Weald Community Primary School | Kent |
| Wellfield Junior School | Cheshire |
| Whitehall Junior School | Middlesex |
| Whitings Hill Primary School | Barnet |
| Wilton Primary School | Scottish Borders |
| Wold Newton School | Yorkshire |
| Woodland Middle School Academy | Bedfordshire |
| Woodlands Primary School | Angus |
| Woodridge Primary School | Barnet |
| Worthington Primary School | Cheshire |
| Wychall Primary School | Birmingham |
| Wymondley Junior Mixed and Infant School | Hertfordshire |

Annex 5: List of secondary schools that took part

Thank you to pupils and staff in the 160 secondary schools and youth organisations that took part in the survey and focus groups.

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| Aberdeen College | Aberdeen | Carmel RC Technology College | County Durham |
| Accrington Academy | Lancashire | Castle Cort School | Dorset |
| Adam Smith College | Fife | Central Foundation Girls' School | London |
| All Saints C of E school | Dorset | Chalfonts Community College | Buckinghamshire |
| Altrincham Grammar School For Boys | Cheshire | Chestnut Grove Academy | London |
| Alun School | Flintshire | Christ the King Sixth Form College | London |
| Annan Academy | Dumfries | Churnet View Middle School | Staffordshire |
| Arbroath Academy | Angus | Churston Ferrers Grammar School | Devon |
| Archbishop Blanch C of E High School | Merseyside | City of Westminster College | London |
| Archbishop McGrath Catholic School | Bridgend | Cleveden Secondary School | Glasgow |
| Arnold Academy | Bedfordshire | Clounagh Junior High School | Armagh |
| Assumption Grammar School | County Down | Clydebank High School | Glasgow |
| Avonbourne College | Dorset | Coopers' Company and Coborn School | Essex |
| Ayr Academy | Ayrshire | Crown Hills Community College | Leicestershire |
| Baden-Powell and St Peter's Middle School | Dorset | Cults Academy | Aberdeen |
| Ballyclare High School | Antrim | Dalkeith High School | Midlothian |
| Bassaleg School | Gwent | Deansfield Community High School | West Midlands |
| Bede's Senior School | East Sussex | Dominican College | Londonderry |
| Bell Baxter High School | Fife | Duffryn High School | Gwent |
| Bennett Memorial Diocese School | Kent | Dundee Youth Council | Dundee |
| Birmingham Ormiston Academy | Birmingham | European School | Oxfordshire |
| Bishopston Comprehensive School | Swansea | Everton Free School | Merseyside |
| Bow Boys School | London | Falinge Park High School | Manchester |
| Bradon Forest School | Wiltshire | Fort Pitt Grammar School | Kent |
| Bridge Learning Campus | Bristol | Garnock Academy | Ayrshire |
| Bristol Brunel Academy | Bristol | Gateway College | Leicestershire |
| Brookfield Community School | Derbyshire | George Green's School | London |
| Burnt Mill Academy | Essex | Girlguiding Renfrewshire | Renfrewshire |
| Burscough Priory Science College | Lancashire | Girvan Academy | Ayrshire |
| Cambridge Community Church Youth Group | Cambridgeshire | Gorgie Mills School | Lothian |
| Campion School | Northamptonshire | Graeme High School | Falkirk |
| | | Grangemouth High School | Stirlingshire |

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| Grey Coat Hospital | London |
| Grove Academy | Angus |
| Gryffe High School | Renfrewshire |
| Hamilton Community College | Leicester |
| Hans Price Academy | Somerset |
| Harlaw Academy | Aberdeen |
| Harris Academy | Dundee |
| Hewens College | Middlesex |
| High School for Girls Gloucester | Gloucester |
| Highcliffe School | Dorset |
| Hillcrest School and Community College | West Midlands |
| Inter High School | Online Independent School |
| Inverurie Academy | Aberdeenshire |
| John Cleveland College | Leicestershire |
| John Taylor High School | Staffordshire |
| Kemnay Academy | Aberdeenshire |
| Kilrymont High School | Fife |
| King Edward VI School | Hampshire |
| Knightsfield School | Hertfordshire |
| Larbert High School | Falkirk |
| Leigh Technology Academy | Kent |
| Link Education Centre | Somerset |
| Longspee School | Dorset |
| Mackie Academy | Kincardineshire |
| Madras College | Fife |
| Morgan Academy | Dundee |
| Moulton School & Science College | Northamptonshire |
| Myton School | Warwickshire |
| National Deaf Children’s Society | UK |
| Newent Community School and Sixth Form | Gloucestershire |
| Nicholas Chamberlaine Technology College | Warwickshire |
| North Shore Academy | Stockton-on-Tees |
| Northwood School | London |
| Oakfield Academy | Somerset |
| Oakgrove School | Buckinghamshire |

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| Oakmead College of Technology | Dorset |
| Olchfa School | Swansea |
| Oldmachar Academy | Aberdeenshire |
| Oscars out of School Care | West Lothian |
| Ossett Academy and Sixth Form College | Yorkshire |
| Paget High School | Staffordshire |
| Paignton Community and Sports College | Devon |
| Park Mains High School | Renfrewshire |
| Poole Grammar School | Dorset |
| Queensmead School | Middlesex |
| Saint Andrew’s Church of England High School for Boys | West Sussex |
| Saint Peter and Saint Pauls High School | Lincolnshire |
| Salvation Army Youth Club | Essex |
| Sandbach High School and Sixth Form College | Cheshire |
| Sawston Village College | Cambridgeshire |
| Sharnbrook Upper School and Community College | Bedfordshire |
| Shenley Brook End School | Buckinghamshire |
| Simon Langton Girls' Grammar School | Kent |
| Sir Roger Manwood's School | Kent |
| Soham Village College | Cambridgeshire |
| South Molton Community College | Devon |
| St Bede's School | Surrey |
| St Edward's C Of E School & Sixth Form College | Essex |
| St Francis Xavier School | Yorkshire |
| St George's C Of E School | Kent |
| St John Fisher Catholic High School | West Yorkshire |
| St Katherine's School | Somerset |
| St Margaret Mary's Secondary School | Glasgow |
| St Marylebone C of E School | London |
| St Marys C.E Middle School | Dorset |
| St Patrick's College | Antrim |
| St Aidan's C of E High School | North Yorkshire |
| St Brendan's Sixth Form College | Bristol |
| St Joseph's R.C. High School and Sports College | Bolton |

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| Stantonbury Campus Comprehensive | Buckinghamshire |
| Stewart's Melville College | Midlothian |
| Suffolk New College | Suffolk |
| Swanage Middle School | Dorset |
| Swanwick School and Sports College | Derbyshire |
| Sycamore Secondary Short Stay School | West Midlands |
| The Blandford School | Dorset |
| The Brier School | West Midlands |
| The Cheadle Academy | Staffordshire |
| The Corsham School | Wiltshire |
| The Deepings School | Lincolnshire |
| The Dormston School | West Midlands |
| The Forum Centre | Dorset |
| The Gryphon School | Dorset |

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| The Kingswinford School | West Midlands |
| The Mary Erskine School | Edinburgh |
| Tynecastle High School | Edinburgh |
| Uckfield Community Technical College | East Sussex |
| Uttoxeter Youth Forum | Staffordshire |
| Varndean School | East Sussex |
| Weald of Kent Grammar School | Kent |
| Webster's High School | Angus |
| West Grantham Academy St Hugh's | Lincolnshire |
| Westwood College | Staffordshire |
| Whitgift School | Surrey |
| Wombourne Youth Club | Staffordshire |
| Woodsend Centre | Manchester |
| Youth Action Council | Staffordshire |