



e-Safer Suffolk



# Suffolk Cybersurvey 2014

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The Suffolk Cybersurvey 2014 was carried out in Suffolk in the autumn term of 2014 by e-Safer Suffolk with Adrienne Katz of Youthworks Consulting Ltd. We are extremely grateful to all students and schools who took part for this the fourth year of the survey in Suffolk.

I would like to thank the e-Safer Suffolk team for commissioning this work and achieving the high participation rate. My thanks go to Marisa Batson for close collaboration and to Heather Rawden for co-liasing with schools.

Adrienne Katz

## Foreword



Welcome to our fourth annual Cybersurvey report, commissioned by the e-Safer Suffolk Strategic Group, and carried out in conjunction with Youthworks Consulting Ltd.

This year we have achieved a phenomenal response rate, which not only provides great validity to the results, but equally demonstrates the commitment of agencies across Suffolk to providing our children, young people and vulnerable adults with the opportunity to talk about their online experiences.

In Suffolk as elsewhere in the country, we have seen the rapid growth of tablets amongst young users, and the preference for smartphone and multiple device use within older age groups. A recent Ofcom report indicated; the “convenience and simplicity of smartphones and tablets are helping us cram more activities into our daily lives”.<sup>1</sup>

We recognise that the successful rollout of the broadband improvement programme will provide opportunities to promote positive e-safety messages, and to continue building the e-resilience skills of our most vulnerable citizens - of all ages.

I would like to take this opportunity to thank all those who have contributed to the survey. I also want to acknowledge that across the four years of the Cybersurvey more than 10,000 children, young people and vulnerable adults have participated. Their invaluable input has helped us in our work to create e-safer communities within Suffolk.



**Councillor Gordon Jones**

Cabinet Member for Children’s Services  
Chair of the e-Safer Suffolk Strategic Group

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<sup>1</sup> Ofcom, *The Communications Market 2014*

## Executive Summary

### **About the Cybersurvey**

The Cybersurvey is an online survey tool which has been run annually with regular updates by Youthworks Consulting Ltd, since 2008. It has been used in various locations across England resulting in over 22,000 responses. Suffolk has undertaken it four years in succession. This year there are considerable changes to the questions in order to address new challenges in the online lives of young people. Earlier reports and information about the Cybersurvey in England can be found on [www.youthworksconsulting.co.uk](http://www.youthworksconsulting.co.uk).

The evidence based survey and the resulting reports are intended as practical useful evidence for practitioners, they are not academic studies. The goal is to hear from young people in order to influence and improve e-safety education, and workforce practice in response to the online experiences of children and young people.

### **About the sample**

The survey was undertaken in the autumn term of 2014 and received 2988 respondents of whom 54% are boys and 46% girls.

12-13 year olds form the largest age group closely followed by the 14-15 year olds. In addition to a picture developed from the whole sample, we focus on the lives of 10-11 year olds and their 14-15 year old counterparts for a picture of the age appropriate support young people need.

The sample includes students with special needs, disabilities and learning difficulties as well as those who are young carers. Students in or leaving care are also represented. The differing needs of these vulnerable students are outlined in a separate chapter. The diversity of our respondents serves to remind us of the broad range of learners and the different abilities to be taken into account when teaching e-safety.

### **Access and usage**

Smartphone ownership has risen steadily over the past three years and now stands at 83% of all respondents, and is even higher among 14-15 year olds (89%). Ownership of tablets grew remarkably during 2013 and growth has continued, albeit at a slower rate this year, up 13% on last year. Tablet use has overtaken laptop use. It appears that the younger age groups are more likely to use a tablet than the older students while the latter are more likely to use a laptop (71% vs. 56%) and their smartphone.

Over two thirds of all our respondents have games consoles and three quarters have a social networking page, rising to as many as 87% of 14-15 year olds using social networking sites.

The range and variety of apps and services young people are using continues to grow. YouTube is the most popular, followed by Instagram, Twitter, Snapchat and Facebook. Users increasingly circumvent their phone account and call or message friends via apps or message them on SNS or messenger services. The more digitally skilled have many such accounts at once.

### **Online life**

The most popular activity online is watching movies or videos. A close second is their use of the net for homework and their studies followed by messaging friends. Also widely enjoyed are: gaming, posting photos, posting about '*what I am doing*', shopping, searching for information such as travel or gigs and booking tickets. Looking at pictures of dogs and cats and streaming music are features of life online for young people. They enjoy Netflix, ebay and Amazon; they buy music and sports equipment and have group chats. Use of chatrooms remains much less frequent than messaging friends. A small minority admit to seeking pages with adult content. 35% have downloaded movies or music without paying. Virtual worlds appear to have waned in popularity.

At the age of 14-15 years, 37% of young people spend more than five hours per day online whereas only 13% of the 10-11 year olds do so. 71% of the 14-15 year olds and 36% of the 10-11 year olds say their parents do not limit their time online.

### **Online risks**

19% have experienced some form of online aggression including homophobia or racism.

7% have visited gambling sites

16% have had their social media account hacked

6% have had their personal details hacked or stolen

2% have had credit card details stolen and the card used

5% have been tricked into paying money for something they did not want

4% have been tricked into buying fake goods

50% say none of these has happened to me.

Their worries are articulated in an open question where we learn that the 10-11 year olds are overwhelmingly worried about cyberbullying even though the extent of cyberbullying in their age group is considerably lower than among the 14 year olds. Young people worry about being hacked and having personal details stolen, they worry increasingly about viruses and fraud or fake goods as they get older. In their mid-teens having their social networking page hacked is a fairly common experience. They express their fears in their own words giving us a flavour of their concerns and pointers on what to address in e-safety sessions. Many have vague, unexplained fears about 'people' or paedophiles or strangers.

The comparison between the two age groups provides insights into age appropriate delivery of e-safety messages and how we might pre-empt some of their worries by providing information the year before a specific issue becomes such a common occurrence.

**Cyberbullying** is stable among 10-11 year olds at 19% but continues to rise among 14-15 year olds for the second consecutive year (29%).

## **Catering for the millennials – a broadband-enabled millennial generation**

Ofcom has identified the millennials (those now 14-15) as the most digitally skilled age group in the population. We have known for some time that cyberbullying increases around the mid-teens and also that this age group is seeking more autonomy and problem solving skills in their e-safety knowledge. Their responses to this survey are analysed in a separate chapter along with recommendations to support their specific age related needs and also to explore how to use their skills when teaching younger students. These are the students who should be engaged as our partners in a dialogue about digital citizenship and how and what should be taught about e-safety. They do not respond well to rules simply imposed upon them in a top down style. Indeed they must be part of an ongoing debate and their ideas on timing and content of e-safety education should be sought.

It is noteworthy and worrying how many of them are visiting websites that encourage anorexia and self-harm, or even suicide. Professional assistance should be sought on how best to address this trend.

## **Vulnerable groups**

Despite small numbers of respondents in the vulnerable groups of young people; the most important messages of this survey appear to have emerged from their responses. They make clear the ways in which they are at risk, the need for more targeted and intensive e-safety education and support and their experiences of cyberbullying that are so high.

If a key priority message can be drawn from this work of hearing from young people about their online experiences, it is the urgent needs of those in care, those who are young carers, those with long standing or chronic illnesses and those with learning difficulties. Their e-safety education needs to be adapted and adjusted with a specific focus on their needs outlined in chapter 7.

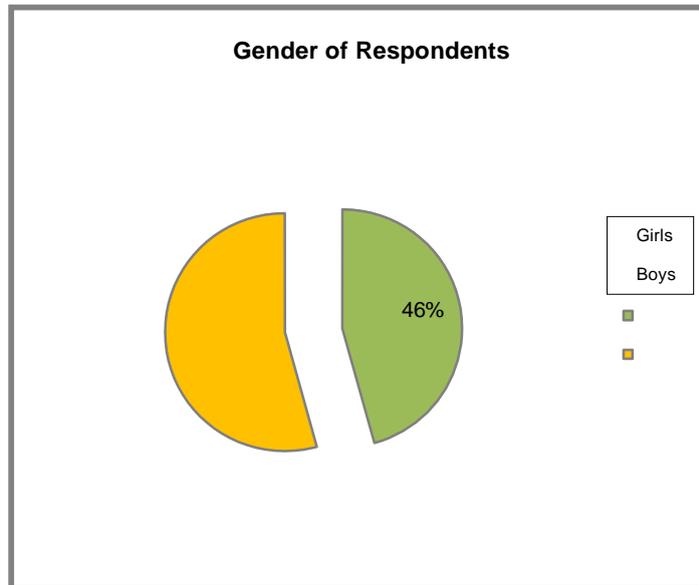
Young carers are the group who appear to suffer the highest rates of cyberbullying – more extreme than any other vulnerable group. More than half of them report being cyberbullied.

Those who need help with English have different needs and work is needed among all students to reduce the online aggression and cyberbullying directed at them. There are other aspects of their online lives that need to be addressed through e-safety education.

## 1. About the sample

There were 2988 valid responses collected in the autumn term of 2014.

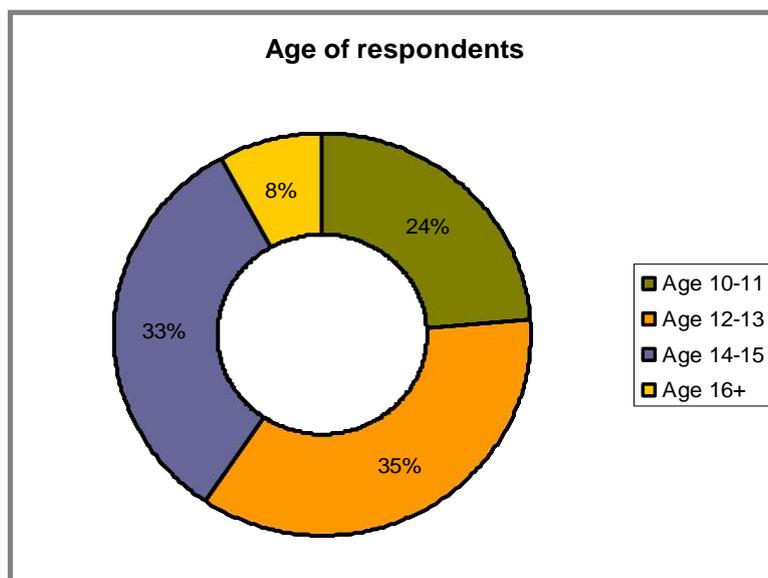
Of these, 46% are girls and 54% are boys.



### The age groups

10 -11	24%	21% boys	27% girls
12-13	35%	35% boys	36% girls
14-15	33%	35% boys	30% girls

In comparison with 2013 in which the largest age group was the youngest, this is an older sample, comparable to the Suffolk Cybersurvey 2012.



## **Inclusion**

Within the sample:

64 people described themselves as a carer

61 people said they were or had been in care

224 people said they needed help with English (this may include people who have communication difficulties as well as those for whom English is not a first language).

64 people have a long standing or chronic illness (asthma, diabetes)

156 people said they have a mental health condition or difficulty

67 people said they have a physical difficulty

132 people cannot see very well or at all

65 people cannot hear very well or at all

85 people have speech difficulties

170 people have learning difficulties

91 people have other special educational needs

169 people responded to the open question and 27 words or phrases were used. Anger problems or ADHD were two of the most commonly listed issues described.

There were also problems with short sight; hypermobility and anxiety attacks. Other difficulties range from heart problems to asthma, depression and dyslexia. One has a cleft lip and palate. Another lists chronic fatigue syndrome and several undergo hospital treatment. Students chose to list wearing glasses as a 'difficulty' in this question. Autism or 'Autistic' was a frequent response.

The Word picture on the next page shows the most frequently mentioned items in large font and the less frequently mentioned items in smaller font.

Asthma Learning Exma Brother School Money  
Difficulties Love Depression Autistic  
ADHD Stop Asking Personal Questions  
Glasses Young Carer Problems  
Asma Anger Eyesight Autism Parent  
Anxiety Normal Maths Eyes Dyslexia Short Sight

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*(All spellings above are the students' own words.)*

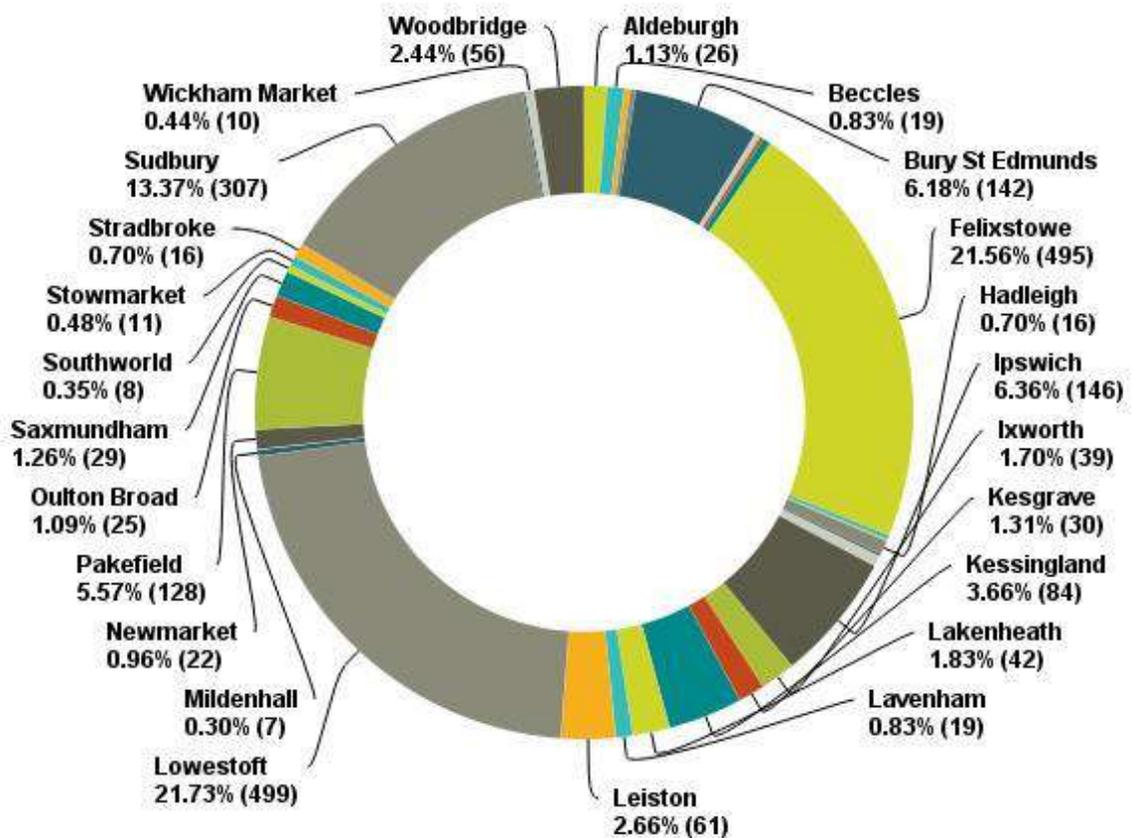
These entries serve to remind us of the broad range of learners and the different abilities to be taken into account when teaching e-safety.

Interestingly two respondents used this space to say they were not willing to give any personal details which has been interpreted as successful e-safety education because it is clearly also their right to withhold this information. We asked the question so that we could identify need, vulnerability and any group experiencing discrimination, but some students might well consider that they could be identified if they give this information or they may have preferred not to be described or labelled by their difficulties. One person objected to this question.

The largest cohort came from Lowestoft and Felixstowe followed by Sudbury.

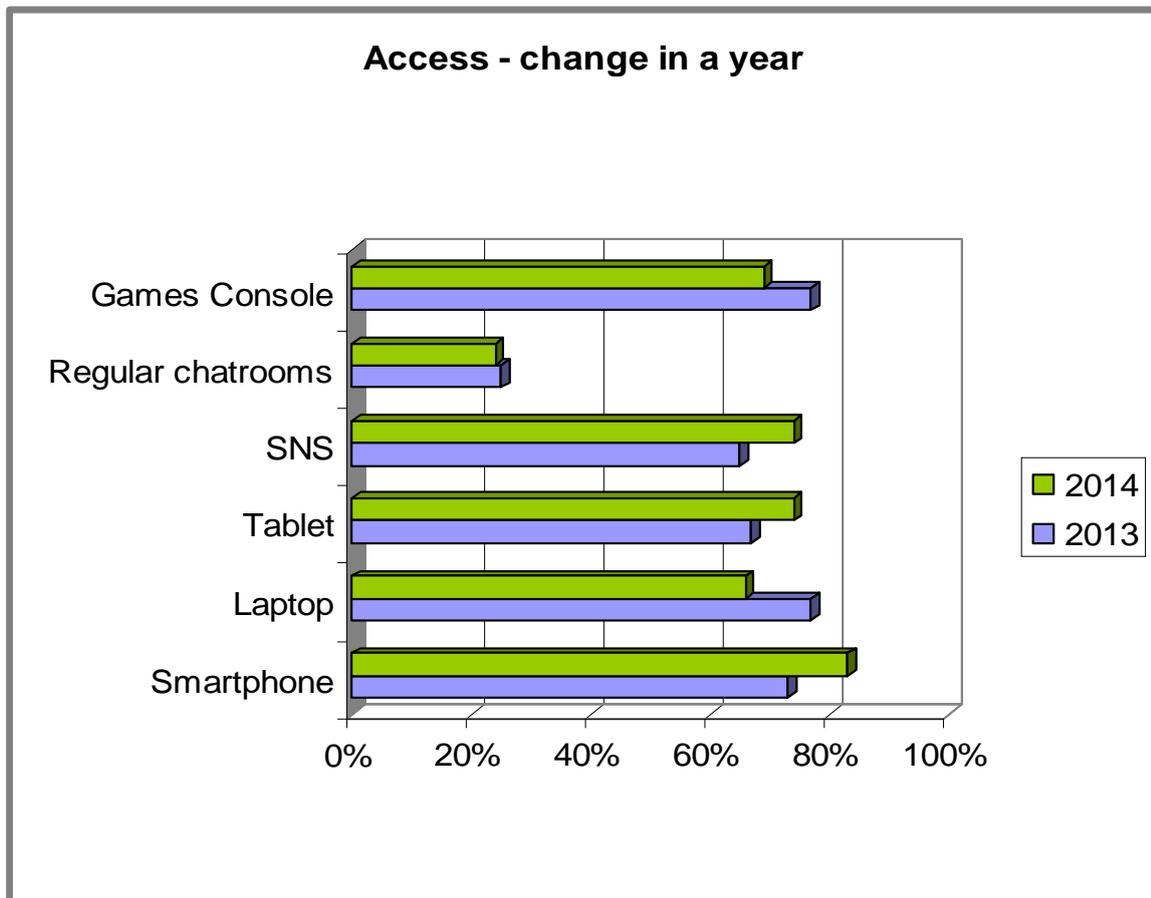
### Q29 Where do you live? Which of these towns is nearest to you? Please tick the nearest one

Answered: 2,296 Skipped: 692



## 2. Online access

Smartphone ownership has risen steadily over the past three years and now stands at 83% of all respondents, up 10% on last year. 12% of our respondents have an old style mobile phone that is not connected to the internet. Tablet ownership has risen 13% year on year.



74% of students have a computer they use regularly at home and 21% use computers on their own at a club, library or café. 24% use a computer at a friend's house without adults. 11% use a tablet given to them by their school for learning.

69% use a games console (connected to the internet) and 74% have a social networking page. One quarter of our respondents use chatrooms regularly and three quarters use SNS, in contrast to last year when the percentage was 65%. Chatroom use has not grown. 2% of respondents (60 people) said they did not use any of these devices.

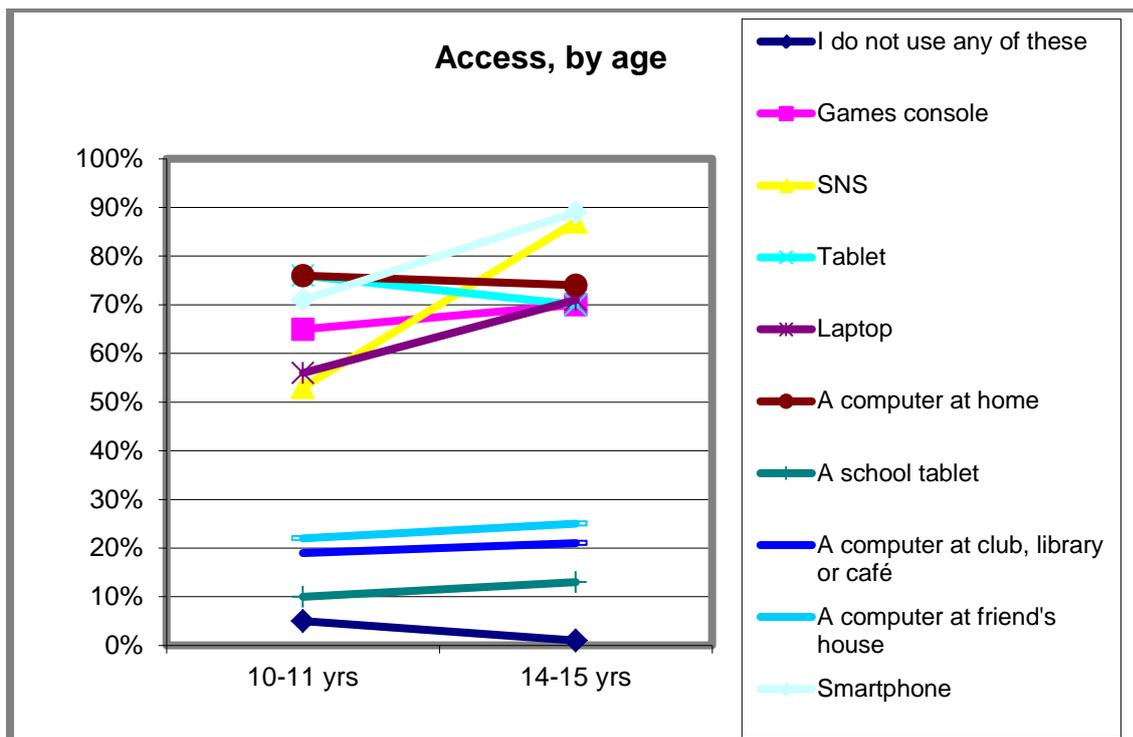
### **Differences between the age groups**

Smartphones are owned by 89% of teenagers aged 14-15, whereas only 71% of 10-11 year olds have one. The mid-teens are very active on Social Networking Sites (87%) whereas the 10-11 year olds are, as expected, less likely to use them (53%).

This age breakdown could in part explain the increase in smartphone ownership and use of SNS seen this year in the Suffolk sample, which may be influenced by the fact that there are more respondents in their mid to later teens than last year, the very people who are heavy users of smartphones. However, the national picture of smartphone ownership has continued to rise. Ofcom showed that in the UK in September 2014, 88% of 16-24 year olds owned a smartphone. Suffolk is in line with, or even slightly ahead of the national trend with 89% of those aged 14-15 years already owning a smartphone.

Two thirds use a laptop or netbook, with 14-15 year olds far more likely than their 10-11 year old counterparts to use one (71% vs. 56%).

Tablets – the dramatic growth story of last year - have now overtaken laptops, with almost three quarters of respondents saying they use a tablet. Use of tablets is highest among the younger respondents – 76% or over three quarters of 10-11 year olds use one, in contrast to 70% of 14-15 year olds. But this rapid growth rate is slowing. In 2014 it is up 13% on last year.



Invited to list the websites and apps they use, our respondents named a wide range. A typical response had three to five sites or apps and some listed ten.

Choices for one individual were: *'Facebook, Instagram, Messenger, Oovoo, Pinterest, Skype, Snapchat, Tumblr, Whatsapp and YouTube.'*

Popular messaging or calling apps enable young people to be in contact with friends and circumvent their phone account. These are often free to use once downloaded. But tracking a perpetrator may now become more difficult than if there were a straightforward trail via the original phone account.

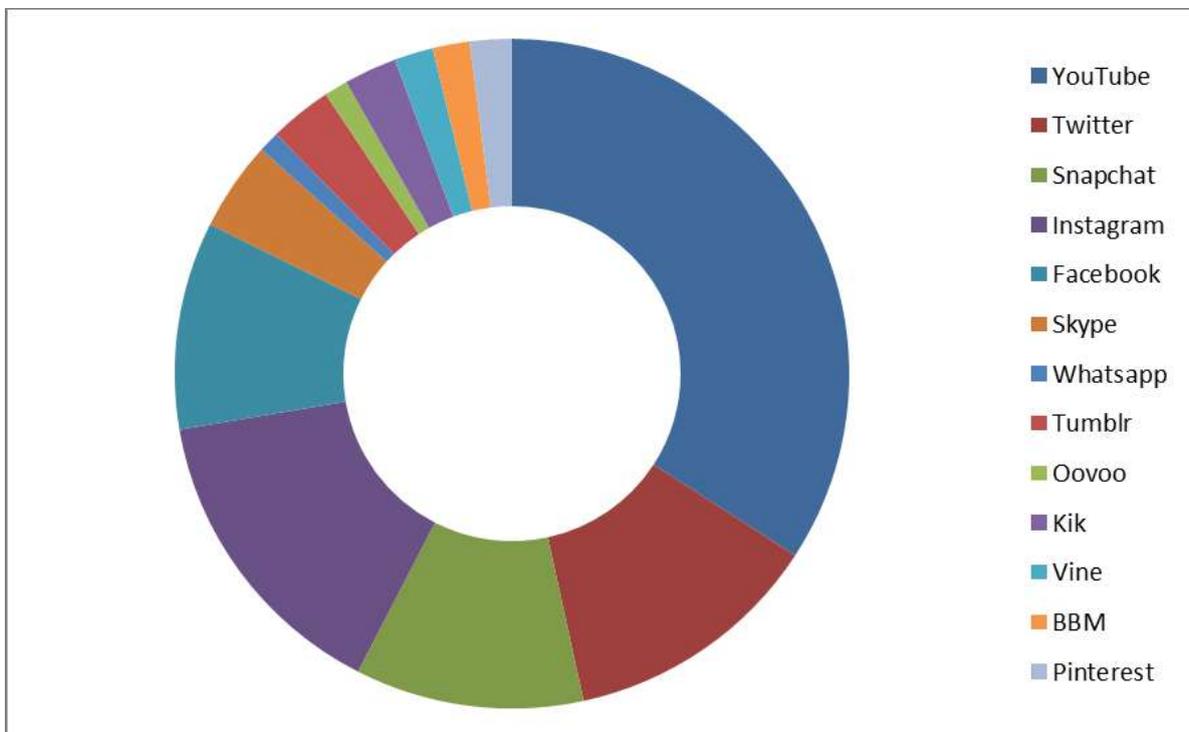
Being able to send photos, amend them, or make them into jokes is popular and the more digitally active students are using a wide range of apps and sites.

In the chart below we see the most popular apps and social networking sites (SNS) illustrated.

YouTube is the most popular, followed by Instagram, Twitter, Snapchat and Facebook.

### What apps and websites or social networks do you use?

Apps and services mentioned in the open ended question. 1845 people answered this open question. This chart represents absolute numbers.



### 3. Life online

#### What do they go online to do? 2550 respondents

- 82% go online to watch videos or films
- 78% go online to message friends
- 74% go online for homework or to do research
- 71% go online for gaming
- 44% go online to shop and 7% plan their travel online
- 43% go online to post photos
- 28% post about what they are doing.
- 28% go online to find out about gigs, matches or to get tickets
- 19% use chat rooms or other forums.
- 11% go online to look at pages meant for adults
- 2% or 65 people go online for their job.

17 people said they did not go online but 438 responses are missing suggesting that these people do not go online much and thought this was not for them, or that they simply did not complete the survey.

In the open ended section attached to this question, respondents added further activities such as 'to use e-bay', emailing homework pages to one another, 'looking at fandom things I like', listening to music and quite a few wrote 'porn' or looking at 'adult content'. Emails, games and Netflix were mentioned here along with playing with friends and group chats. One respondent wrote '*Looking up things I want to know*' and another, like many of their peers, wrote, '*Homework revision and searching for facts*'.

They also like looking at images of cats and dogs or their special interest – one person explained that their special interest is engineering while others mentioned sports websites or fishing. They upload videos, download music, buy games from Steam, search for photos and quotes for homework.

Some enjoy reading blogs and articles or news; others look for football results or watch football highlights and games. More than one person blogs on their own site. Browsing and listening to music are very popular and posting photos and videos are the most popular activity of all. Some make their own videos and upload them.

Respondents visit Amazon and other commercial sites for shopping. One person mentioned doing Christmas shopping online while another said they shopped for music equipment. Facetime, Skype and Whatsapp, Kik or various messaging apps were mentioned as ways to communicate, a different respondent wrote that they go online *'to talk to my family in America'* and one person wrote that they go online to use maps.

One respondent wrote: *'(I) View MLG videos, Post GFX videos, Find Smite strategies, Watch Anime, Talk to ethnic friends, Play with ethnic friends, Play osu, Play games.'*

Young people have become used to downloading music and film without paying but one person goes further: *'Pirating games and films'*.

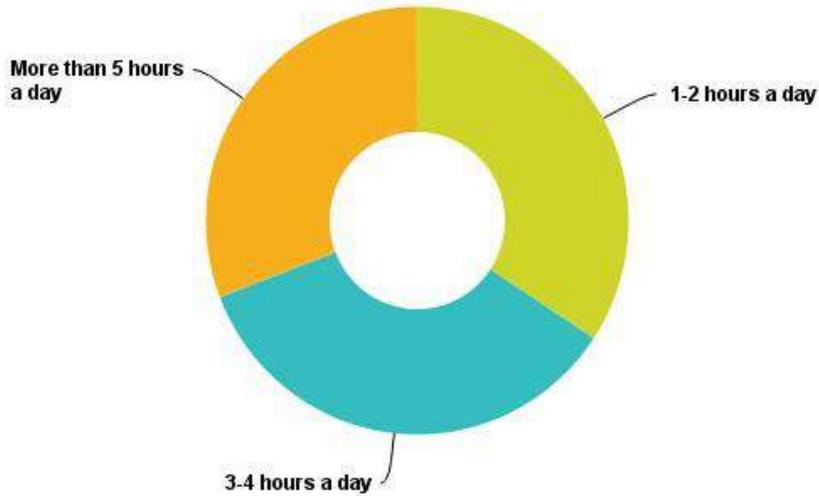
One young person goes online *'for the Stock market'*, while another said simply and honestly: *'time wasting'*.

### **How long do they spend online each day?**

At age 14-15 years, 37% spend more than five hours per day online whereas only 13% of the 10-11 year olds do so.

### Q6 How much time do you usually spend online in a day?

Answered: 2,456 Skipped: 532



Among the entire sample:

34% spend 1-2 hours a day online

35% spend 3-4 hours a day online

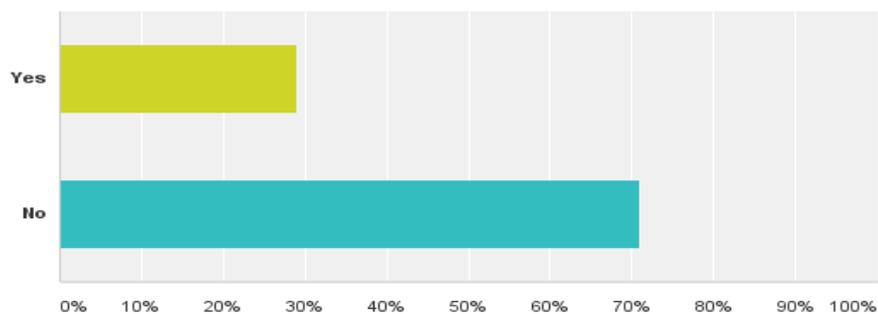
31% spend more than 5 hours a day online

71% of parents do not limit the time their children spend online.

Among the youngest, only 35% of 10-11 year olds say their parents limit the amount of time they can spend online.

### Q7 Do your parents/carers limit the time you can spend online?

Answered: 2,481 Skipped: 507



### **Case example**

By way of explanation one girl of 12-13 wrote: *'I just play games I hardly ever spend time on the internet.'* She has a Smartphone, a laptop and a tablet. She goes on to say she uses YouTube. She loves gaming and goes online to 'get information for my homework or studies or to do research.'

She says her parents do not limit the time she spends on online - she estimates she spends 1-2 hours a day. None of the risks outlined in question 9 have happened to her but the risk she is most concerned about is that *'Someone hacks onto my tablet or my family's laptop'*.

She has been taught how to stay safe, by her parents and by school, this was given at the right time and she does follow it *'always'*. She is not aware of adults setting up any blocks or filters.

She *'often'* visits websites urging you to be very thin, has *'once or twice'* visited websites talking about people hurting or trying to kill themselves, and has never come across nude pictures she did not search for. Similarly she has not come across very violent images or videos or websites promoting hatred or racism. She has also not come across websites that give other advice she thinks could be dangerous.

This girl has never encountered someone 'who makes you believe they are a young person interested in you, but who then turns out to be someone quite different'. She has also never encountered websites trying to sell you stuff that might be illegal.

She has not been cyberbullied. She has not posted a nude selfie nor has anyone she knows, but if something serious happened she would know how to report it and get help. She would turn to friends, parents, another relative, the police, or she would report it online to the website or service provider.

This girl has sight difficulties and says she cannot see well or at all.

**Case example**

Boy aged 12-13

This boy has a smartphone, a laptop and a tablet, he also has a games console and a computer he uses at home. He likes YouTube, Instagram, Facebook, Playstation and networking sites. He goes online for gaming and to watch videos and films. He also 'gets information for homework or studies or to do research.'

He spends more than 5 hours a day online and up to 7. He says his parents do not limit his time online. He goes online at a friend's house, at home and at school.

None of the risks outlined in question 9 have happened to him but the risk that concerns him most is '*the hyperlink that says: if you click here you will win 1 thousand pounds but when you click your computer gets a virus.*'

He has been taught to stay safe online by his parents and by school. He thought this information was very good and that he got it at the right time. He sometimes follows this advice.

He says adults have not set up filters or blocks to stop him visiting certain websites.

Thinking about the less pleasant aspects of the online world, he has experienced websites talking about people hurting or trying to kill themselves '*once or twice*' and has come across 'very violent pictures or videos that you did not want to see' *once or twice*. He has also come across websites 'giving advice you think might be dangerous' once or twice. He has never encountered the following: websites urging you to be very thin, nude pictures you did not search for, websites promoting hatred or racism, or 'someone who claims to be a young person interested in you, but who later turns out to be someone quite different'. He has also not encountered a website 'trying to sell you stuff that might be illegal.'

He has been cyberbullied. He has not posted a nude selfie and does not know anyone who has done so. But if he needed to he would know where to go for help. He lists the police, some adult at school or college and parents.

**Case example**

Girl 12-13

She has a smartphone, a laptop, a tablet a games console. She has a social network page and chatrooms she regularly uses. She likes YouTube, Instagram Facebook and Snapchat.

She goes online to post photos, message friends, watch videos or films, do shopping, get information for home work or to do research and to look at 'pages meant for adults'. She spends more than 5 hours a day online. Her parents do not limit the time she spends online. She is at home when she is online.

She has been taught how to be safe online by parents and by school. She thought this was quite good but given too early. She sometimes follows it.

She would prefer to get her information about staying safe online '*through a non awkward conversation with a mate to be fair.*' She is not aware of any adults installing blocks or filters. The risks that concern her most are 'having your social media account hacked or online aggression such as cyberbullying homophobic or racist bullying.'

She has visited websites 'urging you to be very thin' once or twice and also websites talking about people hurting or trying to kill themselves. She has seen websites promoting hatred or racist views once or twice and has 'often' seen websites giving advice she thinks might be dangerous. She has never come across websites containing nudity or violence, nor encountered someone pretending to be a young person but in reality being someone quite different. She has also not come across websites trying to sell you stuff that might be illegal,

She has not been cyberbullied. Someone she knows has posted revealing photos or videos of themselves. She says if she wanted to report something that happened to her or to a friend, she would not know where to go but would turn to friends. She has helped a friend who had a bad online experience, by confronting the bully for her.

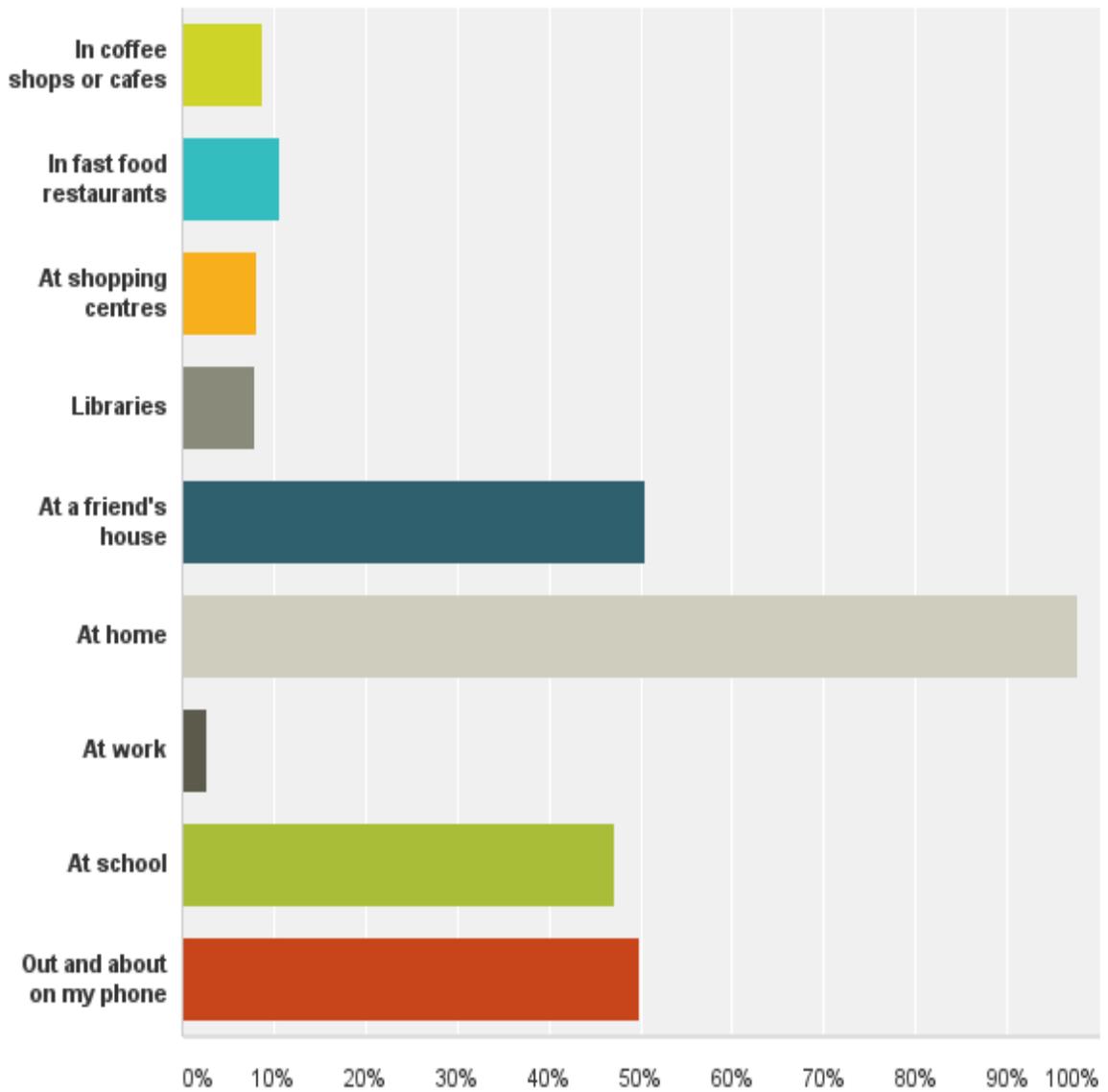
Respondents are overwhelmingly likely to be at home when they are online 98% chose this location. 50% go online at a friend's house too, and 47% do so at school. 50% do so out and about on their phones.

Very small percentages go online in fast food restaurants or shopping centres libraries or at a place of work. They give other locations in the open question such as 'at relatives' houses, or on the bus, when I am walking somewhere.' One said 'Wherever wi-fi is.'

Others watch videos 'at the park.' It is noticeable how many mention being at their grandparents' home. This may be because grandparents are doing a lot of childcare.

**Q8 Where are you when you go online most of the time? Please tick the 3 places where you are most often online.**

Answered: 2,481 Skipped: 507



## 4. Online risks

The survey asked about online behaviour and a range of possible risks and also provided an opportunity for young people to mention their own concerns in an open question.

### 2498 people answered this question

35% have downloaded movies or music without paying  
19% have experienced online aggression including cyberbullying, homophobic or racist bullying  
16% have had their social media account hacked  
7% have visited gambling sites  
6% have had their personal details hacked or stolen  
5% have been tricked into paying money for something online they did not want  
4% have been tricked into buying fake goods  
2% have had credit card details stolen and the card used  
  
50% say none of these has happened to me.

### 574 respondents wrote about their concerns in an open section

Many articulate their worry about *'getting hacked'* or having personal details stolen; considerable numbers worry about cyberbullying generally or in combination with other risks such as *'Cyberbullying and someone asking me details about myself and wanting to meet up'*.

Or: *'Cyberbullying and being tricked into answering questions about myself.'*

*'People finding out where I live'*

*'Strange adverts come up'* or in the same vein, *'inappropriate ads'*.

Among the answers from 10-11 year olds:

- 153 include the words 'bullying' or cyberbullying
- 53 involve the word 'hacked'
- 27 mention personal or credit card details
- 11 include the word 'tricked'
- 2 mention a virus
- 2 mention strangers

Some have multiple fears:

*'Cyberbullying; being hacked; racist bullying; being tricked and having my personal details stolen.'*

Among the answers from 14-15 year olds

- 152 mention personal details
- 38 mention the word 'hacked' and 6 mention 'hackers'
- 27 include the word 'stolen'
- 18 mention fears around credit card use
- 15 include the words 'bullying or cyberbullying'
- 14 mention a virus
- 7 mentions of malware/spyware or Trojans
- 5 mention meeting strangers
- 5 mention fake goods
- 3 mention scams

A sizeable minority have actually had their social networking site account 'hacked' and 6% had their personal details stolen. *'Getting hacked'* is therefore a major concern.

Some are simply worried by *'people'* or *'people getting all my details and stalking me.'* Someone wrote *'Being messaged by someone I don't know and them asking me for pictures.'* Or as one 10-11 year old wrote: *'People getting all my details and stalking me'*.

They are concerned about *'viruses and malware getting into my electronics'*. *'Getting bad words said to me on my favourite online game'* or *'people hacking all my app accounts.'*

Some respondents simply worry about bullying and one person worries about *'Bullying and adult content not to be viewed.'*

The ten year olds are extremely worried by cyberbullying, with 153 mentioning it in this open question, despite the fact that their age group actually experiences half the rate of online aggression experienced by the 14 year olds and a third less cyberbullying.

Gamers worry about *'downloading a game with a virus'*

While social networkers fear *'getting my Facebook account hacked again.'*

Or *'People messaging me when I don't know them on KIK'.*

One person is worried that *'Somebody's going to find my address online and take me away against my will.'* (This suggests they have seen a commonly used film in e-safety education and misunderstood it.)

Another young person worries about: a *'Virus with nude pictures of rude things because it is rude and makes people feel unconfined.'* This student implies a sense of insecurity imagining a 'virus' that brings these unwanted images.

*'Apps where there are hidden payments'* were mentioned by one respondent.

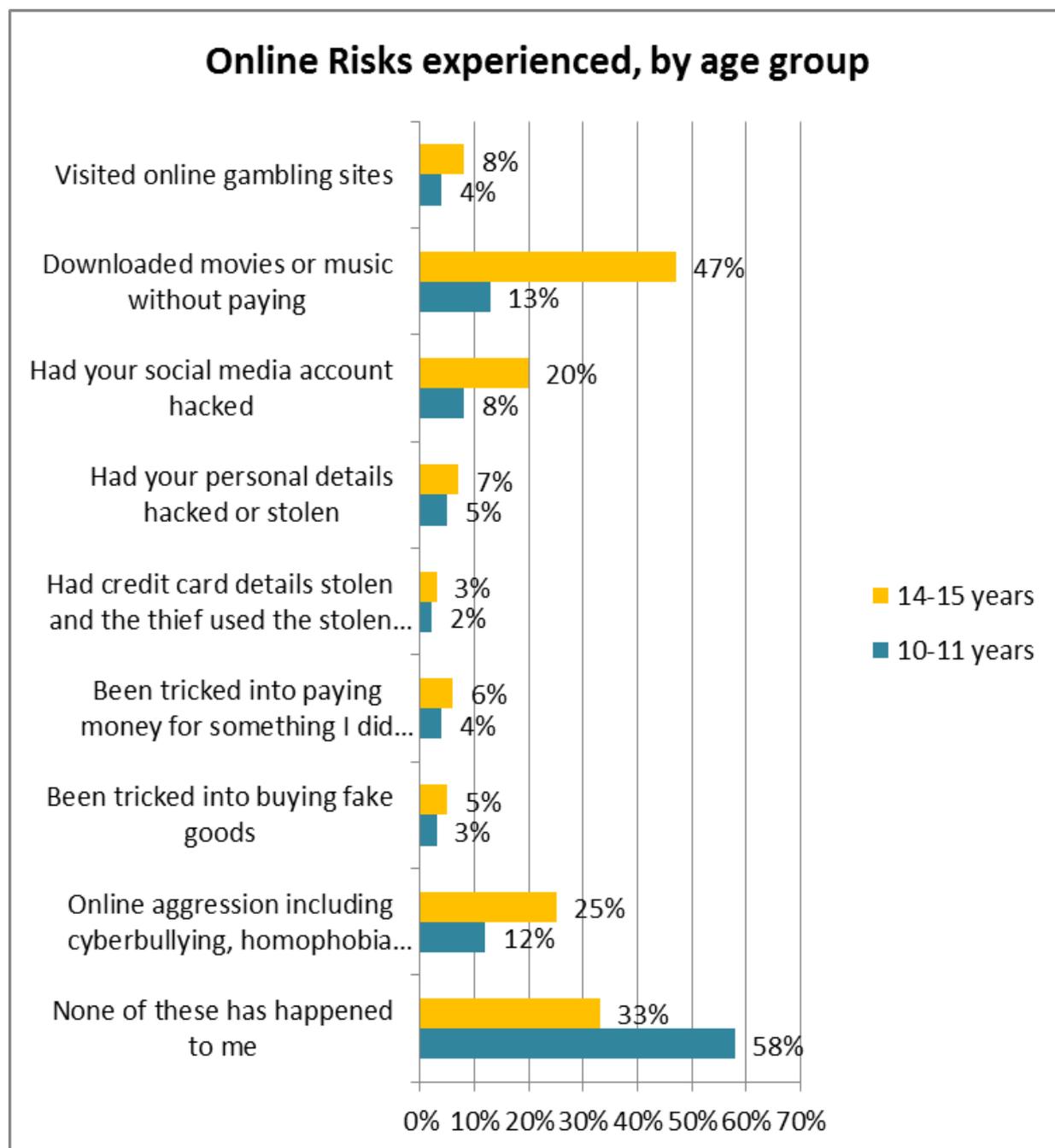
Overall they are more worried about having their social network account hacked or online aggression from others than grooming.

Cyberbullying remains a prominent worry especially in the younger age groups. By 14-15 when cyberbullying is at a peak the respondents mention it less often than having their personal details hacked or stolen. Yet there is a possible link. This behaviour is often a feature in cyberbullying attacks where a former friend or partner turns on their victim and uses their knowledge of their passwords to hack and interfere with social networking pages, changing status or uploading embarrassing photos.

### **A picture of their experiences of risk according to age**

Their exposure to risk and their negative online experiences rise dramatically between the ages of 10-11 and 14 -15. The chart below provides a snapshot of the changing experiences as young people move through the teenage years. Each bar

illustrates all those in the two age groups who selected this answer. The coloured sections split the ages of the respondents who have visited gambling sites for example, between those aged 10-11 or 14-15. The table below gives the percentage of young people in each age group who have experienced or engaged in these situations.



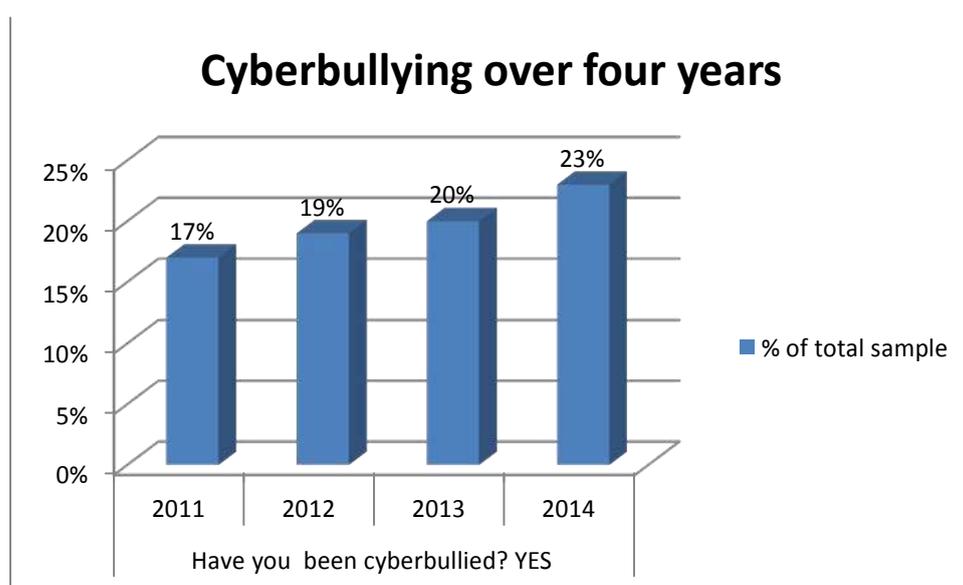
- Online aggression doubles between the ages of 10-11 and 14-15.
- Fewer ten year olds have social networking pages, so we are not surprised to see that the mid-teens experience their accounts being hacked at least two and a half times more than the younger children.
- In the mid teenage years downloading movies or music without paying is very common, whereas at age 10 it is minimal.
- The teenagers are twice as likely to have visited online gambling sites as their ten year old counterparts.
- By 14 years old only one third have *not* experienced any of these risk situations.

## Cyberbullying

The survey asked about cyberbullying in a discrete question and gave a definition: *'Bullying is behaviour that intentionally hurts others, either physically or emotionally. It is usually repeated over and over and can make us feel powerless. Cyberbullying is when mobiles or the internet are used as tools to bully. It is more than teasing. Thinking about this definition... Have you been cyberbullied?'*

The way this question is set out and the wording of it has remained consistent over the past four years. This enables us to look at trends year on year. It should be remembered when looking at these results that the age of the sample varies each year depending on which schools participate.

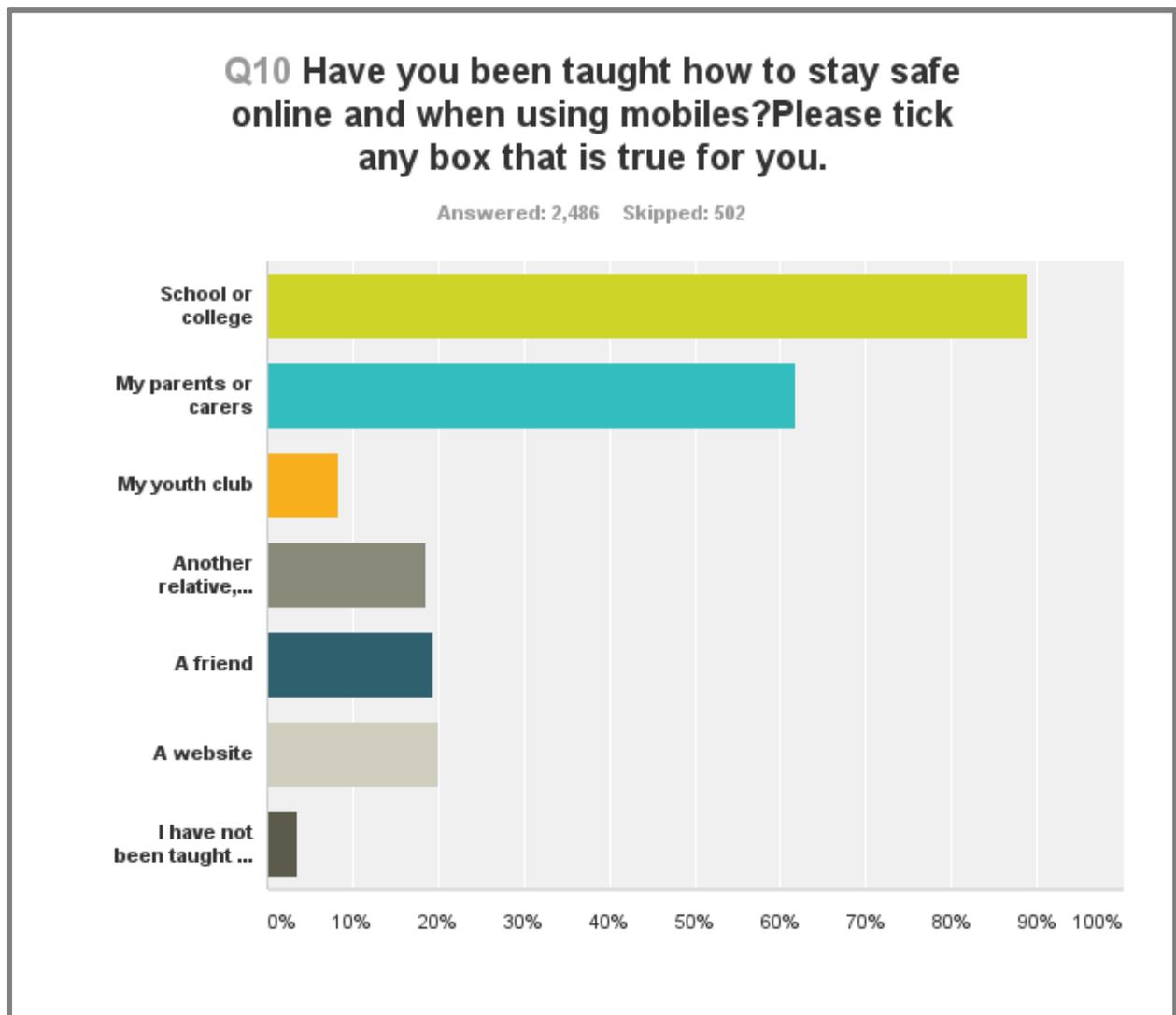
In 2013 the largest group was aged 10-11, in contrast to 2014 when the mid-teens form the second largest group in the survey. There tends to be more cyberbullying in the mid-teen years across the Cyberbersurvey in all samples since 2008 in all locations in England. There is a marked rise in cyberbullying among 14-15 year olds in Suffolk this year. Unlike face to face bullying, which tends to reduce as pupils get older, cyberbullying shows the opposite trajectory. It increases to a peak in the mid to late teenage years when digital skills and sexual jealousy feature heavily. In 2014 19% of all 10-11 year old respondents were cyberbullied, while the corresponding figure for 14-15 year olds is 29%, up from 25% last year.



## 5. Becoming e-safe

2486 answered

- 89% have been taught to be safe online at school
- 62% have been taught to be safe online by parents/carers
- 20% have learned how to be safe via a website
- 19% have been taught to be safe online by another relative
- 19% have been taught to be safe online by a friend
- 8% have been taught to be safe online by their youth club
- 4% (80 people) have not been taught how to be safe online.



## **A wish for independence**

Educators and those involved in safeguarding should not overlook young people's independence, and desire for autonomy and control of their own lives. As in earlier surveys, this message comes through strongly.

*'I know how to stay safe online!'*

*'Learnt myself'*

*'Common sense'*

*'Internet'*

*'School doesn't understand how so I just use my common sense'*

*'With the website Thinkuknow'*

*'Logic'*

*'Worked it out over the years'*

*'My own anti-malware software'*

*'Learning myself'*

*'I know by myself'*

*'Self- learning'*

*'Spending over 5 hours a day online kinda helps'*

*'I'm not retarded (sic) so I know how to stay safe online, Seriously it isn't hard but then again I guess common sense isn't common anymore.'*

*'General logic'*

*'Self- taught and induction day'*

*'I figured it out myself. It's not hard.'*

Apart from the usual parents and teachers listed, many young people learn from the wider family network, they list other relatives, aunts and uncles and grandparents, older cousins and Church or scouts. Large re-constructed families offer step dads, step mums and other relatives.

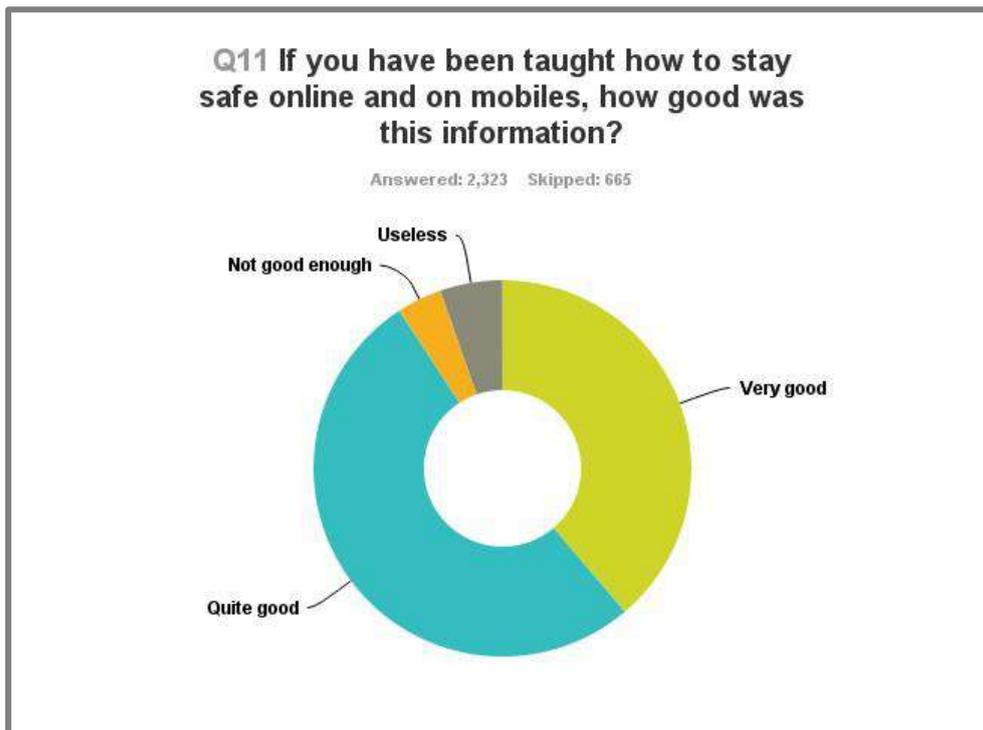
### What did they think of the e-safety education they received?

39% thought it was 'very good'

52% thought it was 'quite good'

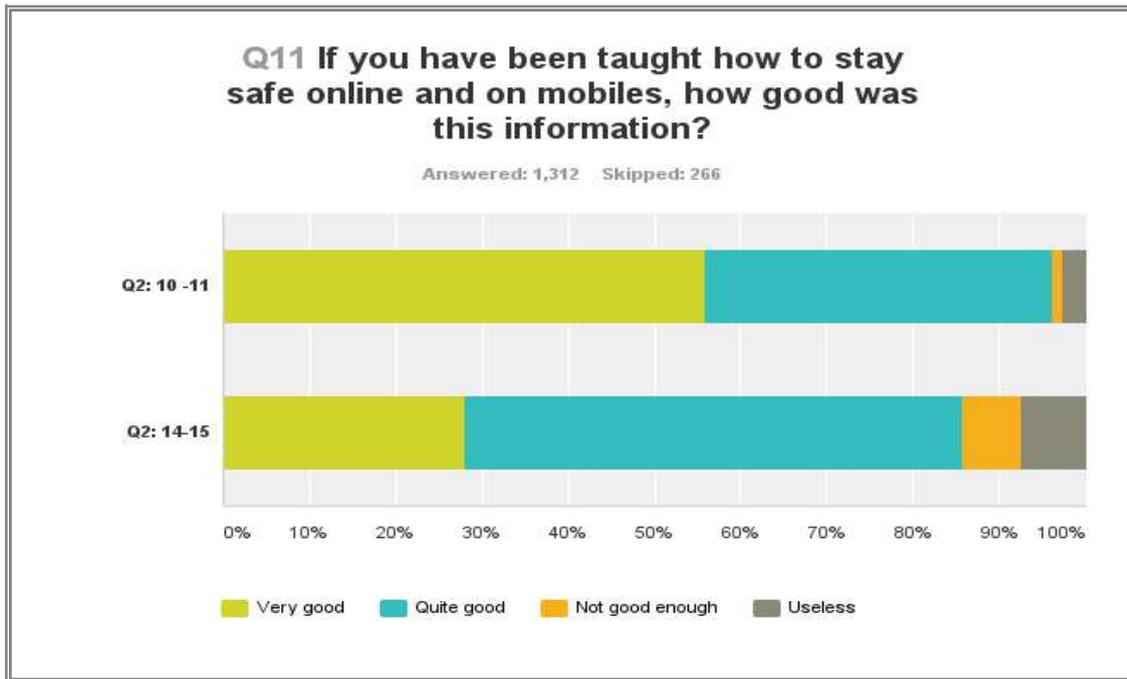
9% thought it was 'not good enough or useless'

Three quarters said it was taught at the right time but 16% said it was given too late and 9% too early. Up to one quarter did not get it at the right time.



### Age breakdown

At the age of 10-11 years old, 56% of pupils think that their e-safety education was 'very good'. This decreases steadily until in the mid-teens when only 28% of 14-15 year olds agree. Teenagers are also more likely to say it was 'quite good' than 'very good' but also 'not good enough or useless.'



**Do they actually follow this advice?**

If they consider the e-safety education has been ‘*very good*’ or even ‘*quite good*’ that is a good outcome, but converting this into behaviour change is quite another challenge. Even those who rate the e-safety education they received as good, do not all actually follow the advice:

41% say they follow it ‘*always*’                      44% follow the advice ‘*sometimes*’  
 15% do ‘*not really or never*’ follow it.

This demonstrates that fewer than half the respondents actually follow the e-safety guidelines all the time.

**Reasons they give are:**

*‘Because I don’t spread personal details about me’*

*‘Because some are unnecessary’*

*‘I always make sure I don’t go on any faulty website.’*

*‘Because I do what I want.’*

*‘I think they overdo it by saying there are loads of restrictions that might not be that bad.’*

*‘They tell you OVER and OVER again how to stay safe online and they say it so much you don’t want to remember it.’*

*‘I don’t always think.’*

*‘Some things are a bit over the top.’*

*'The Internet is fun without rules.'*

*'Don't agree with some.'*

*'Because nothing happens to me online.'*

*'I forget about e-safety.'*

*'Because my friends don't.'*

*'Because sometimes I don't look properly what I'm doing.'*

*'Sometimes I talk to people I don't know but it's just a small conversation.'*

*'Can't be bothered.'*

*'Sometimes they seem to be too strict.'*

*'I want people to see my pictures, because if my friends are searching for me online they could find out easily. Plus if somebody sends me a friend request on facebook and I don't know who that person is, I can check his pictures and if I recognise him, then I would accept him and know he is not a stalker.'*

#### **Reasons why they do follow the advice:**

*'Because I made a mistake once and I never want to make that mistake again.'*

*'Because I want to stay safe online and not get into any trouble etc'*

*Because I do not want anything inappropriate to happen.'*

*'Very important.'*

*'Because there can be consequences.'*

*'They teach you the right and wrong so you know the difference.'*

*'Then there is no chance you'll be in danger.'*

*'I ALWAYS FOLLOW THESE GUIDE LINES BECAUSE I WANT TO KEEP SAFE.'*

*'If e-safety is not followed all the time otherwise you could get viruses.'*

*'I dislike the idea of having any negative facts on my c.v.'*

*'If you didn't bad things might happen and you might become unsafe.'*

*'Because I want to be safe and keep my device safe too.'*

*'Safety is key.'*

#### **Other views:**

*'Well, I don't do dodgy stuff so I do alright anyway.'*

*'I never use anything that asks for info about me.'*

*'Because you are your own limit.'*

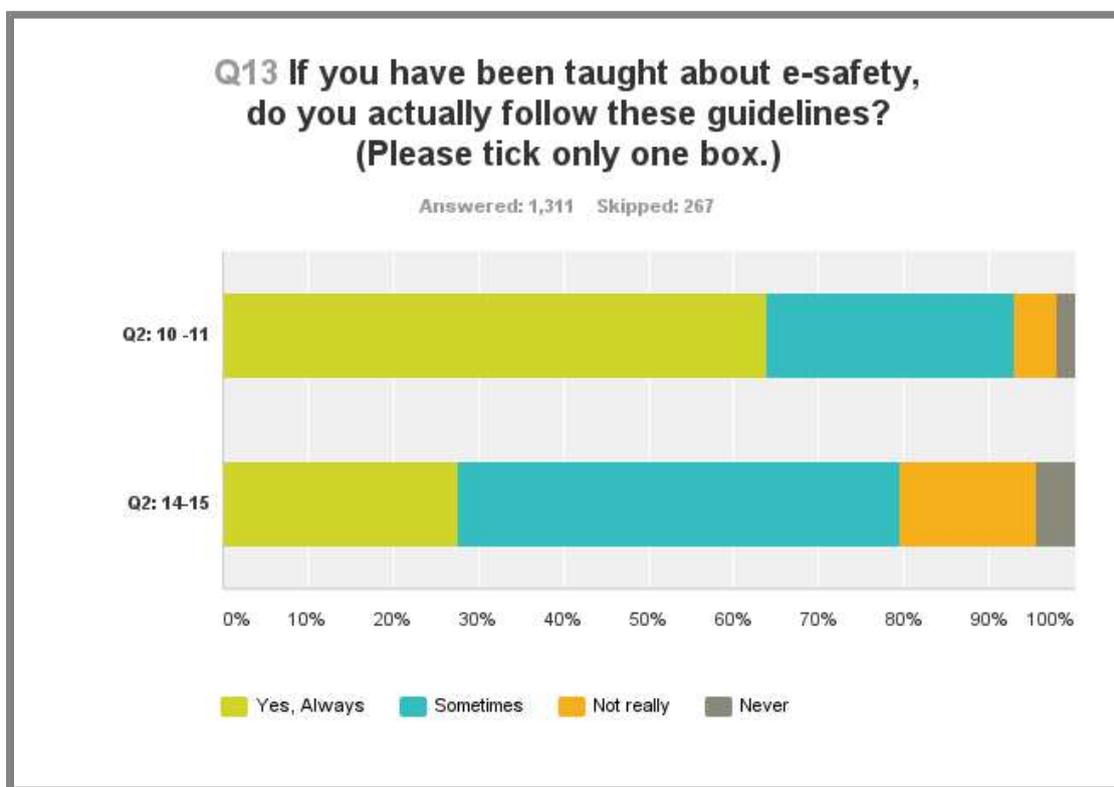
*'Sometimes because the things I want to go on, e.g. YouTube I am not allowed but I still do.'*

*'You get taught not to accept random friend requests from people you don't know but some people you can make good friends with.'*

### **Adherence dwindles as they get older**

If we then look at the responses by age, we see that those in the youngest age group are more than twice as likely as their 14-15 year old counterparts to actually follow the guidelines on e-safety, 64% compared to 28%.

Children are going online at earlier ages and need to know how to keep safe. More than that, they need to put this knowledge into action. We have less than two thirds of 10 -11 year olds, the most obedient age group, always following what they have been taught in order to stay safe online, and this drops in a few short years to a little more than a quarter of 14 year olds. *This pattern has not changed in the Cybersurvey since 2009 in any part of the country.* It suggests that we need to find new ways of engaging and empowering the mid-teens and develop more age appropriate e-safety advice.



Awareness of blocks or filters set up by adults is low. By their mid-teens 62% of pupils are aware that there are blocks at school, but only 16% say there are filters or blocks at home. In the case of mobiles, few are aware of any blocks or filters: 11% of 10-11 year olds and 5% of 14-15 year olds say they are aware of these on their mobile phone.

One third of the teenagers who do know about blocks or filters being set by adults to prevent them visiting certain sites, say they sometimes try to get round them and 7% know someone else who can get round them.

This lack of filters can be seen in the number of respondents who have visited sites urging you to be too thin (pro-anorexia), or sites about self-harm or suicide. It is of concern that so many young people are exposed to these messages. Some say they have seen them once or twice, others 'often'.

However even where there are filters or blocks in place, one quarter say they sometimes or often try and get round these blocks. A few do not have to do it themselves: 4% have friends who can do so and 2% have family members who can.

#### **How would they prefer to get their information on staying safe online?**

The overwhelming majority who answered the open question think school is the place where they should be taught about e-safety (652 people out of 2412 responses).

283 think parents are best

229 would like to learn from a teacher

73 prefer to learn via videos either in school or on YouTube

94 either said they don't need it or don't have a preference

17 want it to be fun and 21 suggest it could be in the form of a factual game

## What do they encounter online?

23% of all respondents have been cyberbullied.

2366 respondents answered Question 17 while 622 skipped it.

Of those who answered, the following experiences were mentioned:

Once/twice	Often	Never	
24%	19%	54%	Websites urging you to be very thin
25%	19%	52%	Websites talking about people hurting or trying to kill themselves
30%	19%	47%	Nude pictures or videos that you did not search for
33%	18%	47%	Very violent pictures or videos that you did not want to see
24%	11%	61%	Websites promoting hatred or racist views
28%	14%	54%	Websites giving advice you think might be dangerous
19%	7%	77%	Someone who makes you believe they are a young person interested in you, but they turn out to be someone quite different
22%	13%	61%	Websites trying to sell you stuff that might be illegal

*'A link on a gaming website to a chatroom – someone trying to contact me so I exited it'*

*'Pages being put up about someone people hate'*

*'My friend had a hatred page put up about her'*

*'Awkward adverts by YouTube videos'*

*'Internet trolls'*

*'Internet stalking'*

*'Cyberbullying'*

*'Fake chatboxes for women in my area'*

*'Being forced to play 18 rated games when that is not what you searched for!'*

*Weird Tumblr furry kin and Feminazi's and Weaboos telling people they are murderers etc. for going against them and their cruel opinions.*

*'If you're looking for a picture, e.g. a flag they come up with rude stuff'*

*'Ads or stuff trying to sell u stuff or saying you've won an ipad or something and asks for your details.'*

*'Drug posts on instagram'*

*'Things have been shown to me that I didn't want to see'*

*'Well I went onto Google and unpleasant things came up'*

*'I went onto a website that I go on often and it had been hacked without me knowing and I went on and very unpleasant pictures appeared of people. Another thing on skype 3 different accounts were giving me sites for personal webcams and say to reveal private things'*

*'On Instagram people put if you don't do something you dad will die'*

*'When people post scary pictures and say if you don't re-post you will get a dead person in your room.'*

**Chainletters are rubbish!**

The latter two represent a form of chainletter I have been reporting on since 2009. It is so common among younger pupils that it is vital to tell children before the age of ten about chainletters, in order to reduce the number that lie awake at night worrying because they have received a message like this. This message should be given to teachers, parents and children alike in primary schools.

**Sexting**

113 people or 4% of the total sample have sent a nude or revealing selfie (respondents were asked if it happened to them or to someone they know (they could select both)).

- 52 used a mobile for this
- 10 used a webcam
- 71 said they were pressured or blackmailed into doing so
- 65 tried it *'for fun'*
- 67 said they were in a relationship and had wanted to share the photo
- 57 were in a relationship and felt under pressure to share a photo
- 76 received a message containing threats so they sent the photo

*'They told me to show revealing pictures and I didn't want to, I was scared'.*

*'I didn't do it but this boy asked me too, the one who I was talking about earlier who sent me a video, I just blocked him and ignored him'*

*'I've sent pictures twice on Facebook and my friends who are boys ask me for nudes on Snapchat and Facebook. I gave in twice'*

*'They were not taken, I blocked the person in question and haven't told anyone about it'*

*'It was a picture of my friend's penis he sent to his girlfriend and her friend then stole her friend's phone and sent to lots of people'*

The Cybersurvey illustrates that sexting is associated with other risk taking behaviour. Among the 113 people involved in sexting, high levels of other risky behaviours are also reported. For example they are more likely to visit pro-anorexia/pro-suicide websites. They also report significantly higher rates of online aggression and cyberbullying directed at them than their peers do. Their social network pages are more likely to be hacked and they are more likely to have their personal details 'stolen'. These patterns of behaviour and experience might be seen as pointers to need. Where several factors are present, the young person requires more intensive support and further e-safety education. Therefore it is recommended that vulnerable young people presenting with problems such as cyberbullying should be screened for the other factors described here.

## **Young people involved in sexting – analysis by groups**

### **Ten to eleven year olds**

- 21 children aged 10-11 years old say 'it happened to me', 51 say 'it happened to someone I know', while 86% say it has not happened to me or anyone I know.
- Among the 21 aged 10-11 years who experienced 'sexting' personally, 14 were male and 7 female.
- 14 out of the 21 had been cyberbullied = 67%

## **Vulnerable groups**

Young people were able to select multiple options from a list asking them to “Tell us about yourself”, with many selecting multiple difficulties. Of those who self-identified as being in a vulnerable group or a combination of vulnerable groups, 35 answered the question on sexting saying ‘It happened to me’

- 8 carers said ‘It happened to me’; 28 said ‘It happened to someone I know’.
- 7 looked after children said ‘It happened to me’; 22 said ‘It happened to someone I know’.
- 22 who needed help with English said ‘It happened to me’; 69 said ‘It happened to someone I know’.
- 8 with learning difficulties said ‘It happened to me’; 52 said ‘It happened to someone I know’.
- 8 with other special educational needs said ‘It happened to me’; 24 said ‘It happened to someone I know’.
- Among the vulnerable groups who experienced sexting personally, 23 were male and 12 female.
- 26 out of the 35 had also been cyberbullied = 74% compared with 25% of the total sample.

\*Absolute numbers are given instead of percentages as numbers are small.

## **The Millennials aged 14-15 (the age group most engaged with sexting)**

(For an in-depth review of this age group, please go to chapter 6)

- 50 people aged 14-15 said ‘It happened to me, while 299 people knew someone this had happened to. For many it had happened more than once.
- Among the 50 young people, 20 were male and 30 female.
- Among the 50 young people 34 have been cyberbullied = 68%
- Among the 50 young people who were involved in sexting, 19 did not tell anyone

## Getting help if you need it

We asked the entire sample if those who experienced something upsetting had told someone or reported it online. 50% said they had told nobody.

### Of those who had told someone or reported their problem online:

For 50% of those who told someone, 'the problem stopped'

For 23% of those who told someone, 'things improved a bit'

For 11% of those who told someone, 'things stayed the same'

For 17% of those who told someone, 'things got worse'

That means that 28% of those who told someone did not receive the help they sought.

A key message must be that all staff are well trained to respond appropriately and effectively. Parents may require help to know what to do.

### Case example Boy aged 14-15

He has a smartphone, a laptop, a tablet and a games console. He also has a computer he uses at home and uses one on his own at a club, library or café. He has a social networking sites page. He uses YouTube, Twitter, Vine, E-bay, Amazon, Snapchat, Facetime, Groupon, Lloyds (personal) Sky Sports Centre.

When online he posts photos, messages friends, shopping, plans travel and gets information for homework or studies or to do research. He spends around 1-2 hours online per day. His parents do not limit his time online.

He is online at a friend's house and at shopping centres, at home, at work and at school as well as out and about on his phone. He has visited online gambling sites, downloaded movies or music without paying and had his social networking sites account hacked.

He was taught about e-safety at school, by parents, by another relative and by a friend.

He says he does not really follow the e-safety guidelines. His reason is: '*Because you are your own limit!*'

He prefers to get his information about staying safe online verbally.

He is aware of filters or blocks at school but not at home. He has friends who get past these blocks. He has visited websites urging you to be too thin 'once or twice' and 'often' visited websites talking about people hurting or trying to kill themselves. He has come across nude pictures or videos that he did not search for 'often' and seen very violent pictures or videos that he did not want to see 'once or twice'. He has also seen websites promoting hatred or racist views once or twice and websites giving advice which he thinks might be dangerous. He has never experienced being contacted by someone pretending to be a young person interested in him but who subsequently turns out to be someone quite different. Once or twice he has seen websites trying to sell you stuff that might be illegal.

He has not been cyberbullied. Nor has he been sexting and he says it has not happened to anyone he knows either.

He says that if he was worried about something he or a friend had experienced online, he would know where to get help. He would report it online to the website or service provider, talk to an online support group. He would tell nobody.

He has helped a friend who was having problems online: '*By reassuring him*'.

## 6. Catering for the Broadband-enabled Millennials

Teens born at the turn of the millennium are unlikely to have known 'dial-up' internet and are the first generation to benefit from broadband and digital communications while growing up<sup>2</sup>. An Ofcom report in 2014 defined this group as 'millennials'. In the Cybersurvey there were 918 respondents in the age group 14-15.

The 14-15 year olds as we have seen here and in earlier Cybersurveys, are less likely to say that the e-safety education they received was very good (only 28%) and also less likely to say that they actually always follow what they have been taught. One in five does not follow it at all. 30% say they were taught either too early or too late. At the same time we know that they take greater risks, experience more unpleasantness, aggression, cyberbullying and pressure in their online lives than other youth age groups, so it could be argued that we need to develop a new approach to the delivery of online safety education to them.

A significant segment of this age group wants a degree of autonomy and to be helped to know how to sort out problems for themselves or where to get help. They feel competent, dislike having a rigid set of rules imposed on them and enjoy discussions and practical demonstrations. This first became evident in the 2009 Cybersurvey and the patterns in the data on e-safety adherence have remained similar every year since, in Suffolk and all other locations where the Cybersurvey has been run. So the challenge remains, how do educators meet their needs in new ways?

### **The techie teens...**

*"We got taught how to stay safe online but not on mobiles"*

Understanding their online lives is a first step. Telling 14 year olds about how to spot spam in email when only 2% use email, may seem irrelevant to them and can undermine other messages delivered in the same session. Parents could be enlisted to do more to teach their young people about e-safety and put appropriate filters onto

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<sup>2</sup> Communications Market Report: UK, Ofcom 2014

their devices. 56% say they learned about e-safety from their parents, 16% say there are filters in use at home, but 30% try to get round the filters/blocks.

### **Life online**

- 87% spend their time messaging
- 83% watch videos and films online
- 74% search for information for homework, studies or research
- 68% of them are gamers
- 56% are shopping online
- 47% post photos
- 47% have downloaded music or film without paying for it
- 37% spend five or more hours online per day
- 30% post about what they are doing

### **Experience of online risks**

There are 918 respondents in the age group 14-15. Some have not experienced any of the following. However:

- 53% have seen 'very violent pictures or videos that they did not want to see'
- 53% have come across nude pictures or videos 'that they did not search for'
- 40% have seen websites promoting advice they think could be dangerous
- 39% have seen sites promoting hatred and racist views at least once or twice
- 29% of all 14-15 year olds have been cyberbullied, up from 25% in 2013
- 24% often visit 'sites urging you to be very thin' and a further 24% have done so once or twice
- 23% often visit sites encouraging self-harm and /or suicide while 24% have done so once or twice
- 22% have experienced 'some online aggression or cyberbullying, including homophobic or racist bullying'
- 20% have had their social networking site account hacked
- 19% have been contacted by someone pretending to be a young person interested in them, but who later turns out to be someone quite different
- 16% people look at adult content online

- 6% (53 people), have been tricked into paying for something they did not want
- 3% (24 people) had credit card details stolen

They are heavy users of smartphones and laptops, less likely to use a tablet than younger age groups. Their parents are not generally limiting their time online and all but 16% are largely unaware of blocks or filters put onto their devices by adults, or set up to prevent them visiting certain sites. 40% say they spend more than five hours a day online. 99% go online when at home and 55% when out and about using their smartphones.

*'We got taught how to stay safe online but not on mobiles.'*

### **What concerns them most?**

Respondents are most worried about being hacked and having personal details or credit card details stolen. They worry about strangers and paedophiles but are far more worried about bullying and cyber bullying. Others worry about viruses and malware, or fake goods but some wrote that they could deal with most things.

*'Meeting strangers online and meeting them face to face, or having your personal details spread around.'*

*'Cyberbullying'*

*'Hackers!'*

*'The risk that concerns me most is having credit card details stolen or buying fake goods.'*

*'Being hacked, but you can easily reset password through other accounts e.g. recover Facebook through outlook.'*

*'Someone I don't know seeing pictures I post online.'*

*'All types of bullying'*

*'Viruses like Spyware and Trojans, as well as hackers who could watch you through your webcam.'*

*'Fraud'*

*'Being tricked into buying fake goods because most scammers are clever and you can't claim your money back.'*

*'Downloading a virus'*

*'Social media being hacked as the person can find out anything about you.'*

*'Children going to a site that is for adults and children talking to strangers'*

*'Undetectable viruses. Everything else (his name) is not fooled by'*

*'Getting a virus, getting hacked and dodgy websites.'*

Some boys approach dealing with online risks almost as if it were a computer game itself. They feel they can 'zap the enemy' as it were and feel a sense of pride in this.

Sexting has been at the top of the agenda all year. What do our 14-15 year olds say about this? The question read:

**Some people post photos or videos of themselves online (Selfies). Often this is fun and harmless. But sometimes people are pressured into posting revealing pictures they would not want their family to see. If you have felt you were forced to post or send a personal or nude picture or video, or you know someone who had this experience, please tick the right box.**

5% or 50 people aged 14-15 selected: 'It happened to me' while 299 people know someone this had happened to. Many had done so on more than one occasion.

Of these:

36 people were pressured or blackmailed into making and sending a picture they did not want to

25 people said they were tricked into doing this

31 were threatened

31 were in a relationship but felt pressured

41 were in a relationship and wanted to share the photo

40 said they tried it for fun

*'I've never posted revealing pictures of myself, it's a stupid thing to do!'*

*'My ex-boyfriend kept asking but I always refused.'*

*'This was with a bra but a person pressured me into this, was someone who pretended to be younger and was pressuring.'*

*'It wasn't a real picture of me it was from the internet and nothing happened after that.'*

*'I didn't report it 'cos it was not a problem.'*

*'There was no situation to be sorted.'*

*'MY EX GF,I SENT A SELFIE AND IT WAS GAY APPARENTLY BECUSE I WORE GLASSES.'*

#### **The aftermath (respondents could select more than one answer)**

As a result of this photo or video, 20 people have been threatened or bullied, 14 said they were not prepared for what happened when it got shared with other people and 9 said they were actually blackmailed and told that *'if I did not send more photos or videos they would send them to my family and friends'*. 23 said *'I have had a lot of drama over sexy selfies.'*

#### **Did they report it?**

Two thirds of 14-15 year olds said that if they were worried about something they or a friend had experienced online they would know where to report a problem and get help. But 52% of those who were involved in sexting, told nobody about what had happened to them.

39% told friends, 11% told parents and even fewer told siblings (8%) or another relative (7%) or some adult at school or college (7%). 8% told a student at school or college, possibly a trained peer mentor. 10% told the police. A few told a social worker or a youthworker. 8% reported it online.

For those who did report a problem, it was successfully stopped for 34 people. For a further 14 *'things improved a bit'* but for 10 *'The situation stayed the same'* and for an unfortunate 5 *'the situation got worse'*.

There was a feeling that question 25 was too vague and some asked for *'some context here'*

*'I would tell someone but snitches get stiches.'*

*'It depends on the severity of the situation.'*

## Peer support

334 or 36% of the 14-15 year olds said they had helped a friend who had had a bad online experience. The responses below give some indication of the resilience and capabilities these young people can offer, suggesting how we might make use of their skills and involve them in new ways in e-safety education.

*'Told a parent and showed them the e-safety website'*

*'We printed off the comments then told a teacher'*

*'Blocked someone for a friend'*

*'I gave them the guidance on who to tell and reported it myself.'*

*'I guided them to an online site to help them fix the problem and regain their confidence.'*

*'Told them I was always there for them and if they ever wanted anyone to talk to I'd be there for them. Also not to worry they will forget about it and to block them or report them.'*

### Case study

#### Girl 16+

She has a smartphone, laptop, tablet, games console and computer she uses at home. She uses computers at club, café or library and at a friend's house, She has social networking sites page. She goes online to message friends, watch film and video, do shopping, find out about gigs, matches and tickets and to get information for her homework and studies. She is online 3-4 hours a day, mostly at home, at school or out and about on her phone. She downloads movies or music without paying and has experienced online aggression.

She was taught e-safety at school or college and by parents/carers. She thought this was quite good but given too late for her. She thinks it should be taught 'regularly from reception up.'

She says she does not really follow the guidelines on e-safety and says the reason for this is 'I believe I'm able to judge risk myself.' She sometimes tries to get around blocks or filters.

She often visits websites urging you to be very thin and often visits sites talking about people hurting or trying to kill themselves. Once or twice she has seen sites

with nude pictures or videos that she did not search for. She often sees websites giving advice she thinks might be dangerous and often experiences 'someone who makes you believe they are a young person interested in you , but they turn out to be someone quite different'.

Although she mentions online aggression she says she has not been cyberbullied. She has engaged in sexting both on webcam and mobile.

She says she was in a relationship and wanted to share the picture lots of times. She says she was pressured or blackmailed by someone into posting these 'lots of times'. She also says she was tricked into doing this once or twice. Once or twice she got a message that contained threats in relation to such an image. She says she has never simply tried posting this type of photo for fun.

She selected the following possible answers from question 21 which asked what happened after you posted or sent the photo:

'I was blackmailed and told that if I did not send more photos and videos they would send them to my family and friends.'

'I have had a lot of drama over sexy selfies.'

She did tell friends, siblings, some adult at school or college and the police as well as an online support group and it was successfully stopped.

She feels that if she were worried about something she would know where to go to get help. Her choices would be parents/carers and some adult at school or college. She has helped a friend who had a bad online experience, by urging her friend to speak to a teacher.

This respondent says she has a mental health condition or difficulty.

In a recent study by Ofcom, published in August 2014, we learn more about this crucial age group and the role they are playing in shaping communications habits for the future. A 'millennium generation of 14-15 year olds are the most tech-savvy in the UK', according to this new Ofcom research...

'Teens born at the turn of the millennium are unlikely to have known 'dial-up' internet and are the first generation to benefit from broadband and digital communications while growing up.'

The study, involving nearly 2,000 adults and 800 children, revealed that six year olds claim to have the same understanding of communications technology as 45 year olds.

'It shows that we hit our peak confidence and understanding of digital communications and technology when we are in our mid-teens; this drops gradually up to our late 50s and then falls rapidly from 60 and beyond.'

It is suggested that 12-15 year olds, who have grown up in the digital age, are developing fundamentally different communication habits from older generations, even compared to the advanced 16-24 age group.

The study claims that children aged 12-15 are turning away from talking on the telephone. Just 3% of their communications time is spent making voice calls, while the vast majority (94%) is text based - such as instant messaging and social networking.

By contrast, older generations still talk and email. 20% of the UK's adults communication time is spent on the phone. While adults also embrace digital text-based communications, email is used for 33% of their communicating time, in contrast to just 2% among 12-15s.

### **We're communicating more than sleeping**

The report also found that it's not only younger teens that are making the most of digital communications technology. The average UK adult now spends more time using media or communications (8 hours 41 minutes) than they do sleeping (8 hours 21 minutes - the UK average).

'But because we're squeezing more into our day by multi-tasking on different devices, total use of media and communications averaged over 11 hours every day in 2014. This is an increase of more than 2 hours since Ofcom last conducted similar

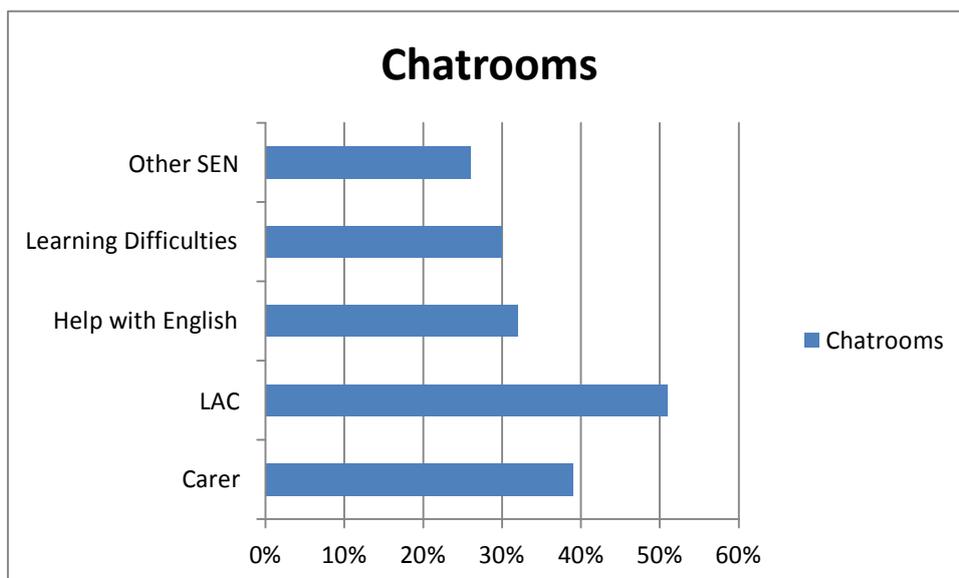
research in 2010. Since then, we're even better connected through superfast broadband and 4G mobile, and communicating on the move'.

Ed Richards, Ofcom Chief Executive, said: "Our research shows that a 'millennium generation' is shaping communications habits for the future."

## 7. Vulnerable groups

### Use of chatrooms

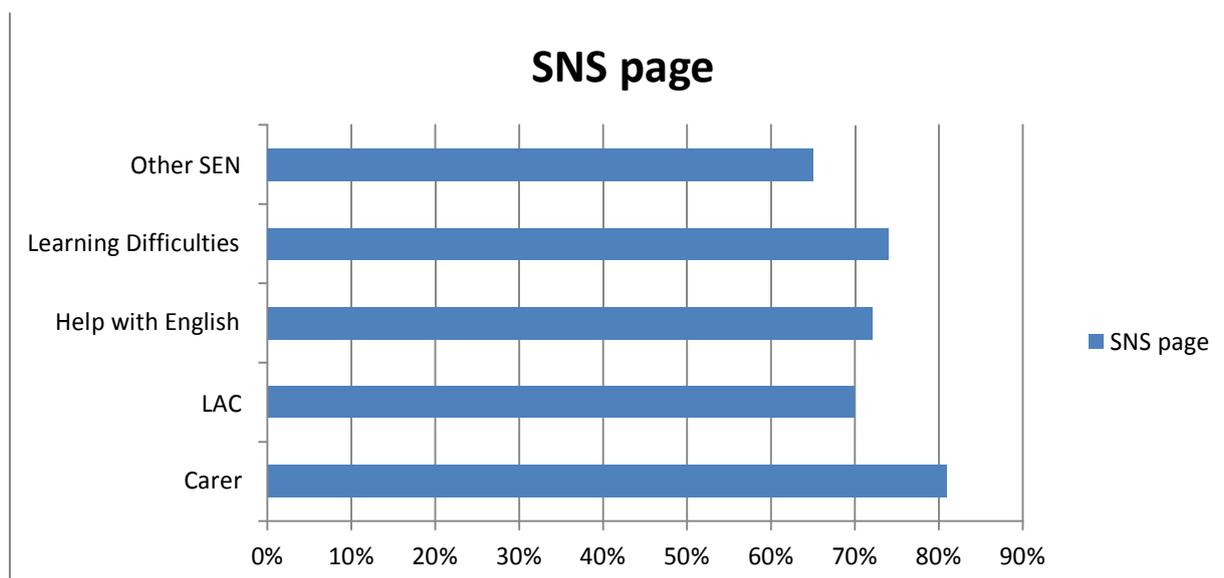
Among the groups we developed from this data it is clear that targeted and in some cases, intensive e-safety support is required. It is notable for example that those who are in care are far more likely to be using chatrooms than their peers, and that they are more likely to have missed out on teaching about e-safety. It is these respondents in care who are also more likely to say that the e-safety education they received was not good enough or useless (28%) see (chart below). Their heavy use of chatrooms and the amount of photos they post as well as the fact that they post a lot about what they are doing, suggests they and their carers require specific e-safety advice.



While numbers in these vulnerable groups are small in some cases, the messages they send are a useful guide to how they might be helped. These results also suggest that more in-depth work is needed to explore these apparent differences among larger samples of young people in these situations.

## Social networks

Those who are young carers are more likely than their peers to use social network sites. Students who need help with English and those with learning difficulties appear to be targeted with cyberbullying, homophobia and racism.



## Access to the internet

Young carers and students with SEN are the least likely to have a computer they can use on their own at home. People who need help with English and those with SEN are less likely than their peers to use a computer without adult help at a friend's house. This casual use of the equipment with a friend may be a way of learning that is denied them. Children and young people who are looked after in the care system are more likely than peers to have a tablet.

## Uploading, posting and oversharing?

Respondents in care and young carers are more likely than peers to be posting their photos (52%), and 43% of those in care also post about what they are doing in contrast to 28% of their peers who are not in any of the vulnerable groups

## Time spent online

52% of carers are likely to spend five or more hours a day online. One wrote: '12 hours', another wrote: '24/7'. Young carers possibly do a lot of shopping online when at home caring for family members. 42% of those in care spend five or more hours a

day online. One young male respondent in care aged 12-13 explains that in the holidays, the time he spends online rises to nine hours a day.

### **Money risks**

Those with learning difficulties appear to be twice as likely to visit gambling sites. They and those with SEN are also in the 'red' zone in terms of being hacked on social media, having personal details 'stolen', having credit card details stolen or misused, being tricked into paying for something they did not want online or buying fake goods.

### **What worries our most vulnerable young people?**

#### **Carers**

*'Not knowing it is actually mum's money in her bank account, not the game's money to buy lives.'*

*'Viruses'*

*'Homophobia'*

*'Predators'*

#### **I am or have been in care**

*'Knowing that someone could potentially find out everything about you through hacks, or knowing that people can be pushed to limits feeling suicide or harming is the easy option.'*

*'They are all quite concerning.'*

*'Bullying'*

*'That people will look at me through the webcam.'*

#### **Young people with mental health difficulties**

*'Homophobia and cyberbullying' 'Being tricked into buying fake goods because most scammers are clever...'*

#### **Those with learning difficulties and other SEN**

*'People being able to trace where I am'*

*'My photos getting all over social media websites and buying things that I did not want to purchase (sic)'*

#### **Those who need help with English**

*'Getting hacked on xbox live'*

*'People lying about who they are, but only social media sights, I only add people I know' (sic)*

## Online risks by vulnerable group

In the chart below the responses of young people in different life or health situations are illustrated to show the multiple factors in their online lives. There are combinations of risky behaviours that are revealed.

	I am a carer 64 people	I am in or leaving care 61 people	I have a longstanding illness 64 people	I have learning difficulties 170 people	I need help with English 224 people	I have special educational needs 91 people	I have mental health difficulties 156 people	I have none of these difficulties 1658
<b>Vulnerable groups and their online lives.</b> Support is needed across a range of online activities and experiences. All were cyberbullied considerably more than their peers with no difficulties. <b>Red:</b> This group is markedly more likely than peers to experience this. The presence of several factors combine to produce high risk It is essential to consider many facets of a young person's online life. Any one factor could be the presenting problem.	17%	18%	17%	16%	18%	13%	18%	5%
I often visit gambling sites	28%	31%	27%	22%	20%	21%	23%	9%
I often visit pages meant for adults	36%	38%	25%	21%	21%	21%	35%	15%
I have had my social media account hacked	19%	23%	17%	18%	14%	15%	20%	7%
I often try to get round blocks/filters	22%	30%	19%	12%	15%	16%	17%	4%
I have had personal details hacked/ stolen	14%	8%	8%	5%	4%	8%	6%	1%
I have had credit card details stolen	22%	25%	22%	12%	12%	13%	15%	3%
I've been tricked into paying for items I did not want	14%	16%	11%	8%	8%	10%	10%	3%
I've been tricked into buying fake goods	34%	36%	27%	19%	20%	24%	44%	17%
I've experienced online aggression including racism and homophobia	33%	39%	36%	24%	28%	24%	44%	17%
I often visit websites urging you to be very thin	31%	36%	31%	23%	28%	26%	44%	17%
I often visit websites encouraging self-harm or suicide	37%	30%	25%	25%	25%	24%	35%	16%
I often encounter very violent images or videos I did not want to see	20%	20%	30%	18%	17%	18%	26%	10%
I often see websites promoting hatred or racist views	34%	26%	22%	28%	19%	26%	27%	13%
I have often seen websites giving advice that is dangerous	33%	43%	33%	36%	25%	22%	29%	18%
I often use chatrooms and forums	36%	25%	25%	30%	21%	30%	24%	12%
I often see websites trying to sell you stuff that might be illegal	13%	11%	6% (small)	8%	10%	9%	14%	3%
Sexing: it happened to me	58%	48%	39%	36%	33%	32%	47%	25%
I have been cyberbullied	50%	41%	45%	38%	38%	35%	54%	27%
I spend more than 5 hrs a day online	36%	43%	30%	24%	29%	30%	37%	28%
I post about what I am doing	52%	52%	42%	37%	40%	38%	51%	44%
I post photos								

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## **Key messages from vulnerable groups**

These vulnerable groups of young people require targeted and intensive e-safety education and support that is relevant and tailored to their online lives and abilities.

### **Specific focus on looked after children and young people**

They report several risky behaviours, such as heavy use of chatrooms and posting about what they are doing. They are more likely to post photos than their peers and to try to get round blocks/filters. They are least satisfied with their e- safety education. There is a mixed judgment on e-safety education: 31% said e-safety education was not good enough, while as many as 39% said it was very good.

### **Specific focus on young carers**

They appear to do a lot of online shopping from home and run into difficulties with credit card details being stolen, indicating a need for safe online shopping advice. Their use of Social Networking Sites is extensive (and often hacked) and they spend long hours online. They appear more likely to visit or come across websites promoting anorexia and websites promoting hatred or racist views. They also report seeing very violent images 'I did not want to see'.

### **Specific focus on those with learning difficulties and SEN**

Those with learning difficulties reveal that they are targeted for cyberbullying, homophobia and racism considerably more than their counterparts. They and those with SEN also experience more hacking and being tricked into buying things they did not want, or fake goods.

Young people with 'other special educational needs' report many of the same difficulties in relation to hacking and exposure to harmful content; 24% experienced online aggression directed at them.

### **Specific focus on those who need help with English**

These young people are answering very differently from their peers with no difficulties or disabilities. It is of concern that only 35% thought their e- safety education was very good. Plus 14% say they often try to get round blocks and a further 18% say they sometimes try do get round filters and blocks. They are

almost four times more likely than their peers to say they have had their personal details stolen.

### **Specific focus on those with longstanding illness**

In an unexplained result we find that these young people are more likely than their peers to say they view very violent images or videos online. They are also more likely to report that they visit websites talking about self – harm or suicide.

### **Specific focus on those who have a mental health condition or difficulty**

Young people who said they had mental health difficulties are singled out for online aggression, they are also the group most likely to visit websites urging anorexia and those talking about self-harm and suicide. This latter finding is extremely worrying.

### **Specific focus on cyberbullying**

Rates of cyberbullying are so high for these groups of young people that urgent intensive work is called for to counter the prejudice surrounding them and the aggression aimed at them. (It is possible that some of the risky behaviour we see amongst them is associated with these experiences of being targeted, ostracized and victimized. They might seek acceptance online

#### **I have been cyberbullied:**

I am a carer	58%
I am in care or leaving care	48%
I have a longstanding illness	39%
I have learning difficulties	36%
I need help with English	33%
I have other SEN	32%
I have mental health difficulties	47%
All other respondents	25%

## 8. Co-create, collaborate and co-deliver: survey recommendations and actions

The 2014 Cybersurvey explored in greater depth the online experiences and behaviours of children, young people and vulnerable adults across Suffolk. It revealed that most children and young people are tied to their devices, a similar story as found elsewhere in the country. Those born around the millennium, are no longer just digital natives, but a **broadband-enabled millennial generation** of users for whom mobile devices are the portal to their life online.

The actions arising from the Cybersurvey report will be implemented over the coming year. This will enable the e-Safer Suffolk partnership to demonstrate its commitment to deliver outcomes based on the three aims of its e-safety strategy:



This approach outlines the response of e-Safer Suffolk to the experiences of our children and young people, as they navigate the transition to adulthood through social networks, digital media and the emerging “Internet of Things”.

## Raising awareness

The survey indicates that time spent online corresponds to increases in risk taking behaviour and exposure to online aggression/cyberbullying.

37% of 14-15 year olds spend more than five hours online, and 74% of the same age band state that parents do not limit their time online. Vulnerable groups, particularly young people in care/care leavers, those with SEND and young carers are also spending longer hours online. It is the 14-15 year olds and vulnerable groups who say that their e-safety education wasn't good enough.

For our younger children the perceived fear of cyberbullying is higher than the actual experience. They are prepared and willing to report e-safety issues but the response is not always what they want or need. Crucially this is also the age which adheres most consistently to the e-safety messages, which is why they must be supported to build their resilience to manage their life online.

<i>Action</i>	<i>Lead</i>	<i>Timescale</i>
<b>Establish a robust process for sharing data about e-safety incidents from safeguarding referrals.</b>	SCC e-Safety Lead Officer, e-Safer Suffolk Strategic Group and Suffolk Police lead for Cybercrime unit Head of County MASH Service	April 2015
<b>Challenge education providers to ensure that all pupils are supported to understand e-safety issues and online relationships through PSHE activity before issuing new mobile devices.</b>	e-Safety Lead Officer and SCC Education and Learning Service in conjunction with LSCB	April 2015
<b>To establish appropriate engagement and reporting to the Adult Safeguarding Board on e-safety issues as a result of the Care Act 2014, in relation to vulnerable adults and their commissioning and contracting arrangements.</b>	SCC Director of Adult & Community Services/Head of Adult Safeguarding	April 2015
<b>Undertake a series of focus groups with vulnerable children and with the 14-15 age group, to explore in-depth how what is happening in a child's life and family context gives meaning to their online risk taking behaviour .</b>	e-Safer Suffolk in collaboration with County Peer Ambassador and Suffolk County Council Graduate Trainees	September 2015

### **Building e-safety skills**

The Millennials (aged 14 - 15) believe that they are already successfully coping, and navigating online risks – and are helping their peers who get into difficulties. Co-production with this age group, utilising their experiences to improve review e-safety education will be a significant focus for e-Safer Suffolk.

The results illustrate that vulnerable young people are over-represented in the 113 respondents involved in sexting. This behaviour needs to serve as a “trigger for action” for the workforce and parents and carers, because it signposts to increased risk taking behaviour, as well as exposure to harmful content and conduct.

However the response of adults to reporting is currently not adequate, particularly as children get older. Targeted workforce training is integral to improving the experience of children and young people who report their concerns. Especially given that for 36% of those who reported negative experiences as a result of sexting, the outcome was that the problem ‘stayed the same or got worse’.

<b>Action</b>	<b>Lead</b>	<b>Timescale</b>
<b>Implement a rolling programme of targeted training for vulnerable groups workforce – specifically those working within fostering and adoption, with looked after children, young carers, young offenders and those with SEND, as well as Police Community Support Officers.</b>	e-Safety Training Manager	March 2015 and ongoing
<b>Extension of the peer ambassadors programme and e-safety online visa scheme into vulnerable groups – target 45 new peer ambassadors.</b>	SCC County Peer Ambassador	September 2015
<b>Engage a representative group of young people and vulnerable adults to review training offer by developing a shadow strategy group of young people and vulnerable adults on e-safety.</b>	SCC County Peer Ambassador and members of e-Safety Suffolk Strategic Group	January 2016
<b>Deliver 11 Training 4 Trainers workshop sessions to current e-safety leads in order to grow capacity to deliver e-safety training for the vulnerable group’s workforce and training for parents and carers.</b>	SCC e-Safety Training Manager	Completed by March 2016

## Create e-safer communities

An increased focus on targeted workforce training to improve the response received by children, young people and vulnerable adults, should lead to a positive uplift in reporting rates. However to assess the impact of training on the experiences on children and young people, a more comprehensive monitoring of e-safety issues across partners is required. This needs to be supported by the systematic evaluation of training programmes and support resources.

The 10 – 11 year old age group stated that they are afraid of cyberbullying, but their experience is more likely to be online aggression than cyberbullying. The survey shows online aggression doubles between the ages of 10 – 11 and 14 – 15. This is the same period of time when online gaming activity increases. Furthermore parental unwillingness to ensure that children are engaged in appropriate gaming activity is frequently raised as a cause for concern by the education workforce at e-safety leads training.

<i>Action</i>	<i>Lead</i>	<i>Timescale</i>
<b>Increased monitoring arrangements of e-safety issues across services accessed by children and young – Section 11 of the Children Act 2004, and Section 175/157 of the Education Act 2002.</b>	e-Safety Lead Officer/Local Safeguarding Children's Board	January 2015
<b>Review workforce training aimed at vulnerable groups and family support services) and at parent/carers to emphasise:</b> <ul style="list-style-type: none"> <li>• need for better supervision of their children's lives online</li> <li>• abusive language and cyberbullying in the online gaming environment</li> <li>• Importance of age-appropriate games &amp; Pan European Game Information (PEGI) rating system.</li> </ul>	SCC e-Safety Training Manager with support of e-Safety Lead Officer/County Peer Ambassador and SCC Workforce Development	April 2015
<b>Implement ongoing sufficiency and impact evaluation of e-safety training with reporting to e-Safer Suffolk Strategic Group.</b>	SCC e-Safety Training Manager.	April 2015

<b>Implement 'knowledge share' sessions and lessons learnt resources developed from e-safety incidents/audits and serious case reviews which featured e-safety issues.</b>	e-Safer Suffolk through e-Safety Leads and partner agencies.	To begin in September 2015
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Adrienne Katz is the author of 'Cyberbullying and e-safety: what educators and other professionals need to know' 2012; 'Making your primary school e-safe' and 'Making your secondary school e-safe' both due in May 2015. These books published by Jessica Kingsley Publishers are based on the Cybersurvey findings and offer practical suggestions and new approaches. All reports from the Cybersurvey and further information can be found on [www.youthworksconsulting.co.uk](http://www.youthworksconsulting.co.uk)