

# Suffolk Cybersurvey 2016

Messages from respondents with SEN. A briefing paper.



Adrienne Katz

## Youthworks

*We care about children and young people*

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## Introduction

This is a short briefing paper as part of the Suffolk Cybersurvey. The Cybersurvey is an online survey tool which has been used in Suffolk for the past six years to gather the experiences and concerns of young people aged 10-16 in relation to growing up in a digital world.

The Cybersurvey originated in 2008 and has run in various local authority areas every year since then. It is a body of data exploring the patterns of online behaviour, changing trends and key concerns over the past nine years. Over 36,000 young people have participated. It is directed by Adrienne Katz of Youthworks Consulting.

The Cybersurvey has enabled local authorities to create action plans, evaluate their service, prepare and update training for agencies and staff and to focus on priorities. The authentic voices in the Cybersurvey deliver not only data but qualitative material. Results can be used with young people in workshops to explore the reasons for some of the results. The Cybersurvey has also been used to form a basis for a training programme for teachers, police and frontline staff. The results identify several groups of young people who appear more vulnerable online than their peers. A research programme on this aspect is underway with Dr El Asam of Kingston University.

In 2016 there was a focus on children and young people with special needs. Although there had always been a good response from pupils with special needs in the mainstream survey, a version was created for special schools with assistance from Mick Truman at Priory, Suffolk and Marisa Batson. That has been reported upon elsewhere.

The students discussed in this report are taken from within the mainstream sample collected in autumn 2016.

They include students who have: Learning difficulties, a mental health condition or difficulty, a physical disability, vision or hearing impairment, speech difficulties or other special educational needs. There are ways in which their responses differ from their peers or indeed from one another, showing how nuanced and sensitive online safety education and support needs to become.

Hearing the voices of young people each year brings home the rapidly changing online environment and the need to have a youth participation tool so that delivery of online safety education can be up to date and responsive to their needs. The Cybersurvey has resulted in books, reports, training programmes and a research programme.

[Earlier Suffolk reports are online](#)

[There is a briefing paper on Sexting available.](#)

## Executive Summary

### **A briefing paper as part of a series of reports of the Cybersurvey**

This is a short briefing paper as part of the Suffolk Cybersurvey. The Cybersurvey is an online survey tool which has been used in Suffolk for the past six years to gather the experiences and concerns of young people aged 10-16 in relation to growing up in a digital world.

### **The students studied**

The 385 students discussed in this report are taken from within the mainstream sample collected in autumn 2016. They include students who have: Learning difficulties, a mental health condition or difficulty, a physical disability, vision or hearing impairment, speech difficulties or other special educational needs.

Multiple adversities intersect in the lives of the young people selected for study. Although the initial selection was by the 7 characteristics described above, students selected in this way also report multiple other difficulties. Sometimes from those listed among the 7 SEN characteristics but also others identified in the mainstream survey such as being in care or being a young carer. This complexity suggests that delivering an innovative online safety education is a challenge but getting it right holds out the possibility of making a real impact on the lives of young people.

### **Access and online lives**

They have access to a wide range of sites, social networks, games and films and are active users of the digital tools and devices available to them. While risk is explored in this report, readers should not lose sight of the positive engagement in online life shown by these students.

47% post photos and videos; 71% chat to friends, 72% are gaming; 53% download music and film; 71% go online to find out things for homework or 'for me'. 21% share what I'm doing; 77% watch videos or films. (Fewer than half say their parents or carers check on the suitability of films).

As many as 37% are shopping, 11% use the internet to plan travel' 22% find out about matches gigs or tickets; 20% use it to find new friends or to talk to new people; 17% use chatrooms. 19% like to learn new IT skills, 8% are looking at pages meant for adults; 31% like to see the news. 79% say the internet has made it possible for me to do exciting things. 82% say it helps them to relax after school and 54% say it helped them make friends. It is a tool to prevent boredom for 87%.

### **Education to stay safe in a digital world**

Despite this evidence of active online lives 14% say they have not been taught to stay safe online by any source. Only 58% say their parents have taught them. Many turn to relatives, friends and websites, the majority are taught at school. 10% thought their online safety education was not good enough or useless. 49% always follow the e-safety advice they were given.

### **Are some more at risk than others?**

The group with mental health difficulties stood out on many measures. 49% of these students said their parents do not check whether games or films are suitable for their age group, they are the group most likely to spend more than 5 hours per day online and to visit websites that are pro-anorexia, encourage self-harm and even suicide. They are also the group most likely to report intimate images being shared as a form of revenge by a former partner or friend.

Compared to peers with no difficulties the selected SEN sample is more likely to experience high risk scenarios 'often' including seeing sites that support religious extremism or dare you to do risky things, talk about self-harm or suicide or urge people to be very thin. They are more likely to report seeing sites that display nudity or violence, or promote hatred or sell illegal goods. 11% were bullied online due to disability. 15% said they had experienced threats made to harm them personally, while 17% had seen it happen to other people. 5% said they had made similar threats to others.

22% had met up with someone known only online in contrast to 12% of peers with no difficulties.

6% have been involved in posting or sharing revealing intimate or nude images. Those who are depressed or have hearing loss were slightly more likely than others to do so. (Numbers are small).

The most commonly given reason for 'sexting' was 'I was in a relationship and I wanted to'. Nothing bad happened as a result for 18 of the 21 people who were involved in sexting but 4 people were blackmailed and told to send more photos or videos or the blackmailer would send existing images to the victim's family and friends. Of the 21 people who were sexting, 13 told nobody.

### **Cyberbullying**

29% were cyberbullied compared to 15% of peers with no difficulties. The mainstream sample reported that 19% had been cyberbullied. Certain characteristics suggest that some groups are more likely to be cyberbullied even than their other SEN peers. 46% of those with MHD, 45% of those with vision impairment and 32% of those with a physical disability report being cyberbullied. 36% of those with other special educational needs and 30% of those with learning difficulties report cyberbullying.

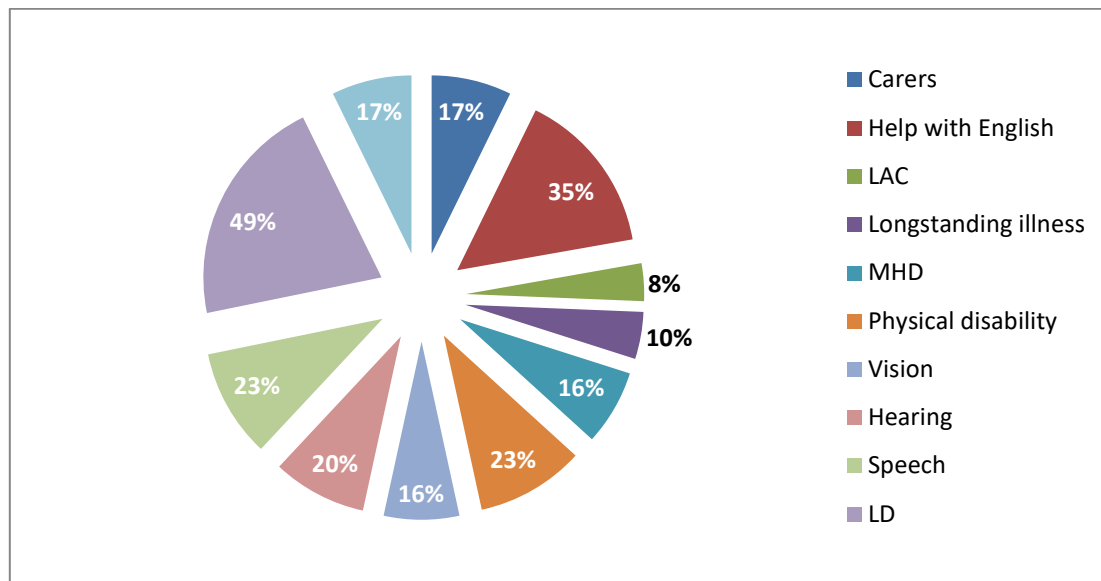
### **Helping one another**

124 people or 39% had helped someone else who had a bad experience online. Most of the descriptions of how they had helped one another are sensitive and thoughtful but one or two are alarming. This suggests the need for sensitive education in response with opportunities to act out scenarios or difficult problems that might occur.

Almost two thirds believe that young people need lessons on online life and what the law says.

The voices of these young people describe an active and enjoyable online life. They are eager to learn or explore what the digital world has to offer and are already doing so. But they are targeted disproportionately and the negative impacts of online life affect them considerably. There is a risk of possible long term harm in some behaviour patterns. Their needs in terms of education to stay safe vary widely and a nuanced age and ability-appropriate programme is recommended. This should be co-ordinated with support for parents and frontline staff. A coherent strategy should be devised.

## The Sample



**Characteristics of the sample:** There are 385 children and young people. In this briefing the following are selected for study: those who have a mental health condition or difficulty; learning difficulties; hearing problems; speech difficulties; other SEN or a physical disability.

Although not selected for the following characteristics, 17% are carers and 8% are Looked After Children. 10% have a long standing illness. There is a large overlap of adversity as we see that many of these respondents report having several of the listed difficulties.

### Gender

Boys predominate	58%
Girls	34%
Prefer not to say	8%

### Other characteristics present in the selected groups

Carers	17%
I need help with English	35%
LAC	8%
Longstanding illness	10%
Mental health difficulty	16%
Physical difficulty	23%
Vision	16%
Hearing	20%
Speech	23%
Learning Difficulties	49%
Other SEN	17%

### Multiple adversities intersect in the lives of young people

Therefore it is necessary to consider all their characteristics in relation to their online lives: a carer may have a mental health difficulty, a physical disability or learning difficulties. Each of these difficulties may play a role in the way they manage their online lives and equally, what the Internet offers them. While not wanting to define young people by their particular difficulties, the whole child needs to be considered when planning to support their online lives. Research has shown that certain characteristics make it more likely that someone is vulnerable online and when these combine or intersect someone may be more likely to be susceptible to online high risk situations.<sup>i</sup>

Answer Options	Tell us about you. Please tick all that apply.							Response Percent
	I have a mental health condition or difficulty	I have a physical disability	I cannot see very well or at all	I cannot hear very well or at all	I have speech difficulties	I have learning difficulties	I have other special educational needs	
I am a carer	13	13	15	14	18	38	17	16.9%
I need help with English	25	35	27	27	29	93	31	34.8%
I am in care (or have been in care)	12	14	13	9	10	15	15	7.8%
I have a long standing illness	13	20	13	13	10	14	11	9.6%
I have a mental health condition or difficulty	60	17	16	16	20	35	18	15.6%
I have a physical disability	17	88	13	13	17	26	20	22.9%
I cannot see very well or at all	16	13	60	26	19	32	17	15.6%
I cannot hear very well or at all	16	13	26	76	12	20	10	19.7%
I have speech difficulties	20	17	19	12	89	28	13	23.1%
I have learning difficulties	35	26	32	20	28	188	33	48.8%
I have other special educational needs	18	20	17	10	13	33	65	16.9%
I have none of these needs or responsibilities	7	9	6	6	7	13	8	4.4%
Other (please explain)								385

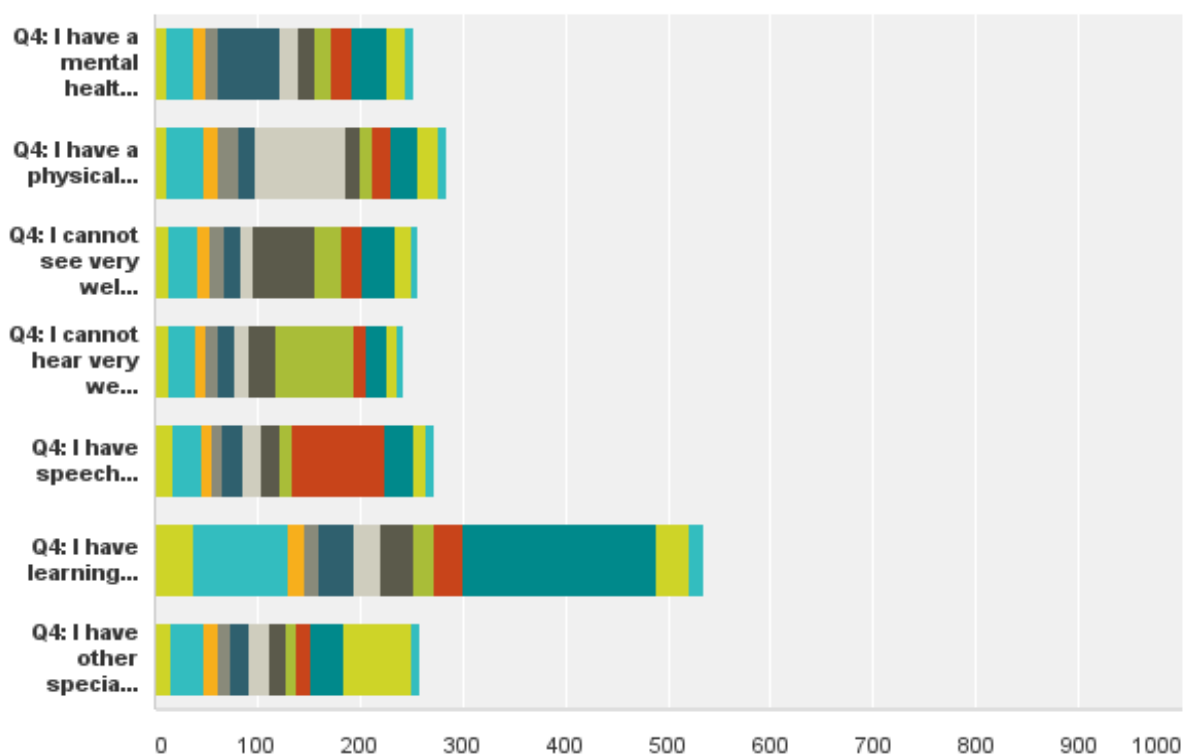
## Communication difficulties

In the chart below, the 7 characteristics of the young people in this sample are looked at to explore any other relevant characteristics or difficulties they might have reported. These appear to cluster so that an individual reporting one of the 7 characteristics studied here, is likely to also report other special educational needs, is possibly in care, may require help with English, have a long standing illness or a combination of speech and hearing difficulties for example.

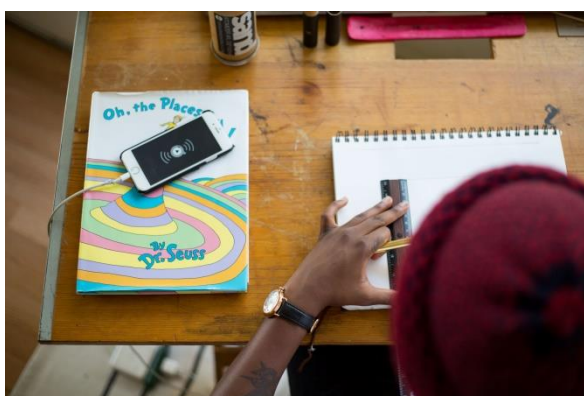


## Q4 Tell us about you. Please tick all that apply.

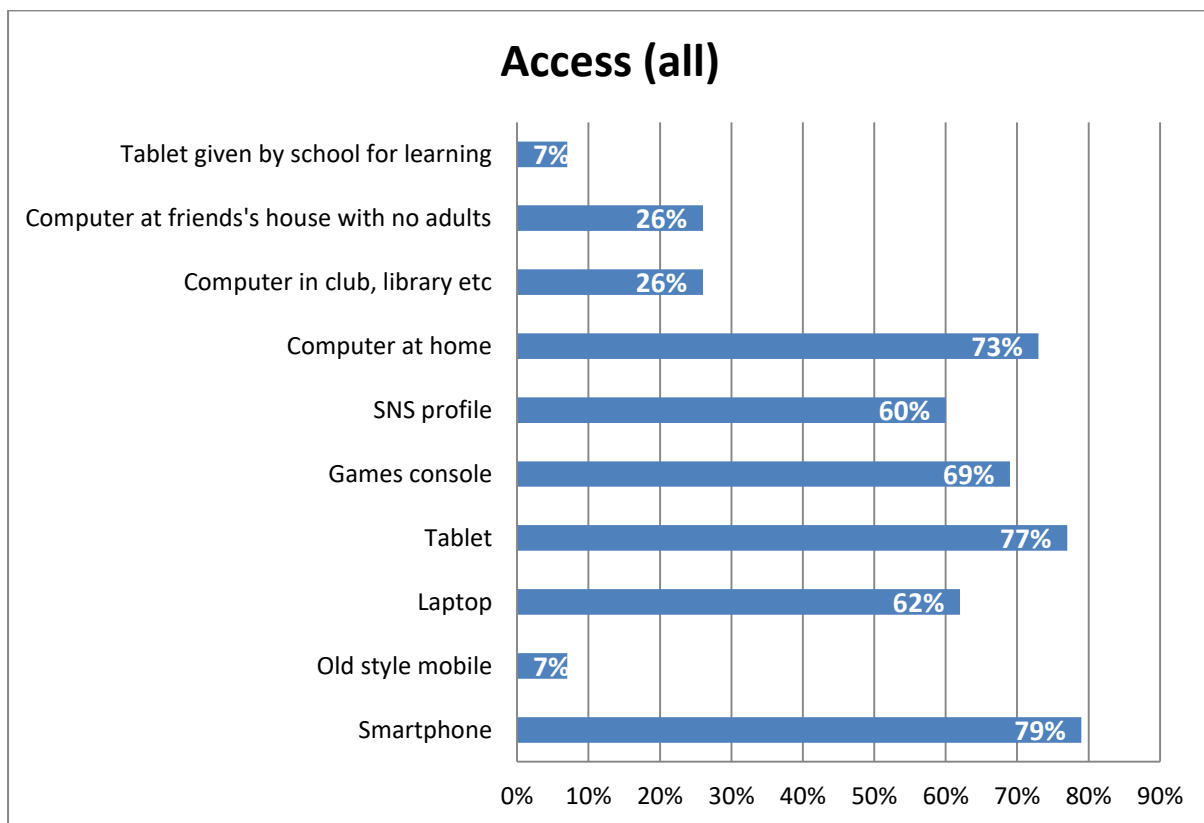
Answered: 385 Skipped: 0



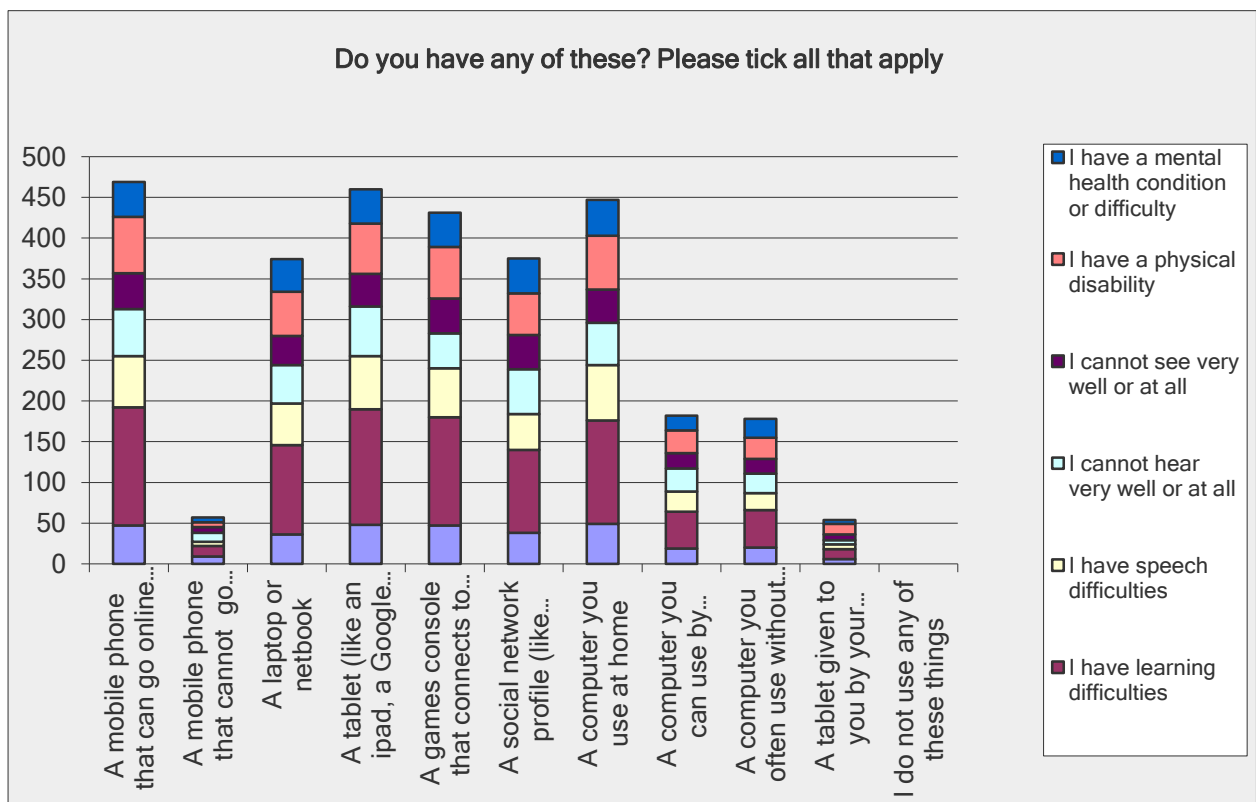
■ I am a carer    ■ I need help with English    ■ I am in care (or have been in care)  
■ I have a long standing illness    ■ I have a mental health condition or difficulty  
■ I have a physical disability    ■ I cannot see very well or at all  
■ I cannot hear very well or at all    ■ I have speech difficulties    ■ I have learning difficulties  
■ I have other special educational needs    ■ I have none of these needs or responsibilities



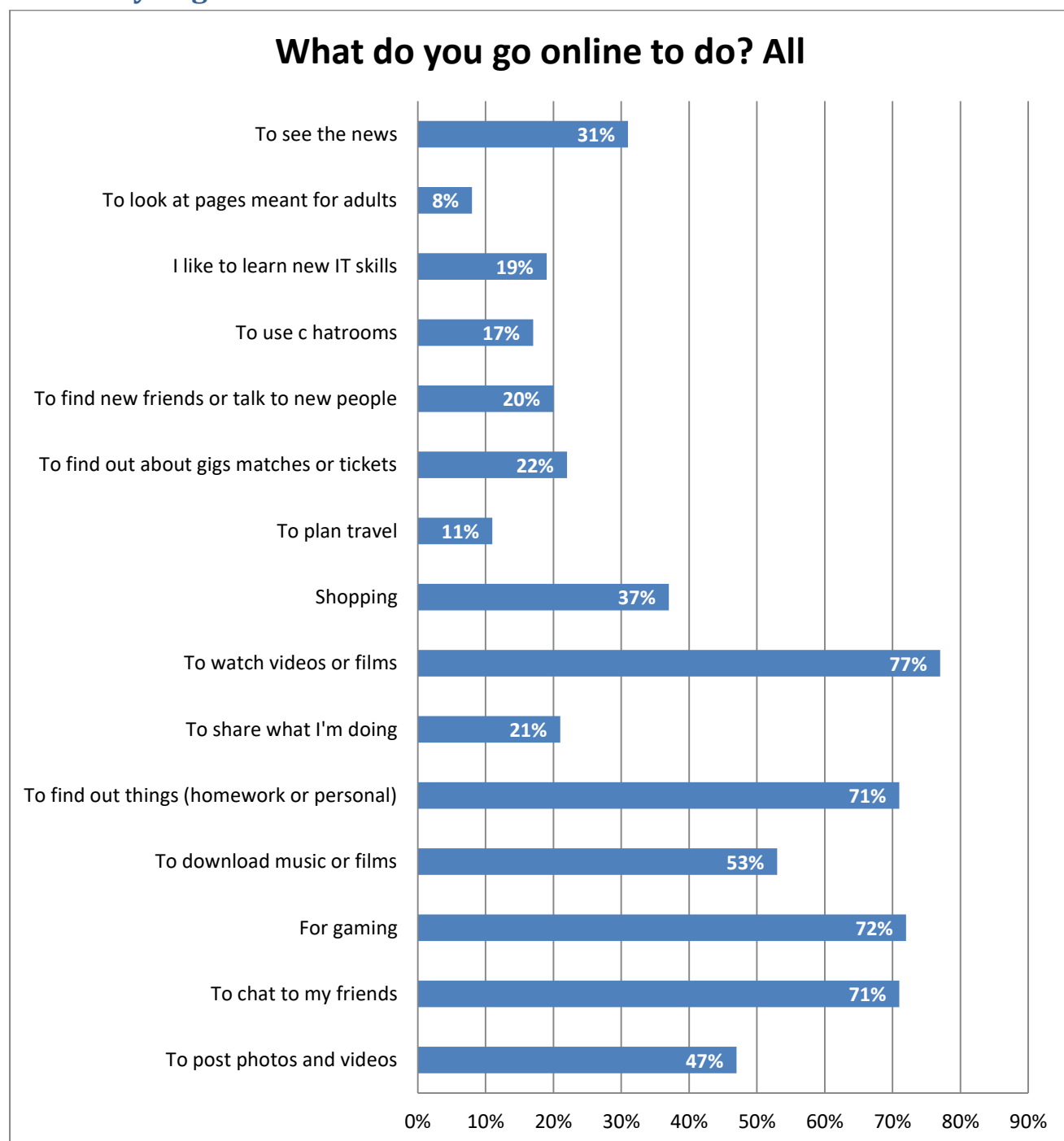
## Access



Smartphones and tablets are the most popular with computers at home in third place.

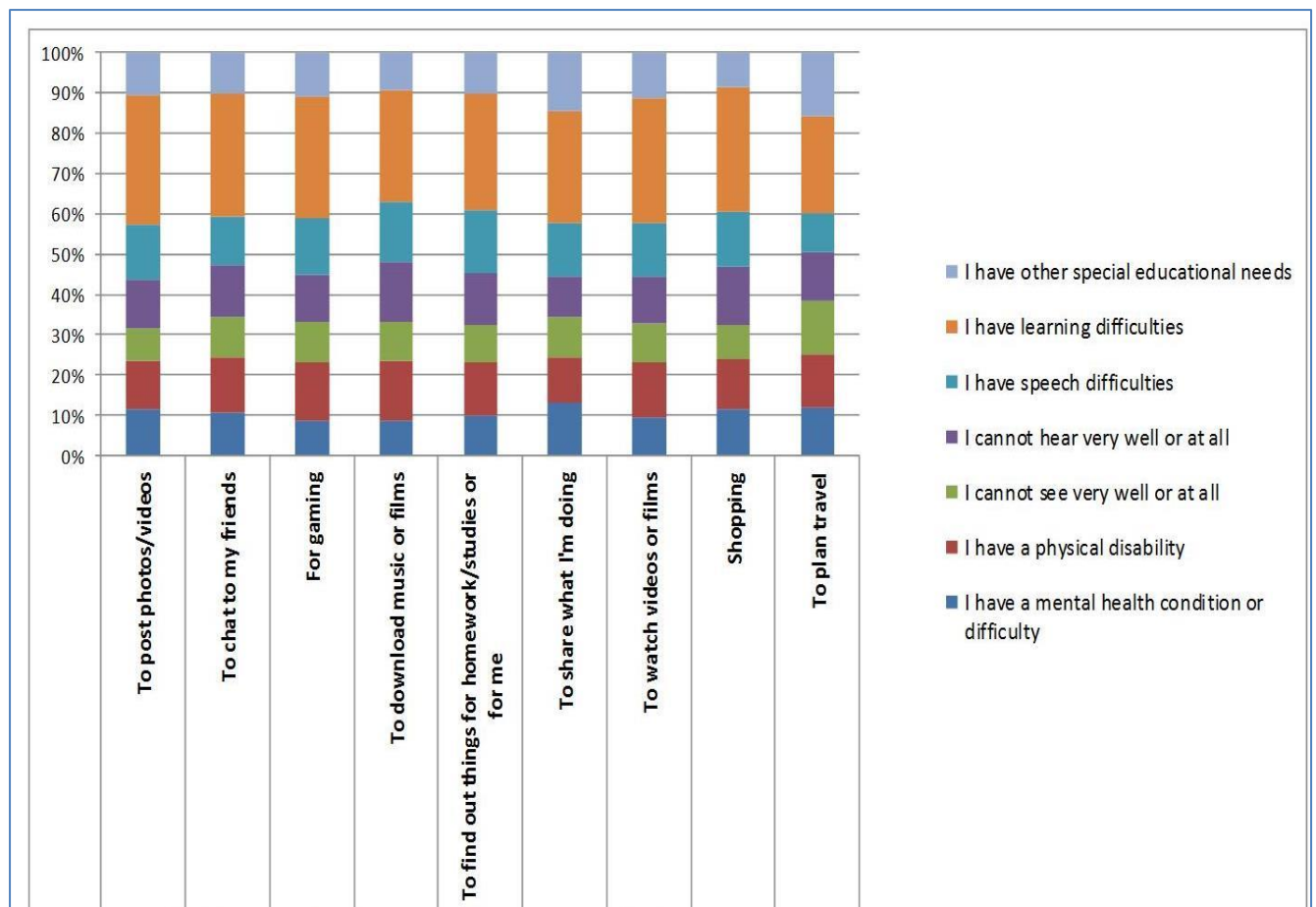


## What do you go online to do?



47% post photos and videos; 71% chat to friends, 72% are gaming; 53% download music and film; 71% go online to find out things for homework or 'for me'. 21% share what I'm doing while 77% watch videos or films. (Fewer than half say their parents or carers check on the suitability of films).

As many as 37% are shopping, 11% use the internet to plan travel' 22% find out about matches gigs or tickets; 20% use it to find new friends or to talk to new people; 17% use chatrooms. 19% like to learn new IT skills, 8% are looking at pages meant for adults; 31% like to see the news. 58% have visited a site that requires proof of age.



### What do you go online to do? By groups.

Those with Learning Difficulties are very active online.

A text analysis of the comments on what respondents enjoy online:

Roblox New People Films Favourite Minecraft Listen to  
Music Snapchat Homework Playing Going  
YouTube Social media Games  
Facebook Friends Mates Videos  
Doing Chatting Internet Instagram

## **What are the young people enjoying? In their own words.**

*Gaming and watching films; watching videos films; YouTube; Netflix 123movies*

*Facebook*

*Playing with my friends*

*Chatting to ma boyz*

*Meeting new people*

*Gaming and graphic designing*

*YouTube*

*Snapchat*

*Watching funny videos that can make me pee*

*Nothing*

*Social media social apps*

*Chat sometimes i use face book to chat with my friend because i miss my friend*

*Games music PLAYING GAMES,MUSIC, READING TIMETABLES*

*Games playing onlne whith friends from school*

*Playing with my friends on xbox*

*Catch up TV Wathching catch up TV on lplayer*

*Chat TALKING TO MY FRIENDS AND FAMILY*

*Looking at peoples profiles, snapchat stories*

*Runescape*

*Play videogames*

*Watching videos films, watching YouTube videos and going on social media*

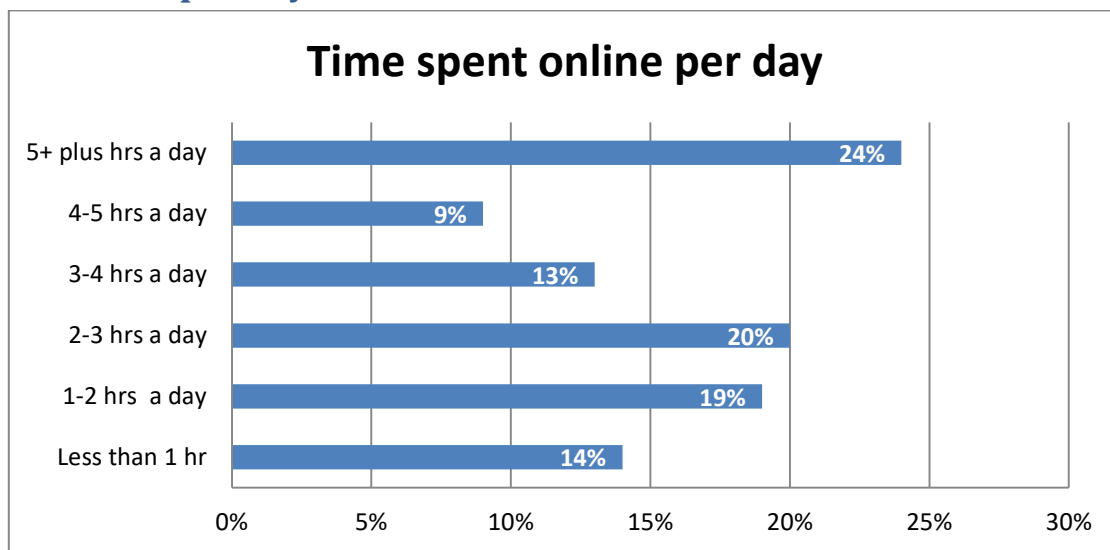
*Games and facetime*

*Shopping*

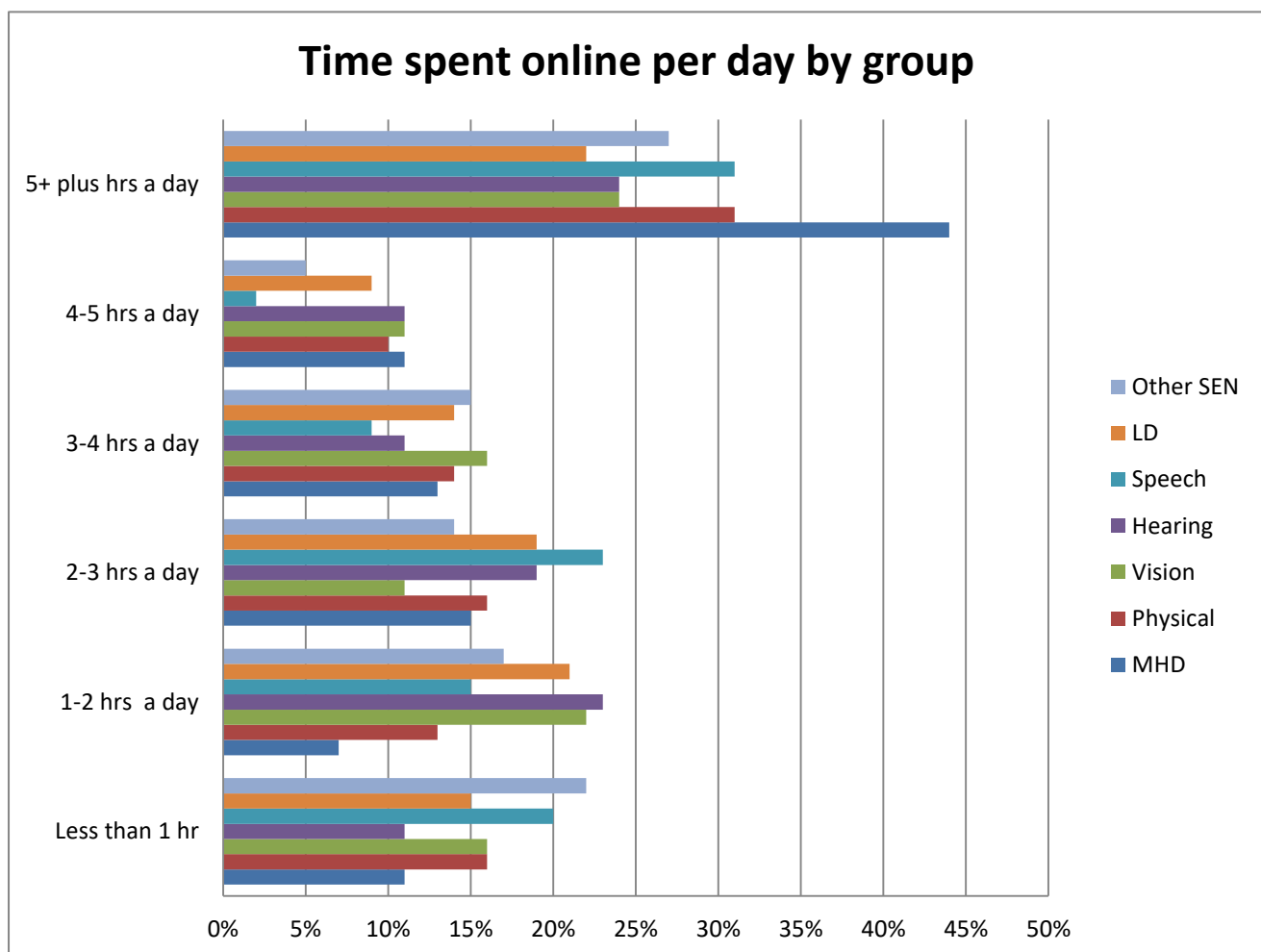
*Chat, watching videos films Talking with my friends and watching videos (for my age though).*

*Watching videos films, video chatting with my cousins and friends and relatives and YouTube*

## Time online per day



24% are spending more than 5 hours per day online. Young people with MHD are the group most likely to report doing so (44%). Those with speech difficulties tend to be online 3-4 hours per day (31%) and 31% of those with a physical disability report being online 5 or more hours per day. The way people with different characteristics interact with the digital world varies widely.



## Parental advice

32% say their parents try to limit the time spent online

39% report that their parents/ carers check games are rated as suitable for them

46% report that parents/carers check that films are suitable for them

64% say they listen to their parents' advice

22% download films, TV content or games that their parents or carers do not know about.

	Peers without difficulties	SEN groups studied here
Taught online safety by parents	63%	58%
Not taught by any source	8%	14%

It is possible that some students did not remember being taught or they did not recognise the advice on e-safety in the way it is described in the questionnaire. However in an attempt at clarity, the question gives a broad explanation about 'staying safe online, on mobiles and tablets and when gaming'. It appears that young people with SEN are less likely than their peers to say they have been taught how to stay safe in the digital world.

### One group stands out

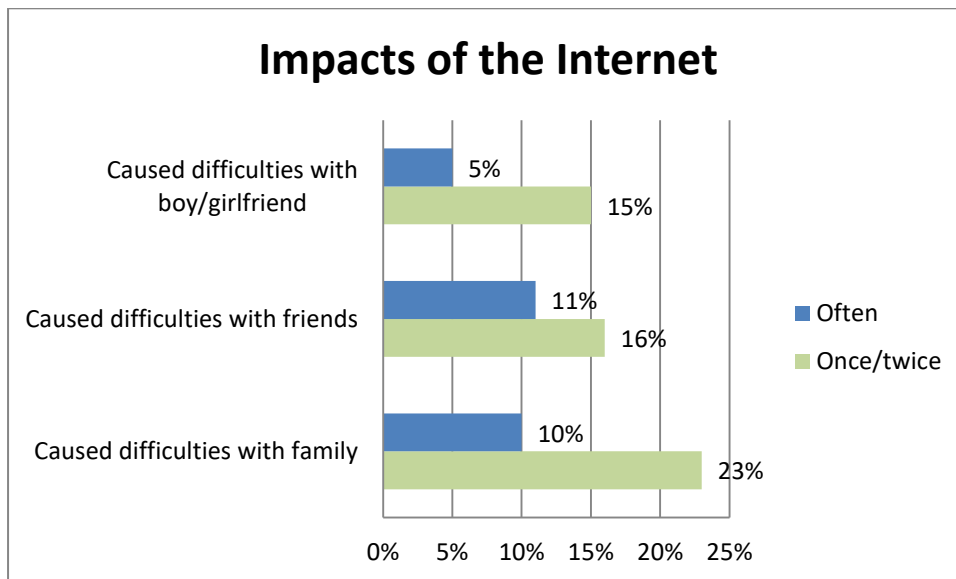
Of all the groups studied, the students with mental health difficulties were the most likely to say their parents did not check whether films or games are rated as suitable for their age group. Almost half (49%) said their parents do not check either. They are also the group least likely to say they follow their parents' advice. 40% of them said their parents do not try to limit the time they spent online.

These students with MHD were the most likely to say they often visited websites that encourage anorexia, (25%) self-harm and suicide (12%). They are also the group most likely to report unwanted sexual activity: 8% of them say they have had someone online try to persuade them into sexual activity they did not want. Thus a picture emerges of these students spending long hours online viewing film and game content that may not be appropriate along with websites that encourage anorexia, self-harm and suicide, engaging in online manipulative relationships. This does not suggest that all students with MHD fit this model, but that these issues occur more often amongst these students than amongst other groups studied here.

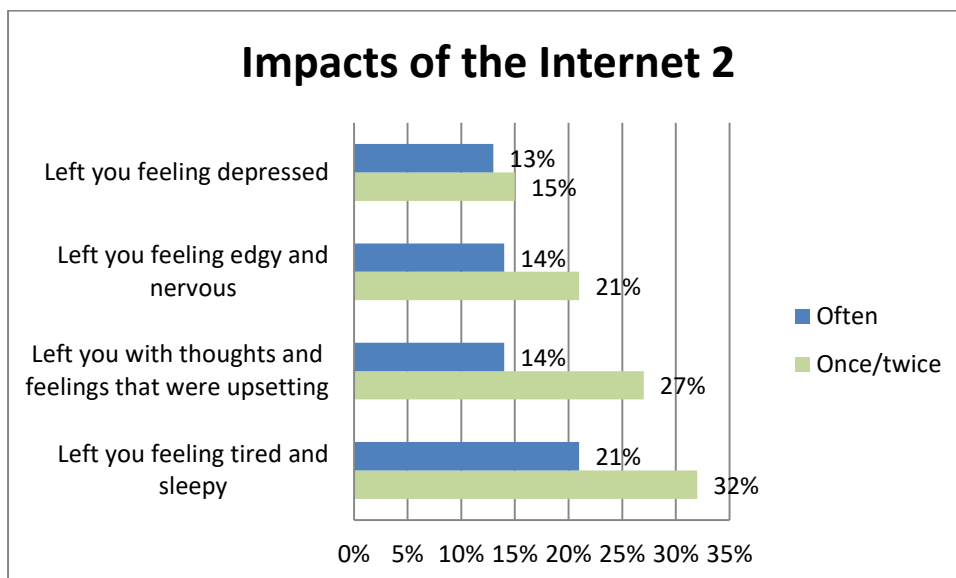
The MHD group are most likely to report having intimate photos shared in revenge after a relationship has broken up.

At the same time these students are most likely to say that the internet helped them make a good relationship with someone.

## Impacts of the Internet



When peers with no difficulties were asked the same question, only 4% said the Internet often caused difficulties with my family.



**Compared to peers with no difficulties the SEN group report more damaging impact:**

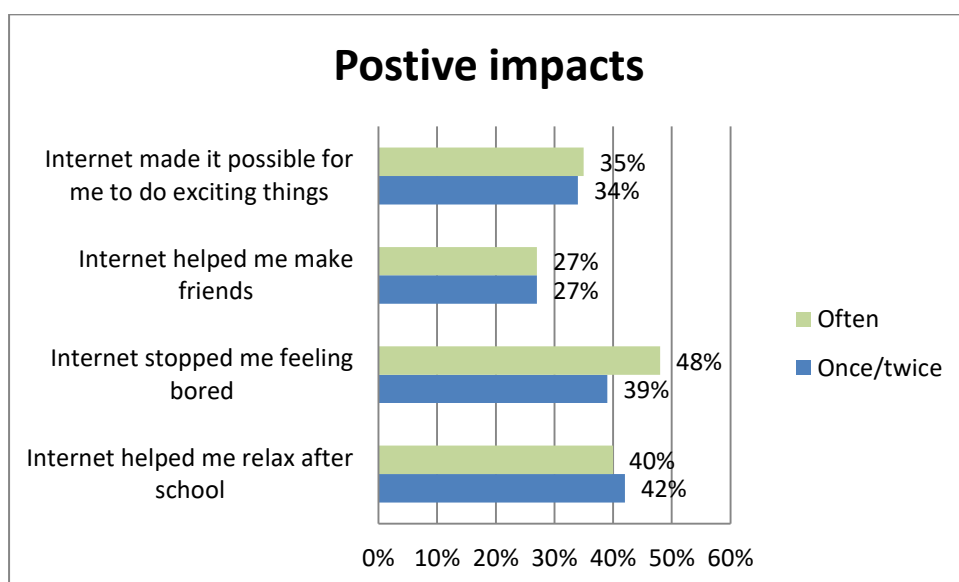
- 20% of peers with no difficulties say the Internet 'often left me tired and sleepy', which is similar to the 21% reported by our SEN sample.
- 7% of peers with no difficulties said the Internet 'often left me with upsetting thoughts and feelings' which is only half the rate reported by the SEN group.



## Feeling depressed after Internet use

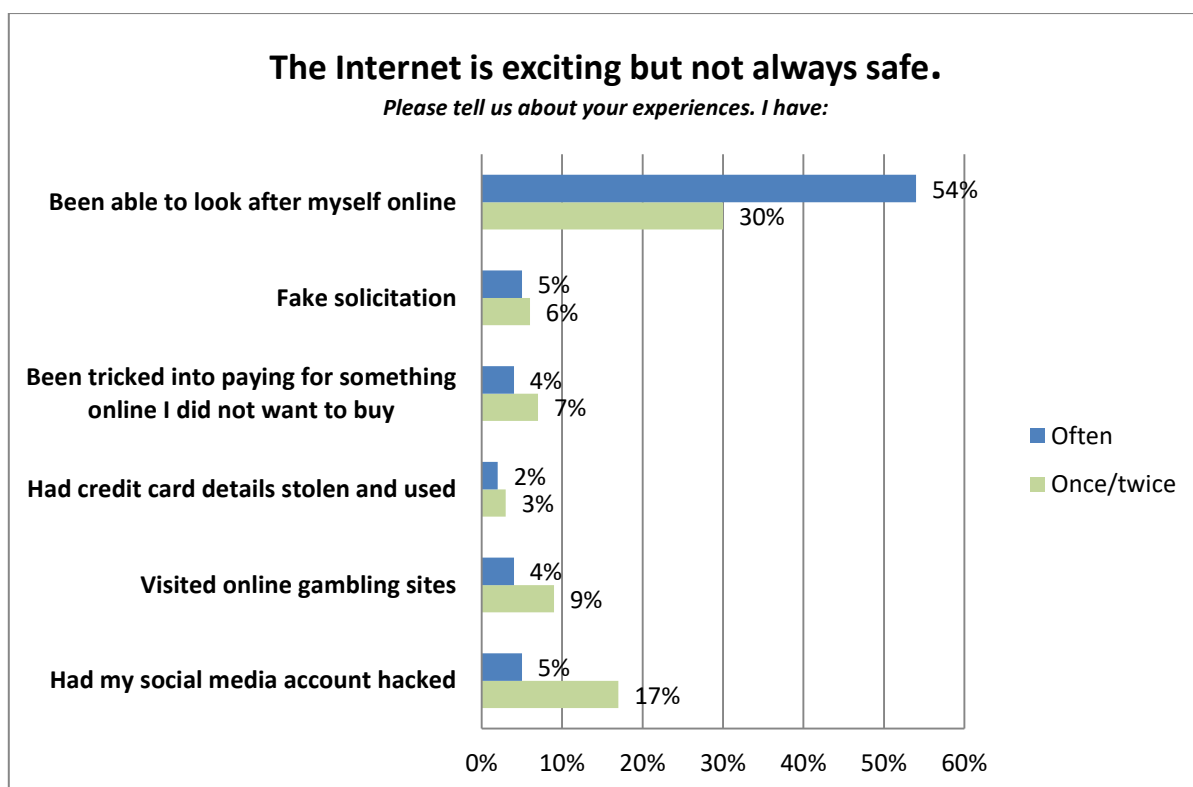
- In contrast to their general peer group with no difficulties, the SEN group are more than twice as likely to report that the Internet left them feeling depressed: 5% of peers with no difficulties vs. 13% of the SEN group. However within the SEN group there are considerable variations among young people with different special needs.
- 21% of people with a self-reported Mental Health Difficulty said the 'Internet left me feeling depressed'. They are four times more likely than their peers to experience this.
- Young people who generally 'feel depressed most of the time' appear to have these feelings exacerbated by spending time online – as many as one third of them said that the Internet 'often left me feeling depressed'.
- A similar pattern was seen among young people who said they 'never feel happy and confident': 28% report that the Internet left them feeling depressed.
- 14% of those with hearing loss say the Internet left them feeling depressed.

This would suggest that depression in a young person should always be considered when supporting their online use and all interventions should address their overall mental health.

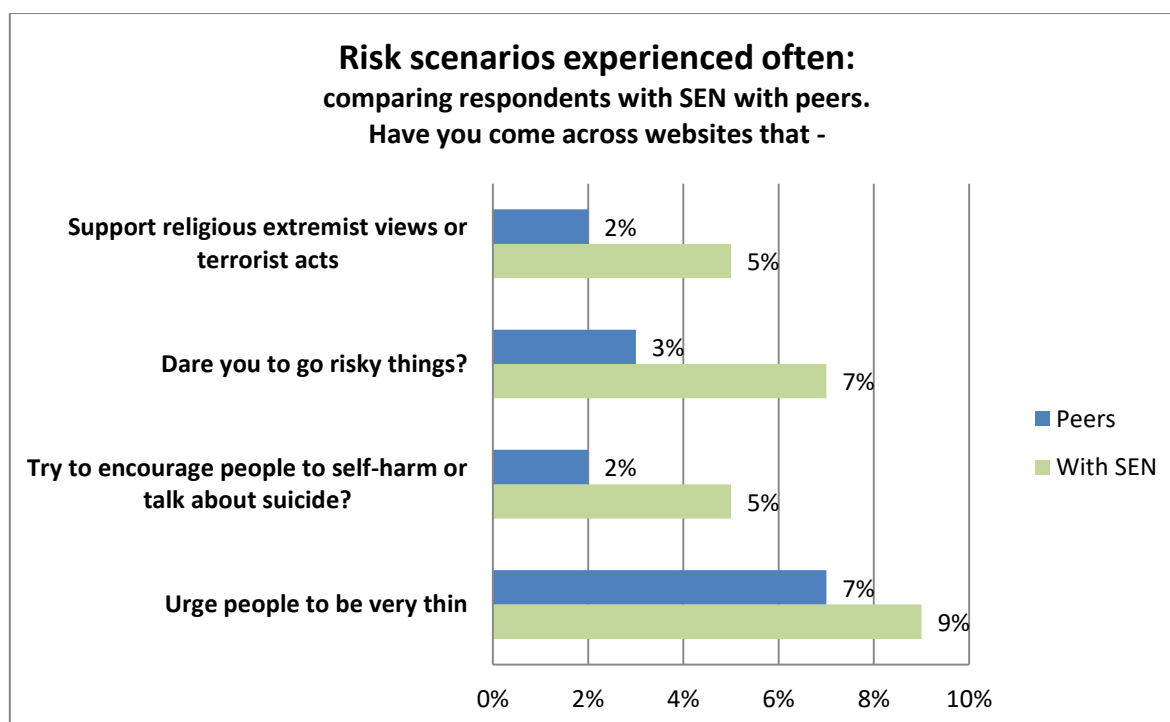


By outlining the risks and impacts of the Internet among the SEN group we do not imply that they should not be given opportunities to take advantage of all the technology can offer. However if careful support is planned along with innovative online safety education the risks might be reduced.

The SEN group studied here enjoy going online after school to relax, to prevent boredom and to make new friends. Over one third say 'the Internet *often* made it possible for me to do exciting things' with a further third saying this happened once or twice. On page 9 the respondents express in their own words the wide range of activities they enjoy online. 54% of them feel that they have been able to look after themselves online. However some have encountered scams or hacks as seen below.



Respondents with SEN are fairly confident about being able to look after themselves online: 54% say they have often been able to do so, compared to 65% of their peers with no difficulties. *(Please note peers with no difficulties describes those who not only have none of the special educational needs of our current sample, but also those who in other vulnerable groups identified in our main report- ie. they are not carers or LAC, depressed or require help with English.)*

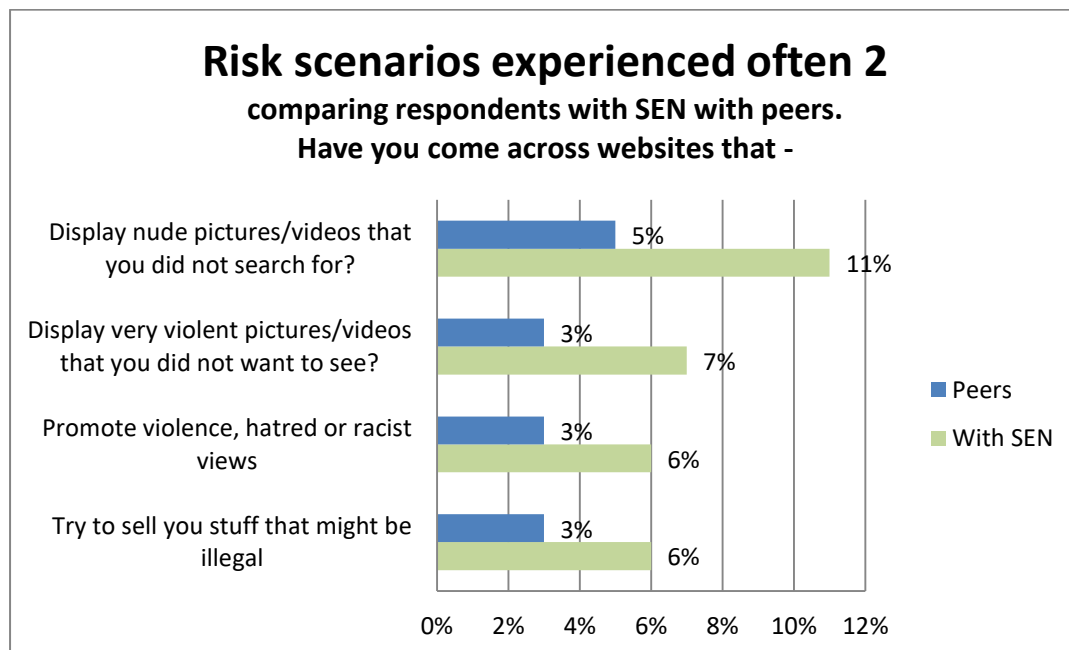




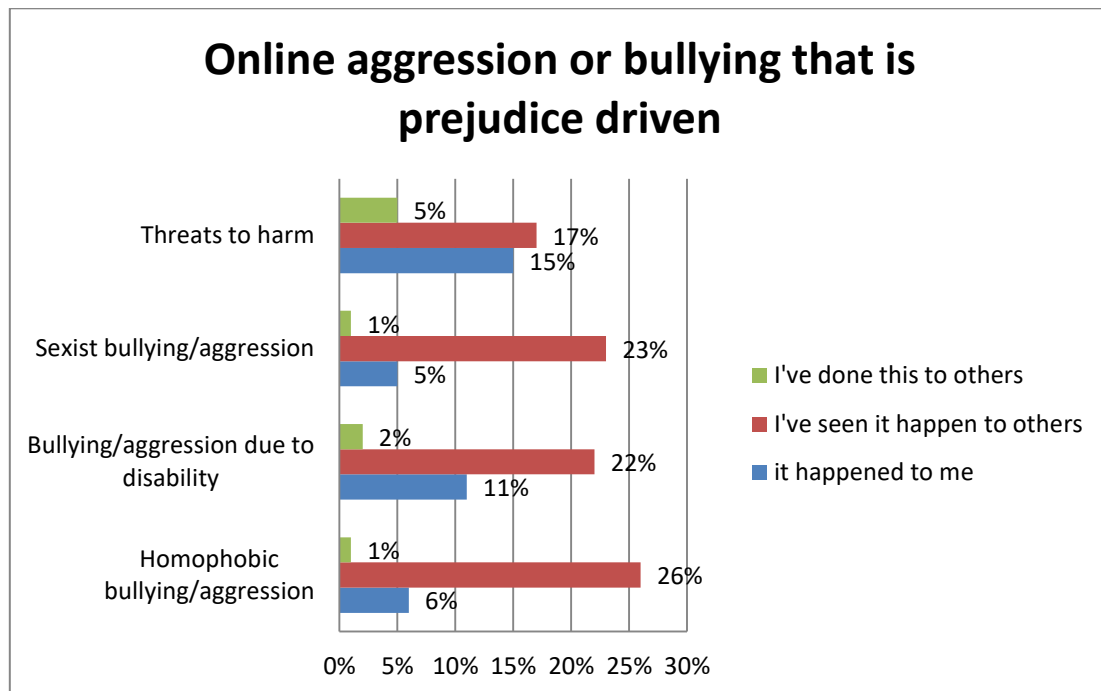
It is noteworthy that the SEN group report higher levels of exposure to these high risk scenarios when compared to their peers with no difficulties. In many cases this is twice as likely to happen to them, in particular viewing pro self-harm or suicide sites, but also 'dare' sites and religious extremism sites. They are twice as likely as their peers to visit online gambling sites (4% vs 2%).

Students were asked whether they had come across sites like this 'once or twice' or 'often'. This chart and the one above illustrate those who are seeing this content 'often'. It is likely that people who choose 'often' are returning to these sites out of choice rather than coming across it once by chance, or out of curiosity. However it should be borne in mind that many more young people admit to seeing this type of high risk content once or twice. Looking at websites displaying nude or violent images is more frequent among the SEN group. They also encounter sites promoting hatred or racist views more often than their peers and are more likely to encounter sites selling goods that might be illegal.

The low level of parental advice described in this report suggests that parents and carers need to be made aware of these high risk scenarios experienced by our respondents. Parents and carers might support them with life skills and discussions on relationships and how to handle shocking images.



## Prejudice driven online aggression and bullying



### Race, religion and culture

16% had experienced racist aggression or bullying online, 27% had seen it happen to other people. 23% said it was about the country their parents came from originally, 15% said it was about my background or race, while 6% said it was about my religion.

### Threats to harm

15% said they had experienced threats made to harm them personally, while 17% had seen it happen to other people. 5% said they had made similar threats to others.



## Comments from respondents about online bullying or aggression.

**Q15. Online racist bullying and aggression, please tell us about what happened to you.  
(Only those who had said they experienced this in the previous question.)**

*I have white skin but a black mole which most people make fun of.*

*They said they would touch my mum mate.*

*My disability*

*Is that the person just called me it until he called my friends it, so I stood up, but it only got worse.*

*Where I am from.*

*My hair colour.*

*For no reason, just for being myself*

*Where my family originally came from and my religion and my background race.*

*Autism*

*It was about what I believe is true and my disabilities*

*They called me an n word*

*Because I am diabetic*

*It was about my voice, my gender, but it's the internet where salty people do that and I ignore it so i don't care (cu's i rek those cheeky scrubs :P)*

*About having attachment disorder*

*My speech stammer*

*A past event*

*How I look*

*About disabilities*

*Calling me inappropriate names*

*I don't want to say*

*Threatening messages to me about sending nude pictures*

*90 percent of the internet is racism, sexism and other -ism's. People who take things said on the internet seriously just aren't the brightest*

*It was about sex (gender)*

*It was about everyone who was black or from a different culture.*

*Disabled mean comments*

*Racism*

## Meeting up offline

Respondents under the age of 12 were routed past this question leaving 211 who answered it. More than 1 in 5 had met up with someone in contrast to only 12% of peers with no difficulties.

22% said they had met up with someone they only knew online. However, many of these meet ups appear to have been meeting someone in the same situation – or possibly support groups for disability or emotional health. But in some cases there were clearly considerable risks attached to the meeting.

60% said they told someone beforehand about their plans to meet. The time they spent with this person varied from one hour to a whole weekend. 38% took someone with them when they went to meet someone they only knew online. 77% said the person they met was about the same age as they are.

28% said that one or both parties travelled a long distance to meet with 11% meeting outside the county.

33% said that if they were worried about anything that happened they told someone.



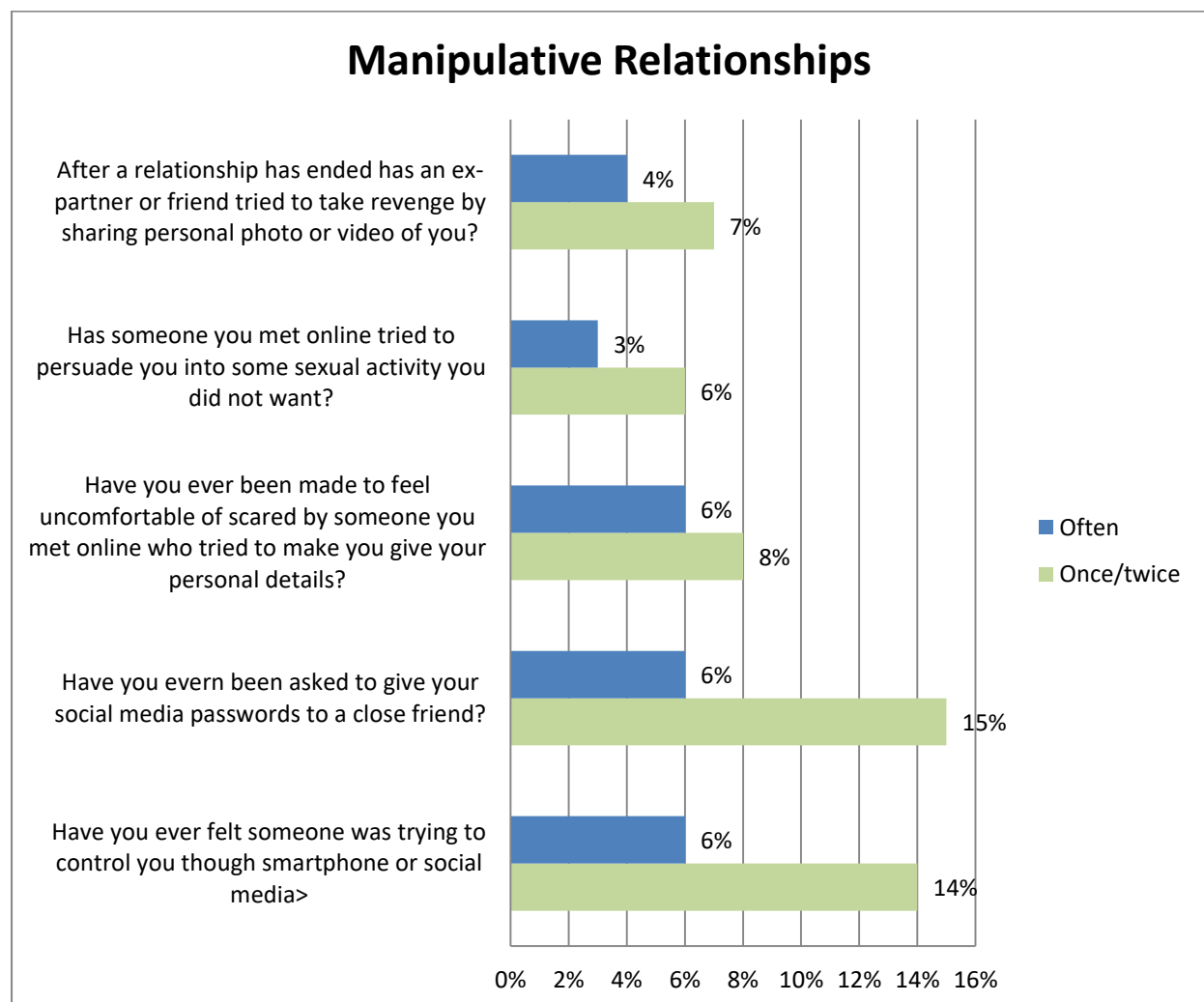
### The groups most likely to say they have met up are:

Those in care,	41%
Young carers	24%
Those with learning difficulties	24%
Those with mental health difficulties	23%
Those with hearing impairments	20%

Therefore if any of our respondents with SEN are also in one of these groups, their safety when planning to meet up with someone should be considered and any genuine support group activity safely enabled.

## Manipulative relationships

It was explained at the start of this section that the question was not about parents or carers, but about boyfriends or girlfriends or another very close friend.



While there are hints of manipulative relationships and pressure to share passwords, or feeling controlled, respondents were more likely to feel that the Internet was positive in terms of relationships:

### Are there ways in which the Internet helped you make a good relationship with someone?

Yes once or twice	21%
Often	12%
Never	67%

## Sexting

21 people or 6% have posted or shared very revealing, intimate or nude pictures they would not want their family to see in the last six months. This is in contrast to 3% of peers with no difficulties and a high of 23% of those who say they 'never feel happy and confident' or with other groups:

- With hearing loss 11%
- LAC 9%
- Depressed 11%
- Mental health MHD 8%
- Boys are more likely than girls to have done so.

Reasons given for sexting	Once/Twice	Lots of times	Never	Total
I was pressured/blackmailed to do it	3	3	15	21
I did not want to but felt I had to because others do	0	4	17	21
I was tricked into doing it	2	5	14	21
I was in a relationship and I wanted to	6	5	10	21
I was in a relationship and I felt it was expected	1	5	15	21
I just tried it for fun	3	4	14	21
I wanted to see what reaction I'd get from the other person/people	3	4	14	21
I thought I looked good	3	4	14	21

The most common reason given was that the respondent was in a relationship and wanted to do this. For the majority, nothing bad followed (that they were aware of – their images may have been harvested and misused in ways they do not know about.) Motivation and ideas about what a good relationship looks like are important aspects to address for all young people.

**Respondents were asked what happened after they shared or posted these images or videos, they could select more than one option.**

Nothing happened to me	18 people
I was bullied	3 people
I felt humiliated	4 people
I felt embarrassed	5 people
I was blackmailed and told I must send more photos/videos or they would send them to family/friends	4 people
I was not prepared for what happened when it got shared with other people.	5 people.



I told nobody	13
I told friends	8
I told parents/carers/family	5
I told a trusted adult	5
I told police	3
I reported it online to the website or service used	3

*'I told daddy but he made things worse' This respondent wrote the word 'WHIP' after this comment.*

**If you told somebody, or reported it online, did the problem stop?**

Yes it stopped 13 people

Things improved a bit 0

The situation stayed the same 4

The situation got worse 1



## Cyberbullying

12 people said they had cyberbullied other people and 27 thought maybe they had done so.

95 out of 385 people in this SEN sample said they had been cyberbullied, this is a rate of 29% compared to 19% in the total mainstream sample. They are a third more likely to be cyberbullied than their peers. Within the sample, the following groups reported high levels of cyberbullying:

46% of those with MHD were cyberbullied; 32% of those with a physical disability; 45% of those who cannot see very well if at all; 40% of those with hearing impairments; 25% of those with speech difficulties; 30% of those with learning difficulties and 36% of those with other special educational needs.

But of those who experienced cyberbullying, 23 told nobody. 42 people did tell someone about it and 23 reported it online.

*I told my friends and we had a laugh about it as I don't take it seriously*

*My best friend because I can rely on her and my mum*

*My parents and they told her parents*

*My sister*

*Bo because it was my parents bullying me*

*A trusted adult*

*I told my girlfriend and she stopped it*

*I told mum and she told the school*

*I told my teacher and she did nothing*

*I told my friend*

*I told everybody necessary*

*I told my boyfriend*

*My family and friends although my friends could already view it*

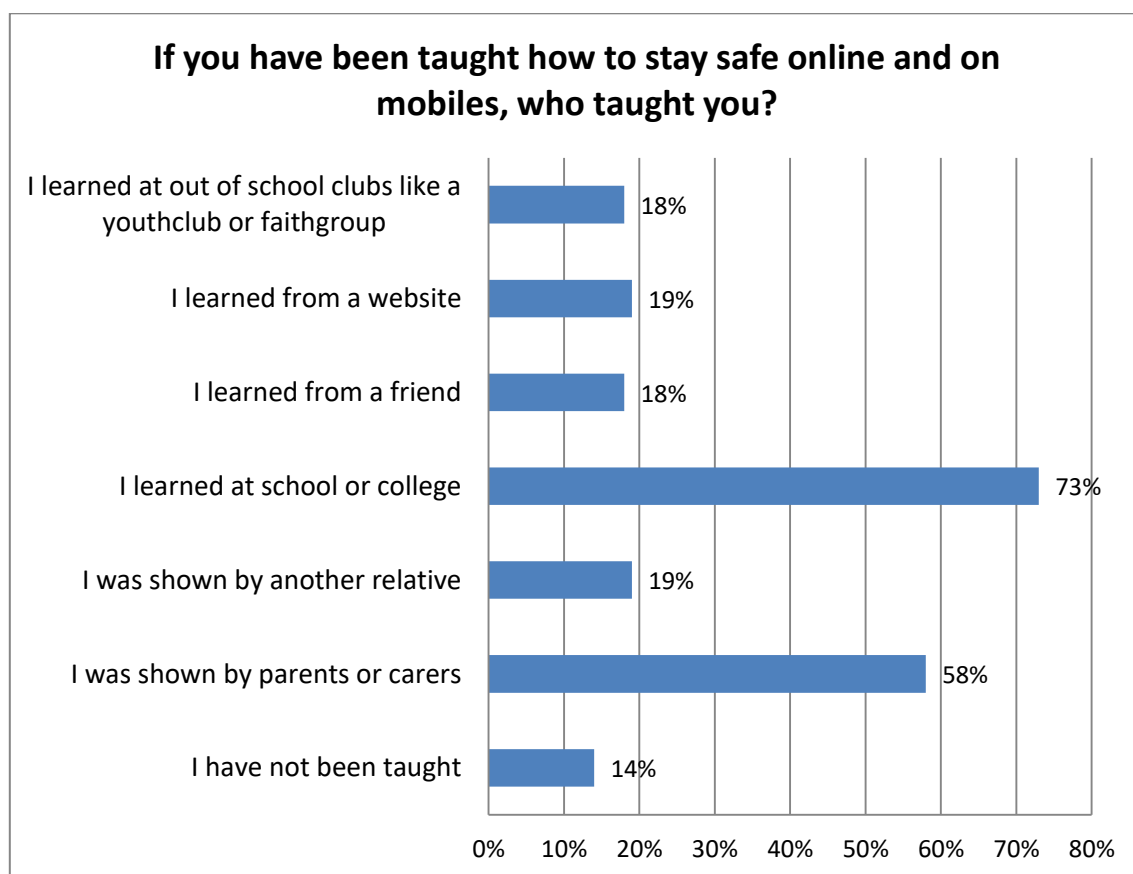
*Police*

*I told my mum because she was the only person I could talk to*

*A person I trust*

*My bff*

## Online safety education



14% or 46 people out of 385 say they have not been taught how to stay safe online. This includes 27 with learning difficulties and 12 who have other special educational needs, 7 with MHD; 10 who have a physical disability; 10 with vision loss; 9 with hearing loss; and 10 with speech difficulties. (Many students have more than one difficulty.)

Schools and parents are the most likely source but a good number of people learned from a friend (59 people) or from a website (63) and out of school clubs, groups or faith group settings (57). Another relative was cited by as many as 62 people.

*At scouts*

*Mum and dad block things I do not want to see*

*My friend, my cousin and my mum and dad any other family member.*

*My sister helped me be safe*

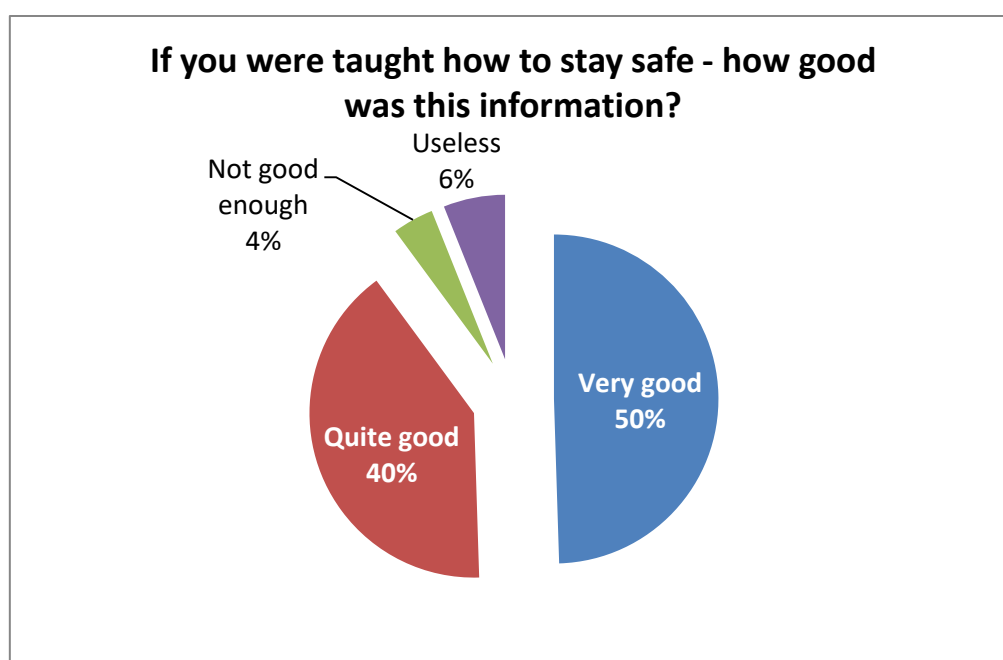
*My girlfriend*

*I learn myself*

*I don't really take any notice.*

**If you have been taught how to stay safe online and on mobiles or tablets, or when you are gaming – how good was this information?**

Very good	133 people	49%
Quite good	108 people	40%
Not good enough	12 people	4%
Useless	17 people	6%



For those who felt it was not good enough or useless, work is needed to explore their needs and communication requirements, learning styles and online activities. That way the online safety education could be made more relevant and accessible.

If you were taught how to stay safe online and on mobiles/tablets or when gaming, do you actually follow these guidelines?

- Yes always 49% 136 people
- Sometimes 33% 91 people
- Not really 8% 22 people
- Never 6% 11 people

*Because I listen to my family*

*I always do because I know I will get hurt if I don't*

*Only when it should apply*

*Nah*

*I was not taught online*

*Because I REALLY want to stay safe online and protect myself when I'm older*

**Have you ever helped anyone who had a bad experience?**

Yes 39% or 124 people

No 46% or 149 people

**If yes, how did you help them?**

*Tell them not to listen – get them more happy - Played with them – Tell them not to worry*

*I told them to Report it to someone they trust like a adult, teacher or a Student Support officer. They told my they didn't want to but I said it would stop and life would be better after and they did.*

*I talked to the person who was bullying them and told them to stop because it wasn't funny and it wasn't cool to do it and they stopped.*

*I told them to tell a trusted adult.*

*I said to them everything is fine and I'll try to contact the owners of the site to remove this.*

*I help them feel better about themselves as they were upset*

*Tell them to tell someone they trust e.g. sibling, parent, teacher etc. And to block them or report them so they can no longer contact you.*

*i did i told them to think of good times not bad times and they had a big smile on their face*

*By making them tell someone and if they did not I told them*

*I calmed them down and helped them get over it*

*I told a teacher and she sorted it out*

*I told them what was going on and made them feel better by taking care of them and playing with them*

*\*Told them that heaven was a better place*

*A friend felt he was getting cyber-bullied other PSN (PlayStation Network) I started to tell him what he should do because he didn't want to tell a parent at that moment hoping it wouldn't come to it he blocked and reported them*

*I took them to Nando's*

*\*I told them to kill themselves*

*We just blocked them and took their minds off it.*

*I told the bully to leave them alone because it wouldn't be nice of it was the other way around.*

*By making them laugh and feel better*

*Comforted them and never left them alone or being hurt*

*Made sure they were Ok*

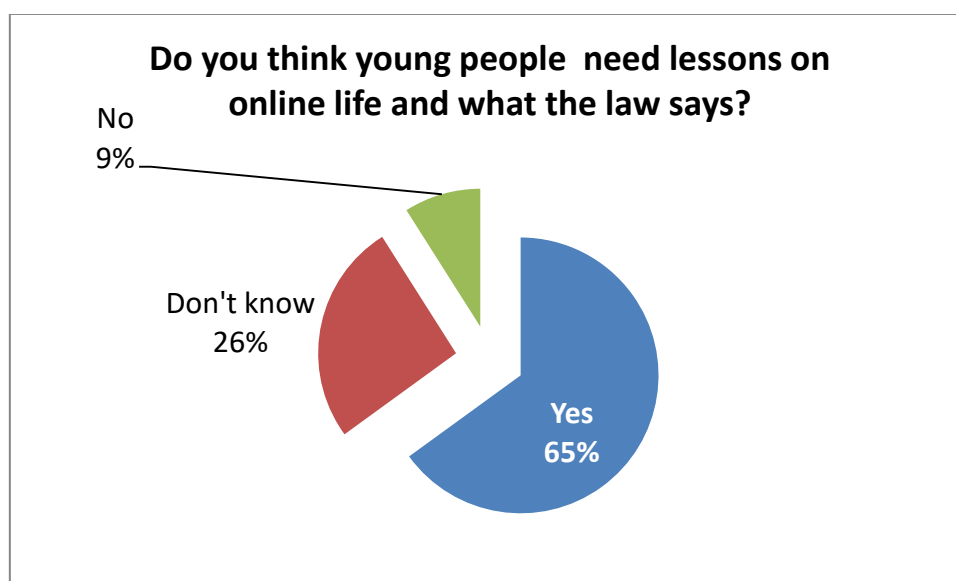
*I helped them by giving them the courage to speak up and tell someone and making their device more secure (giving strong password ideas etc.) and helping them set up a new account.*

Clearly most of these responses are helpful, thoughtful and contain real empathy. Nevertheless there are two high risk responses here (marked with asterisks) that show how educators need to be very clear in delivering messages about helping one another. This is a difficult issue but young people see this type of response online and may think it is appropriate or simply copy it with devastating outcomes.

### **Do you understand that some online behaviour is illegal?**

Yes I understand what is illegal	84%	267 people
I am not sure	11%	35 people
No I don't understand what is illegal	5%	15 people

## Do you think young people need lessons on online life and what the law says?



Almost two thirds believe young people need lessons on online life and what the law says.

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<sup>i</sup> El Asam & Katz in preparation, A new digital divide? Vulnerable young people and online risk; Munro, 2011, The Protection of Children Online: A brief scoping review to identify vulnerable groups. Childhood Wellbeing Research Centre. Finkelhor, D., Mitchell, K. and Wolak, J. (2000) *Online victimization: a report of the nation's youth*. Virginia: National Centre for Missing and Exploited Children. Görzig, A. (2011) *Who bullies and who is bullied online? A study of 9-16 year old internet users in 25 European countries*. London: EU Kids Online.