



FOR SCHOOLS

HOW CHILDREN USE MOBILE DEVICES AT SCHOOL AND AT HOME

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FAMILY KIDS & YOUTH

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Management Summary

In 2015 Techknowledge for Schools (formerly Tablets for Schools) and research agency Family Kids & Youth interviewed 7,444 pupils (6,565 secondary pupils and 879 primary pupils) in 31 mobile device-using schools to understand better how young people are using mobile devices at school and at home. The study follows the 2014 survey which was completed by 3,544 11-18 year olds. This new research includes analysis of over 21,000 open ended responses from the children and young people who took part in the research.

The study finds:

Use of Mobile Devices in School

- **While most schools recognise that mobile devices are an integral part of everyday life, nearly all employ an 'acceptable use' policy to guide responsible use at school and minimise the potential for disruption.** Many secondary school pupils in technology-using schools choose to follow these policies and limit personal smartphone use while at school. For example while three-quarters (76%) are using a smartphone regularly at home, just over a quarter (29%) use their phone at school.
- **Internet filters are widely used in schools and pupils are aware that their access to certain sites and apps is limited.** Almost nine out of ten (87%) secondary school pupils and over eight out of ten (81%) primary pupils say that their school blocks access to certain websites or apps such as Facebook, Instagram, Snapchat and Twitter.
- **Mobile device-using schools are actively talking to pupils about being safe online.** Around nine out of ten primary (93%) and secondary (89%) school pupils say that their school talks to them about being safe online.
- **Children believe that daily use of mobile devices in school for learning has increased their awareness of internet safety.** Half of secondary school pupils (51%) and six out of ten primary school pupils (60%) agree that using a Tablet or other device at school every day has made them more aware of using the internet safely.
- **Children in technology-using schools use a variety of devices.** As well as Tablets, other devices used at school include laptops (53% primary; 18% secondary), PCs (42% primary; 40% secondary), Chromebooks (33% Primary; 8% secondary), and smartphones (5% primary; 29% secondary).

Use of Devices at Home and Communicating with Friends

- **The smartphone is an important device for secondary school-aged pupils (76% use regularly at home)** and teenagers use a range of different websites and apps to communicate with friends. Secondary school-aged pupils use on average 5 different websites and apps to communicate with friends at home, the most popular being Instagram (60%), iMessage (58%) and Snapchat (57%).

- **By contrast, less than half of primary school-aged children regularly use a smartphone at home and their use of websites and apps to communicate with friends is lower.** Primary school-aged pupils use an average of 3 different websites and apps, with the most popular being messaging services such as email (45%), Skype (39%), Facetime (33%) and iMessage (29%). This difference in smartphone use between primary and secondary school-aged pupils is supported by Ofcom's 2014 report which found that smartphone ownership increases dramatically between the ages of 12 (41%) and 13 (67%).
- **The social media landscape is changing for teenagers.** The popularity of Facebook and Facetime as a way to communicate with friends has fallen significantly amongst secondary school-aged pupils compared to last year's Techknowledge for Schools survey, while Instagram, Snapchat, WhatsApp and Pinterest have increased in popularity.
- **Game playing is more popular amongst primary school-aged pupils compared to secondary pupils.** 94% of primary school-aged pupils play games at home, compared to 85% of secondary pupils.
- **Underage gaming continues to be an issue.** 13% of primary pupils and 33% of secondary school-aged pupils play 'Grand Theft Auto' at home, despite its UK age rating of 18+. Amongst secondary pupils who report playing this game at home, over half (55%) are in Years 7-9 (11-14 year olds) and over a third (36%) are in Years 10-11 (14-16 year olds).
- **Concern about underage gaming has increased amongst secondary school-aged pupils, although the majority remain unconcerned.** In 2015, almost a third (31%) of secondary pupils are concerned, compared to 28% in 2014.

Using Mobile Devices Responsibly

- **'Stranger danger' is one of a number of concerns that adults have about their child's use of the internet. This report shows that secondary school-aged pupils in particular have communicated with people they do not know when using social media.** Nearly half of secondary (48%) and over a quarter (28%) of primary school-aged pupils surveyed have communicated with people they do not know when using social media and over a third of secondary (36%) and primary (34%) school-aged pupils have communicated with people they do not know while gaming.
- **Parents have a key role to play in ensuring that their child uses the internet safely.** Pupils in families where there is more parental control over internet use at home (i.e. parents look at what their children are doing on the internet) are less likely to communicate with strangers online. Of those whose parents do not monitor what they are doing online, four out of ten (41%) primary school pupils claim to have communicated with people they do not know on social media. This figure falls to a quarter (26%) for primary school-aged pupils whose parents do monitor their online activity. A similar pattern is seen for secondary school pupils (57% for those whose parents do not monitor their internet use versus 39% for those who do).

- **Reflecting findings from last year, over a quarter of the pupils interviewed have experienced something online that concerned, upset or frightened them.** 27% of primary and 29% secondary school-aged children have experienced something distressing online. Although the majority of both primary and secondary school-aged pupils told somebody about their experiences, a quarter (24%) of the secondary and a fifth (18%) of primary school-aged pupils who experienced something distressing did not tell anyone.
- **Pupils' engagement in hurtful online behaviour, although not common, does occur.** This study has found that hurtful behaviour online is much more prevalent amongst secondary (20%) than primary (11%) school-aged pupils and three out of ten (30%) secondary school pupils admit that they regret things that they have said online.
- **Secondary school-aged pupils are very aware of their self-image online.** The majority (67%) think carefully about decisions they make about what they post online about themselves and how this might be perceived by others.
- **There is evidence to suggest that having experienced something upsetting or negative online themselves, or knowing someone to whom this has happened, raises awareness amongst secondary school-aged pupils about their behaviour online.** However, those who have experienced this are also the most likely to have said something hurtful to someone online themselves.

The importance of mobile devices versus the ability to 'switch off'

- **Four out of ten (40%) secondary school-aged pupils and a third (34%) of primary school-aged pupils admit to sometimes feeling addicted to the internet.** Over-frequent use, socialising, watching videos and gaming are the main reasons for feelings of addiction that emerge from analysis of the open-ended questions for both primary and secondary school-aged pupils.
- **The survey findings clearly suggest that internet-enabled devices continue to play a significant role in children's lives.** With half (50%) of primary and seven out of ten (70%) secondary school-aged pupils taking an internet enabled device to bed with them, it is clear that pupils' use of such devices is central to everyday life.
- **The number of pupils who admit to feeling distracted at home by other things on their mobile device while they are trying to do their homework increases with age.** Two-thirds (67%) of sixth formers (aged 16-18) report that they get distracted by other things when doing their homework on their device, compared to less than half (48%) of year 7 (aged 11-12) pupils. A smaller proportion of secondary (22%) and primary (13%) school pupils report being distracted in class by messages or games from their friends and teachers are aware of this¹.

¹ See '[Transforming Learning](#)' Pilot Study and Stage 1 & ethnographic film. Techknowledge for Schools, July 2015

- **Device use at home can affect family communication.** 39% of secondary school-aged pupils agree that they sometimes only communicate with their family at home through text messaging or social media and 38% say that they do not talk to their family because everyone is using a mobile device.
- **The majority of students feel they know how to use the internet safely and believe they should be allowed to decide what they can look at on the internet.** However, there remains an acceptance amongst the majority of primary and secondary school-aged pupils that parents should have some control over the websites they are allowed to access.
- **Online privacy is a key issue for secondary school-aged pupils even though the majority are aware of how to change their privacy settings online.** Awareness increases across age groups however, with 71% of Year 7s (11-12 year olds) reporting that they know how to change their privacy settings compared to 94% of sixth formers.

Using Mobile Devices Survey

1. Use of Devices at School and Home

Use of Devices – Key Findings

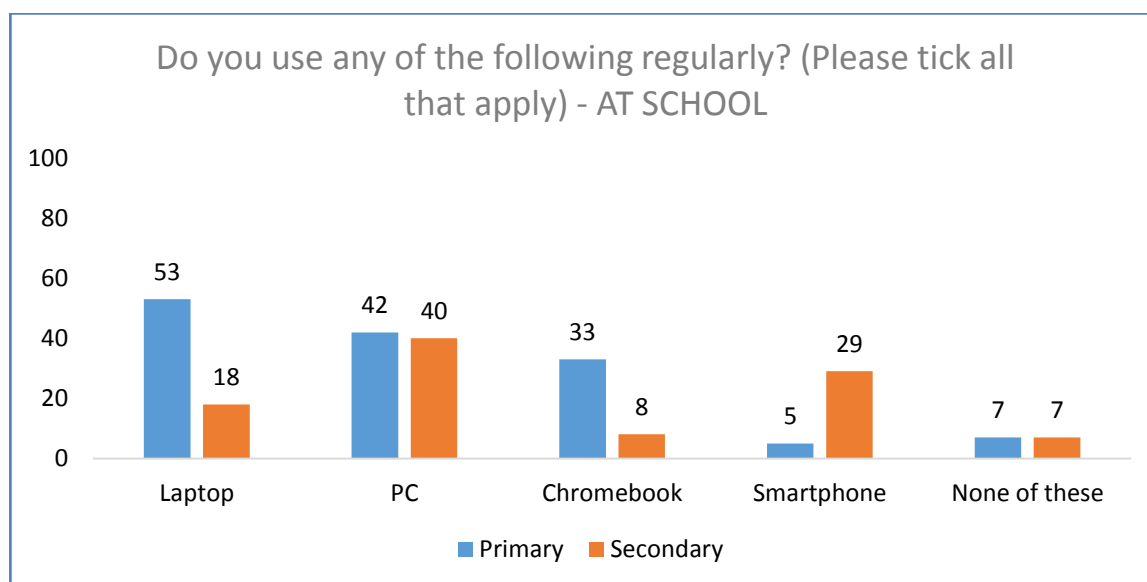
- In addition to Tablets, primary and secondary school-aged pupils are using a range of other devices.
- Many primary pupils regularly use a laptop at school (53%) and at home (66%).
- Smartphone use at school amongst primary pupils is very low (5%), reflecting the low level of smartphone ownership amongst younger children.
- However, smartphone use at home is much higher; almost half of primary school pupils regularly use a smartphone at home, suggesting they are using a device owned by another family member such as a parent.
- Increased levels of smartphone ownership amongst secondary school pupils means a dramatic increase in smartphone use, particularly at home. Three quarters of secondary school pupils regularly use a smartphone at home, making it the most commonly used device.
- While most schools recognise that mobile devices are an integral part of everyday life, many employ an 'acceptable use' policy to guide responsible use at school and minimise the potential for disruption. Clearly many secondary pupils choose to follow these policies and limit smartphone use while at school; while over three-quarters (76%) regularly use a smartphone at home, just over a quarter (29%) report using their phone regularly at school.

The 31 schools taking part in the research use mobile technology in teaching and learning, primarily through 1-2-1 Tablets or Chromebooks. 21 schools use 1-2-1 technology for all or most school years, 2 schools use 1-2-1 technology in one year group only and 7 schools use class sets of mobile technology; just one school did not use 1-2-1 mobile technology in teaching and learning.

In addition to using a Tablet, many primary school pupils regularly use a laptop at home and at school. Just over half (53%) regularly use a laptop at school and two thirds (66%) use one at home. PC use is slightly lower (at home 42%, at school 48%).

A third (33%) of the primary school pupils interviewed use a Chromebook at school, however use falls to around one in ten (11%) at home.

By contrast, smartphones are rarely used at school by primary school pupils; just 1 in 20 mentioned regularly using a smartphone at school. Smartphone use at home amongst primary pupils is significantly more prevalent (48%) and this is likely to be driven by children using their parents' devices, since smartphone ownership is low amongst primary age children. In 2014, Ofcom found that just 2% of 5-7 year olds and 20% of 8-11 year olds owned a smartphone².



Secondary base = 5,230; Primary base = 835

Other than a Tablet, the main device used by secondary school pupils at school is a PC (40%), whereas at home smartphones are the most commonly used device (76%). This vast difference in smartphone use between primary and secondary pupils is unsurprising given that many British children receive their first phone as a result of parents' preparation for the inevitable independence of travelling to and from secondary school. This is further supported by smartphone ownership data; Ofcom's 2014 report³ found that smartphone ownership increases dramatically between the ages of 12 (41%) to 13 (67%).

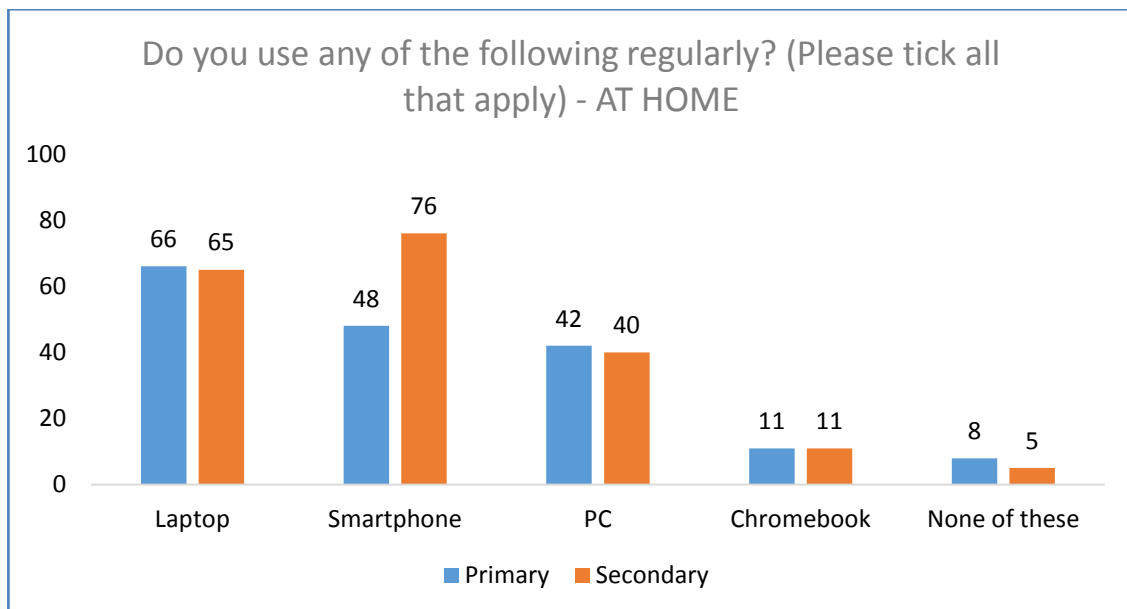
Although many teenagers own a smartphone, just 29% use the device regularly while at school. Most schools recognise that mobile devices are an integral part of everyday life and that they do offer some benefits, in particular in terms of increased safety when travelling to and from school. As such, many schools employ an 'acceptable use' policy which aims to guide safe and responsible mobile device use at school and minimise the potential for disruption or inappropriate use, often by limiting the times when mobile devices can be used and the permissible functions. Previous research has demonstrated that technology-using schools closely monitor what pupils are doing on their mobile device for learning while at school⁴. Clearly many secondary school pupils are choosing to follow these policies and limit smartphone use while at school.

² Ofcom Children and Parents: [Media Use and Attitudes Report, October 2014](#)

³ Ofcom Children and Parents: [Media Use and Attitudes Report, October 2014](#)

⁴ See '[Transforming Learning](#)' Pilot Study and Stage 1 & ethnographic film. Techknowledge for Schools, July 2015

Laptop (18%) and Chromebook (8%) use at school amongst secondary school pupils is low, suggesting that access to these devices is limited, potentially because almost all of the secondary schools included in this research are currently using one-to-one Tablets across most year groups. Laptop (65%) and Chromebook (11%) use at home amongst secondary pupils is similar to primary pupils.



Secondary base = 5,230; Primary base = 835

2. Communicating with Friends

Communicating with Friends – Key Findings

- Reflecting the policy of many schools to restrict the use of devices including mobile phones, the use of websites and apps used to communicate with friends at school is generally low amongst both primary and secondary pupils, as is game playing.
- Email, Skype, Facetime and iMessage are the most commonly used websites or apps primary school pupils use at home to communicate with their friends.
- Secondary school-aged pupils use websites and apps to talk with their friends to a far greater extent than primary pupils. In particular, over half use Instagram, iMessage, Snapchat, Facetime, email and Facebook.
- The popularity of email, Facebook and Facetime has fallen significantly amongst secondary school pupils compared to last year.
- Game playing is more prevalent amongst primary school-aged pupils compared to secondary pupils. Popular games amongst primary pupils are Temple Run, Angry Birds, Minecraft, Subway Surfers, Candy Crush and Cut the Rope. Secondary school pupils are mainly playing Subway Surfers and Temple Run.
- However, although the majority of editions of games such as Call of Duty, Grand Theft Auto and Assassins Creed have a UK age rating of 16+, around a third of secondary pupils and more than one in five primary school pupils play them at home.
- Grand Theft Auto has an age rating of 18, but despite this, over half of those that play it are aged 11-14.
- There has been a slight increase in the proportion of secondary school-aged pupils who are concerned that some of the games which are meant for ages 16 or 18 are played by younger people, however the majority remain unconcerned (69%).

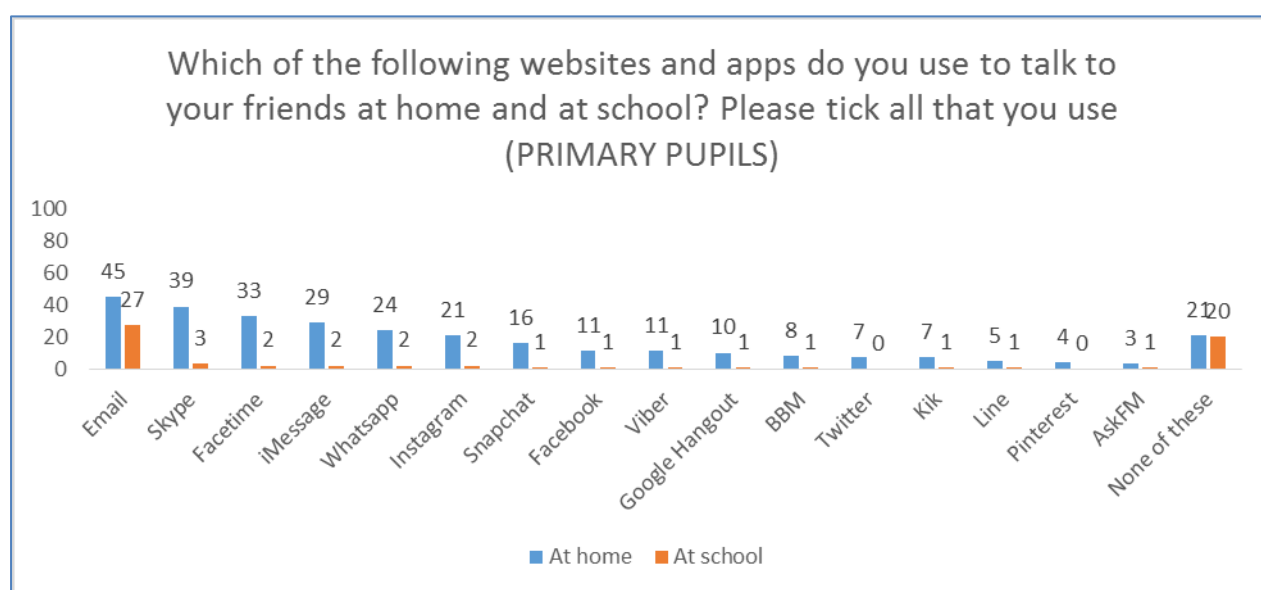
Social Media

Reflecting the policy of many schools to restrict pupil's internet access, use of websites and apps used to communicate with friends at school is generally low amongst both primary and secondary school pupils. Email is the main communication method used in school; just over a quarter (27%) of primary pupils and a third (37%) of secondary pupils use email to communicate with friends at school. Many schools now provide pupils with their own email address, so communication at school via email could be conducted via their school email account.

The use of other websites or apps to communicate with friends at school is much lower, particularly amongst primary school pupils. Just 3% of primary pupils regularly use Skype to

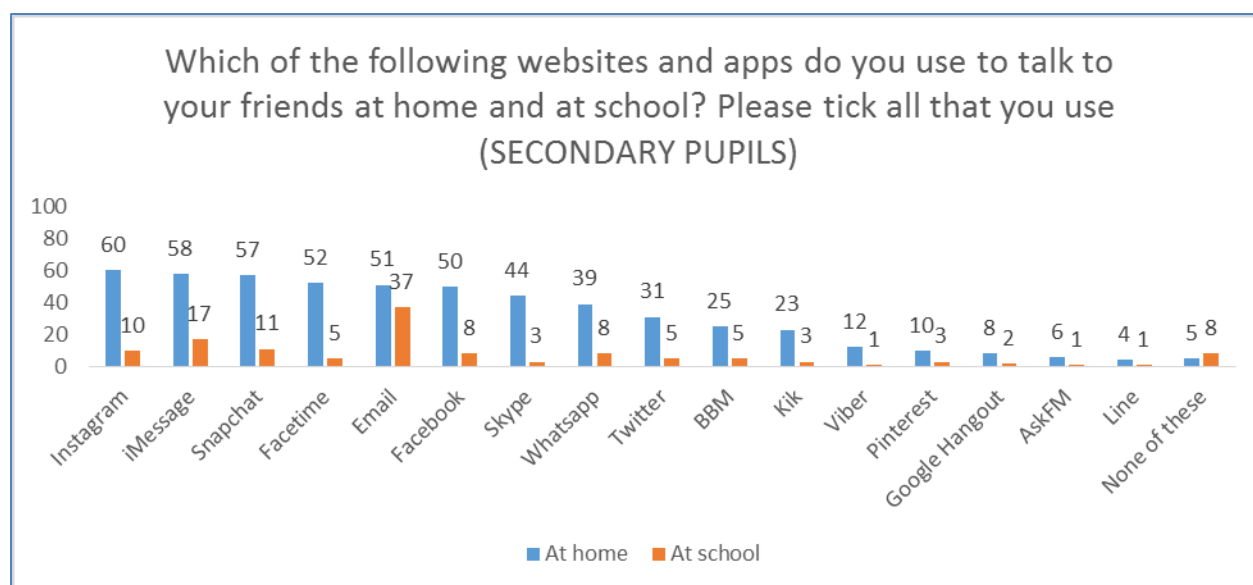
communicate with friends at school and 2% each use Facetime, iMessage, WhatsApp, Instagram and Snapchat. Access to many of these sites and apps is blocked in schools and mobile phone ownership amongst primary pupils is low. Use of other apps and websites is higher amongst secondary school pupils; 17% regularly use iMessage at school, 11% use Snapchat and 10% use Instagram.

Communication with friends at home is much higher amongst both primary and secondary pupils, although the most popular sites are somewhat different. Primary school pupils are most likely to be using messaging services such as email (45%), Skype (39%), Facetime (33%) and iMessage (29%) to communicate with friends at home. Almost a quarter use WhatsApp (24%), one in five use Instagram (21%) and one in six use Snapchat (16%).



Primary base = 795

Secondary school pupils are using a wider range of different websites and apps to communicate with friends at home compared to primary school pupils. Secondary school pupils use on average 5.3 different websites and apps to communicate with friends at home compared to 2.7 for primary pupils. Secondary school pupils are most likely to be using Instagram (60%), iMessage (58%) and Snapchat (57%) to communicate with friends at home. Around half of secondary pupils use Facetime (52%), email (51%) and Facebook (50%).



Secondary base = 5,868

The social media landscape is changing for teenagers. In 2015, secondary school pupils are less likely to communicate with their friends by Facebook (2014 62% vs. 2015 50%) and Facetime (2014 65% vs. 2015 52%). By contrast, the popularity of communicating via Instagram (2014 55% vs. 2015 60%), Snapchat (2014 55% vs. 2015 57%), WhatsApp (2014 21% vs. 2015 39%) and Pinterest (2014 3% vs. 2015 10%) has increased amongst secondary pupils.

Some recent media reports have focussed on the apparent decline in popularity of Facebook in particular⁵. Despite this decline, our research shows that these channels are still relatively popular overall and this view has been supported by recent research from the Pew Research Centre which found that Facebook is still the most popular social media website⁶.

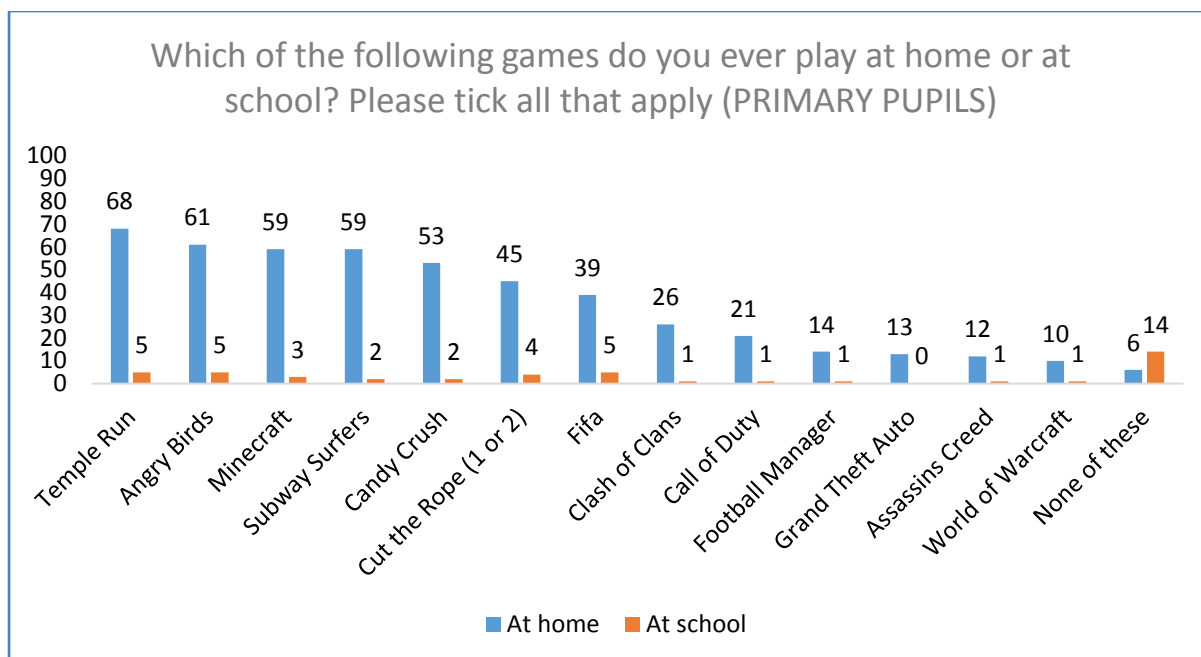
Gaming

Game playing is more prevalent amongst primary school-aged pupils compared to secondary school-aged pupils. 94% of primary pupils play games at home, whereas 85% of secondary pupils report doing so.

The most popular games played at home amongst primary school-aged pupils are Temple Run (68%), Angry Birds (61%), Minecraft (59%), Subway Surfers (59%), Candy Crush (53%) and Cut the Rope (45%). These games are more popular amongst primary pupils compared to secondary pupils.

⁵ <http://www.buzzfeed.com/sapna/only-14-of-teens-say-facebook-is-the-most-important#.ecRgd59dw0>

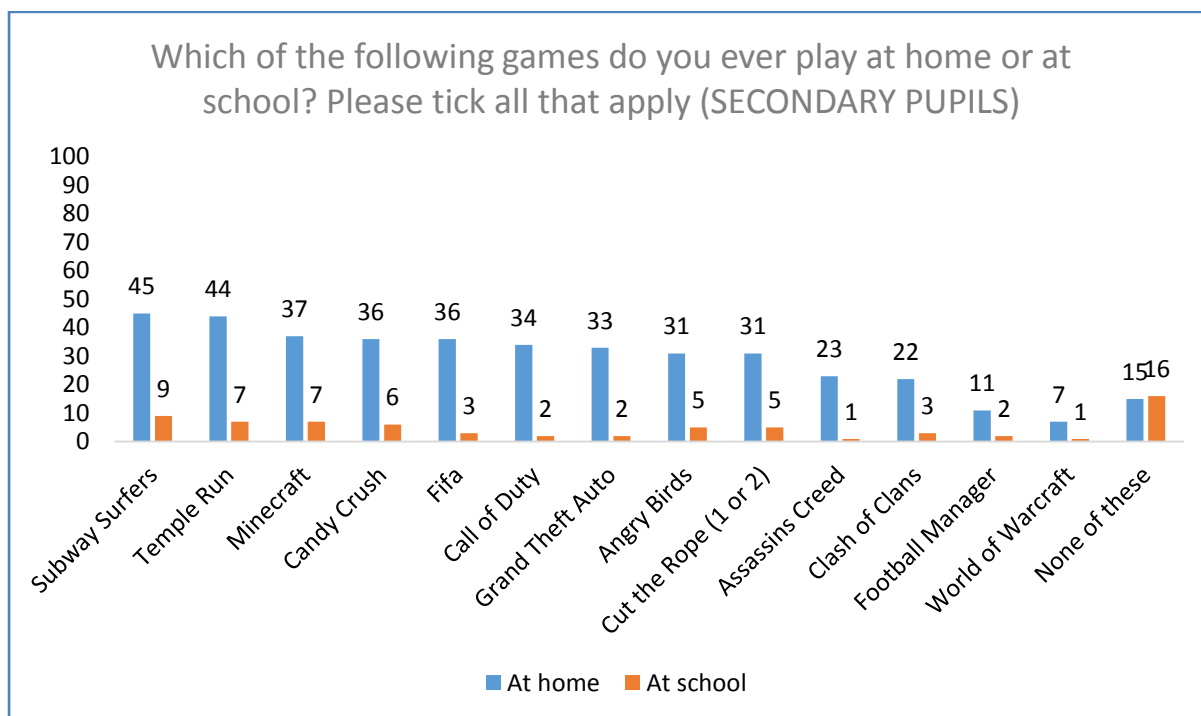
⁶ <http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>



Primary base = 782

Secondary school-aged pupils are mainly playing Subway Surfers (45%) and Temple Run (44%) at home. Over a third of secondary school-aged pupils report playing Minecraft (37%), Fifa (36%) and Candy Crush (36%) at home.

Some games have similar levels of popularity amongst primary and secondary school-aged pupils, especially Fifa (primary 39%, secondary 36%), Football Manager (primary 14%, secondary 11%) and World of Warcraft (primary 10%, secondary 7%).



Secondary base = 5,741

In 2014, clear gender differences in gaming behaviour were noted in secondary school-aged pupils, with boys more likely to be playing games at home than girls, however gender differences are somewhat less apparent amongst primary school-aged pupils⁷. 97% of primary school boys play games at home versus 93% of primary girls. Minecraft (69%) and Angry Birds (63%) are the most popular games amongst primary school boys, whereas amongst girls, Temple Run (74%) and Candy Crush (62%) are the most popular.

Some games have a strong gender bias amongst primary school-aged pupils. Playing Fifa, Call of Duty, Grand Theft Auto, Assassins Creed and Clash of Clans is more heavily biased towards boys whereas Candy Crush and Temple Run is more biased towards girls.

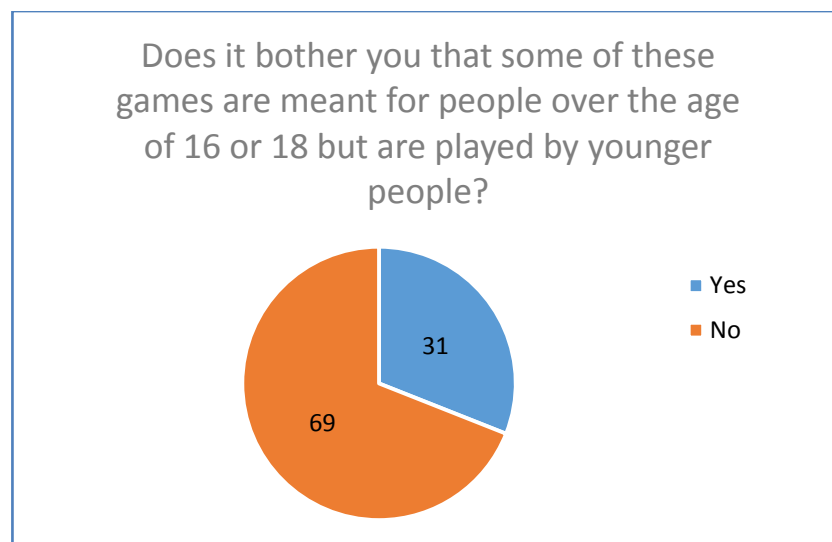
Although the majority of editions of games such as Call of Duty, Grand Theft Auto and Assassins Creed have a UK age rating of 16+, at least a third of secondary school-aged pupils and more than one in five primary pupils play them. Around a third of secondary pupils report playing Call of Duty (34%) and Grand Theft Auto (33%) at home, and a quarter (23%) play Assassins Creed. One in five (21%) primary school pupils play Call of Duty at home, 13% play Grand Theft Auto and 12% Assassins Creed.

Furthermore, Grand Theft Auto has a UK age rating of 18 and above and of the 33% of secondary school-aged pupils that reported playing this game at home, over half (55%) are in Years 7-9 (11-14 year olds) and over a third (36%) are in Years 10-11 (14-16 year olds). The proportion of pupils playing Grand Theft Auto increases with age from 20% in Year 7 (11-12 year olds) to 29% in Year 8 and peaks at 40% of Years 9-11s. Amongst Sixth Form pupils, playing decreases slightly to 36%. As discussed in our 2014 report *‘Young People’s Attitudes Towards Gaming’⁸*, the issue of children accessing games which are meant for adults forms part of a wider concern amongst adults about young people’s use of the internet. Concerns focus on exposure to inappropriate content, excessive use, ‘stranger danger’ and cyberbullying.

There has been a slight increase in the proportion of secondary school-aged pupils who are concerned that some of the games which are meant for people over the age of 16 or 18 are played by younger people, however the majority remain unconcerned. In 2015, almost a third of secondary pupils (31%) are concerned, compared to 28% in 2014.

⁷ Primary school pupils were not included in the 2014 survey

⁸ FK&Y Report for [Tablets for Schools](#): Young People’s Attitudes Towards Gaming (2014)



Secondary base = 5,643

Despite the majority of young people remaining unconcerned about young people engaging in underage game playing online, the open-ended responses provide greater depth to young people's views on this topic, which can be grouped into the following three categories: those 'for' (a mix of girls and boys), those 'against' (mostly girls), and those who believe 'the choice should be discretionary' (a mix of girls and boys).

1. For - those who think it is ok for younger people to play games rated 16-18 years:

Doesn't affect people / Just a game

It doesn't really affect younger people, most games are for high ages because of violence, if they can stand violence then I don't see why they can't play it. Parents also let them.

Year 8, girl (age 12-13)

Because I don't believe that games are linked to violence in the streets or that they will change people's children. If parents care about what their child is playing then they'll stop them. But I think that at the age of 14 and above people know what's right and what's wrong and a game shouldn't change that.

Sixth form, girl (age 16-18)

Because all the good games are rated over younger peoples ages. It's only a game not something that is so bad.

Year 8, boy (age 12-13)

Age limit not right / Consider they are mature enough

Because you have to be 16 to go in the army yet have to be 18 to buy Call of Duty.

Year 11, girl (age 15-16)

Age is never an indicator of maturity. 14 year olds can use them more sensibly than some 30 year olds I have encountered.

Year 9, boy (age 13-14)

Your maturity should not be measured by your age but by how you act and respond to certain things.

Year 10, boy (age 14-15)

Children play/see anyway

People of any age have access to viewing other people playing these games, regardless of their age through websites such as YouTube, or Twitch.tv, so it's virtually impossible to stop people under the age rating of video games from watching.

Sixth form, boy (age 16-18)

Because people can limit children all they want on trying to stop them playing inappropriate games but that only makes children want to get these violent games.

Year 8, girl (age 12-13)

2. Against - those who do not think it is ok for younger people to play games rated 16-18 years:

Inappropriate/unsafe

It glorifies violence, crime etc. which should not be promoted at any age.

Year 11, girl (age 15-16)

I think that games should not be used for children under the age restriction because some games can be inappropriate and can be bad to younger children. Furthermore, some games can be used to talk to other people which can be unsafe for young children since they might not know what they are doing.

Year 8, girl (age 13-14)

Restricted for a reason

People need to realise there are age restrictions for a reason. It is to protect them from danger.

Year 11, girl (age 15-16)

Age ratings are there for a reason and some children and teenagers can be influenced greatly by some of the violence in these games.

Year 8, boy (age 12-13)

It is age restricted for a reason. Violent/sexual content/ swearing etc is not appropriate for younger children/teens.

Sixth form, girl (age 16-18)

Games can be damaging to a child's wellbeing

There is an age limit for a particular reason. Some games are immensely violent which I believe can affect a person's mentality if played on from an early age.

Sixth form, girl (age 16-18)

Because it is not for them and can influence them negatively. They can also traumatize young children.

Year 8, girl (age 12-13)

3. Discretionary – those who think their choice of games should be left to the discretion of the parents or individual, not governed by an age rating:

Own decision

Because I feel like these gaming sites are over rated on age and people should be allowed to play the games of their choice.

Year 8, girl (age 12-13)

The age rating is a recommendation, it's your own choice of what games you play.

Year 8, boy (age 12-13)

Because people are old enough to make their own decisions.

Year 8, boy (age 12-13)

Parent's decision

Realistically there is no age limit to the games as people can purchase them. It is also up to the parents, my parents only really minded what age of a game I played up until I was 13/14.

Year 11, boy (age 15-16)

When it comes to purchasing these games, all someone under these restrictions needs in order to get the game for themselves is their parent or guardian to buy it, which I see happening all the time.

Sixth form, boy (age 16-18)

It should be at the parent's discretion that a child is considered mature enough to play a game designed for people older than them.

Sixth form, girl (age 16-18)

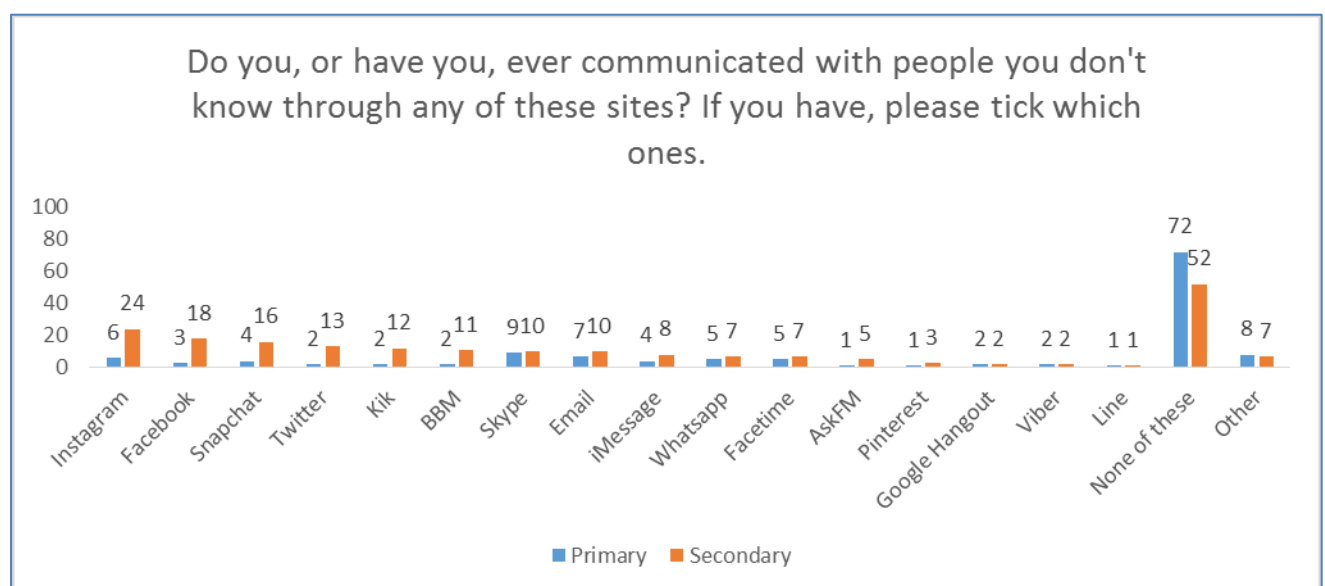
3. Speaking to Strangers

Speaking to Strangers – Key Findings

- Around a third of primary and secondary school-aged pupils have communicated with people they do not know while gaming.
- Around half of secondary school-aged pupils have communicated with people they do not know when using social media, most often on Instagram or Facebook.
- Communicating with people they do not know on social media sites or apps is lower amongst primary school pupils and the types of services used by primary school pupils are also quite different compared to secondary pupils. Primary pupils tend to use messaging services such as Skype, email, Facetime and WhatsApp.
- Parental monitoring of their child's internet use appears to be important for protecting them against communication with people they do not know through social media.
- Similar to 2014 findings, over a quarter of secondary school aged pupils, and a quarter of primary pupils have experienced something online that concerned, upset or frightened them.
- 15% of secondary and 11% of primary school pupils have personally experienced something negative online. Across all age groups this is most likely to have involved receiving a hurtful message or being bullied.
- Furthermore, over a third (37%) of secondary school-aged pupils and a fifth (22%) of primary pupils know someone who has been upset or made to feel bad about themselves online.
- Secondary school pupils are most likely to share negative online experiences with their friends, whereas primary pupils mainly confide in their parents.
- Highlighting the importance of discussing online safety with young people, a quarter of secondary school –aged pupils and a fifth of primary school pupils did not tell anyone about having an experience online that concerned, upset or frightened them.
- There is considerable public debate about the relationship between screen use and sleep problems. Research has shown a relationship between evening screen use and sleep problems in both pre-school children and teenagers. It is therefore concerning that there has been an increase in the proportion of secondary school-aged pupils who take an internet enabled device to bed with them at night from 63% in 2014 to 70% in 2015.
- Secondary school-aged pupils are most likely to take a smartphone to bed (70%) and are primarily using their devices to talk to their friends (69%) or look at YouTube or other film/picture websites (67%).
- Half (50%) of primary school-aged pupils take an internet enabled device to bed with them, most commonly a Tablet (54%). Primary school pupils mainly play games on their own (61%), or look at YouTube or other film/picture websites (47%) on their devices in bed.

Nearly half of secondary school-aged pupils (48%) have communicated with people they do not know when using social media. This is most likely to have happened on Instagram (24%), Facebook (18%), Snapchat (16%), Twitter (13%) and Kik (12%). ‘Stranger danger’ is one of a number of concerns that adults have about their children’s use of the internet.⁹ However it is likely that the majority of these communications are benign group conversations such as commenting on a stranger’s picture or responding to a stranger’s Tweets, rather than one-to-one exchanges. This view is supported in the book *It’s Complicated: The Social Lives of Networked Teens*¹⁰, in which a survey of parents in America found that while 93% were concerned that their child might meet a stranger online who would hurt them, only 1% of them indicated that their child had ever had such an experience.

Fewer primary school-aged pupils report communicating with people they do not know on social media sites or apps and the types of services used by primary pupils to communicate with people they do not know is also quite different compared to secondary pupils. Just over a quarter (28%) of primary pupils have communicated with someone they do not know when using social media. Skype (9%), email (7%), Instagram (6%), Facetime (5%) and WhatsApp (5%) are the most used at this age and most services require a unique identifier such as an email address or telephone number in order to communicate with another person. This could suggest that primary school-aged pupils are likely to have communicated with someone known to someone close to them, such as a friend or family member.



Primary base=787; Secondary base=5,813

⁹ <http://www.bbc.co.uk/newsbeat/article/29457870/1-in-3-teenagers-meet-social-media-friends-in-real-life>

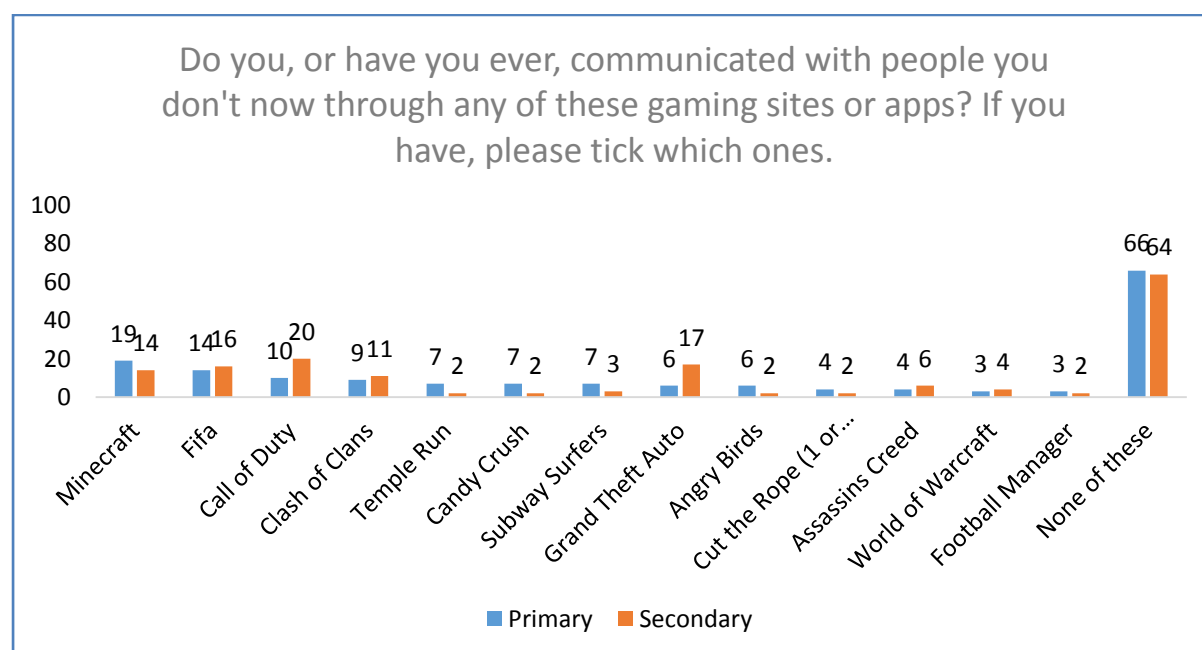
¹⁰ *It's Complicated: The Social Lives of Networked Teens*, Danah Boyd, Yale University Press (1 March 2014)

There is evidence to suggest that parental monitoring of their child's internet use is important for protecting them against communication with people they do not know through social media. Two in five (41%) primary school-aged pupils whose parents do not monitor what they do online claim to have communicated with people they do not know on social media. This figure falls to 26% for primary pupils whose parents do monitor their online activity. A similar pattern is seen for secondary school-aged pupils (57% for those whose parents do not monitor their internet use vs 39% for those who do). This suggests parents have a vital role in helping their children to stay safe online at all ages.

Over a third of secondary (36%) and a third of primary (34%) school-aged pupils have communicated with people they do not know while gaming. A number of games have an online function which allows player communication. Amongst secondary school-aged pupils this has occurred while playing Call of Duty (20%), Grand Theft Auto (17%), Fifa (16%) and Minecraft (14%). Primary school pupils are most likely to have communicated with people they do not know on Minecraft (19%), Fifa (14%), Call of Duty (10%) and Clash of Clans (9%).

You should always be careful if you are playing online games with people you don't know and if you post public information or pictures you could be in danger.

Year 7, boy (aged 11-12)



Primary base = 777 Secondary base = 5,696

Negative Online Experiences

Over a quarter of primary (27%) and secondary school-aged pupils (29%) have experienced something online that concerned, upset or frightened them. This is similar to

the findings from 2014¹¹ when 27% of secondary pupils reported seeing something online that had concerned, upset or frightened them.

When secondary school pupils were asked to describe what they had experienced online that concerned, upset or frightened them, over a third (34%) provided details for this in open-ended responses. A number of categories emerge from these responses with videos, films and trailers being the most prevalent cause for concern online (30%). Mean comments and bullying are also a concern for nearly a quarter (24%), closely followed by frightening or concerning images (23%).

Unsuitable images such as videos on Facebook showing people being beheaded or castrated. Images of children in vulnerable situations. Young girls showing so much flesh making themselves a target for paedophiles. Young people under the age of 12 on social networking sites with the settings on public. Videos and images of animals having suffered abuse for example Cody the dog who was set on fire.

Sixth form, girl (age 16-18)

Inappropriate content shared by someone I am no longer friends with on Facebook which included actual violence towards people and animals.

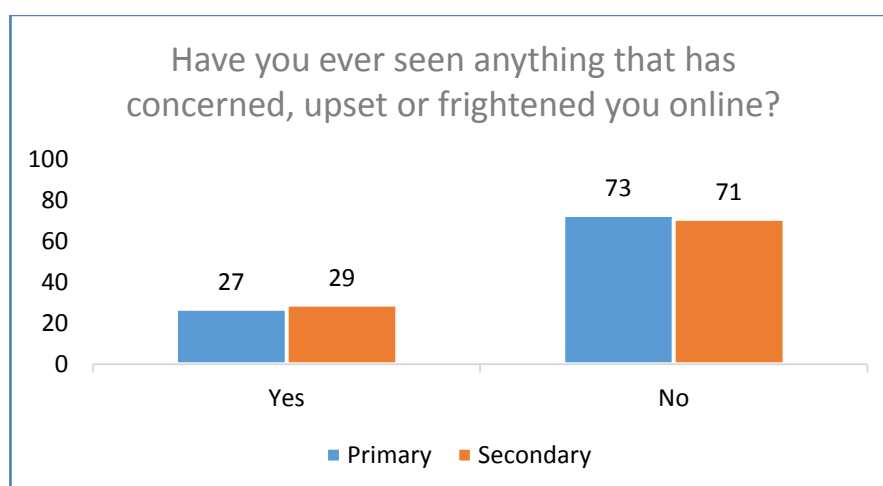
Year 11, boy (age 15-16)

Happens very often, people using derogatory terms, offending others, threatening others and blackmailing others, swearing and cursing and generally speaking of derogatory terms.

Year 9, girl (age 13-14)

People are being cyberbullied on Instagram and Twitter but the people around them don't help or stop them.

Year 7, boy (age 11-12)

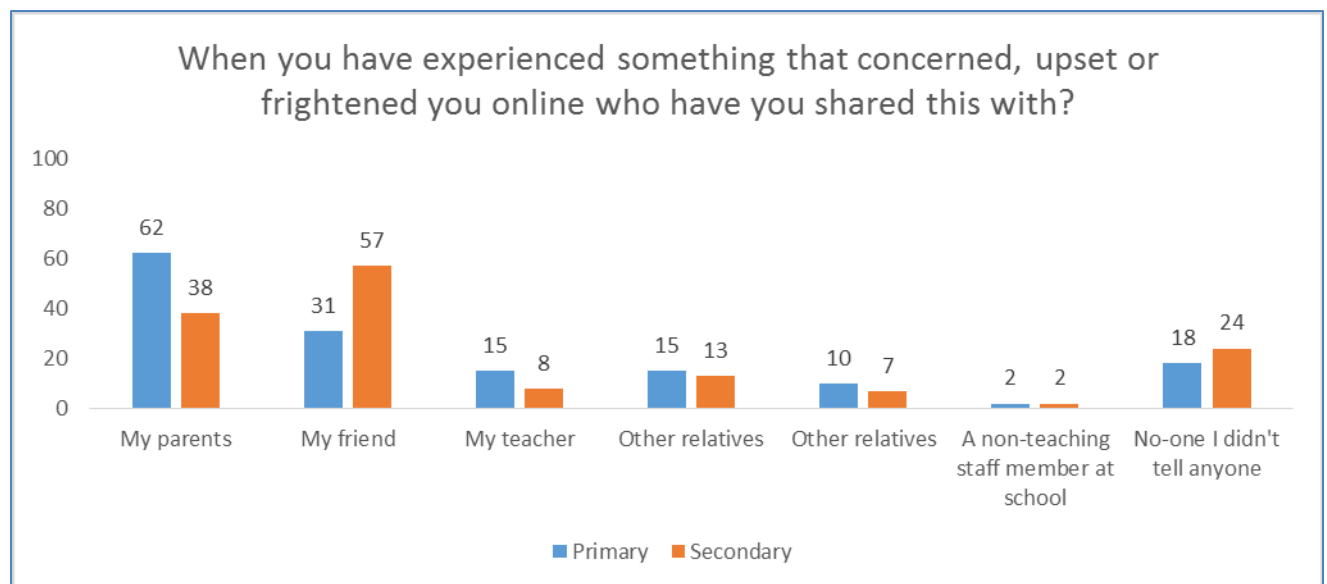


Primary base = 776 Secondary base = 5,581

¹¹ Primary school pupils were not included in 2014

Secondary school-aged pupils are more likely to share negative online experiences with their friends whereas primary school pupils mainly confide in their parents. 57% of secondary pupils shared an experience online that concerned, upset or frightened them with friends and 38% shared it with their parents or another relative (13%). These figures are similar to those seen in 2014, when 54% of secondary school-aged pupils said they shared a negative online experience with a friend, 36% with their parents and 9% with another relative. Primary school pupils are most likely to have told their parents (62%), followed by their friends (31%). Almost one in seven (15%) told their teacher and the same proportion told another relative.

However, a quarter (24%, similar to 2014 at 25%) of secondary school pupils and almost a fifth (18%) of primary school pupils did not tell anyone about what they had experienced. This highlights the importance of discussing online safety with young people to ensure they are aware of the potential dangers and are fully supported should they experience something negative online.



Primary base = 206 Secondary base = 1,610

A third (34%) of primary school-aged pupils who did not tell anyone about their experience struggled to give a particular reason for not doing so and nearly a fifth (19%) felt it was unnecessary or that they were 'not bothered'. For secondary pupils, 28% felt that it was unnecessary or they had already dealt with the situation themselves and more than 1 in 5 (22%) reported that it 'wasn't that bad'.

Because it wasn't a big deal and it wasn't something that was anything to do with me I just saw other people being horrible. It didn't personally upset me.

Year 6, girl (age 10-11)

Because it didn't affect me and was not long term if it did. I don't think I need to bother people with my problems, they can worry about themselves and I will worry about myself.
Year 9, girl (age 13-14)

I thought it best to move on and forget about it. By doing so you aren't doing what the person who shared it wanted: reacting to it.

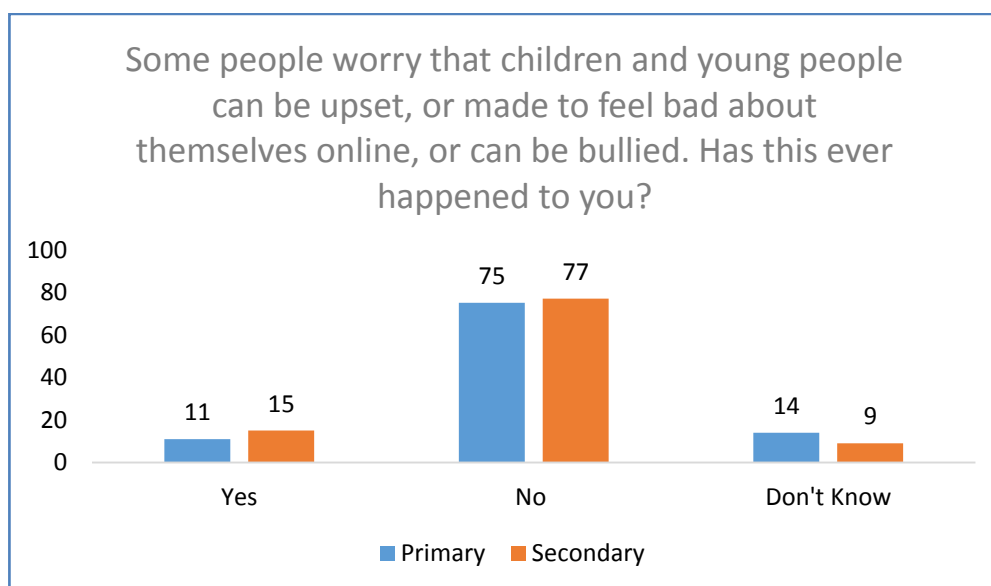
Year 11, boy (age 15-16)

Although the news was concerning, I didn't feel distressed by it enough to feel the need to share it with anyone.

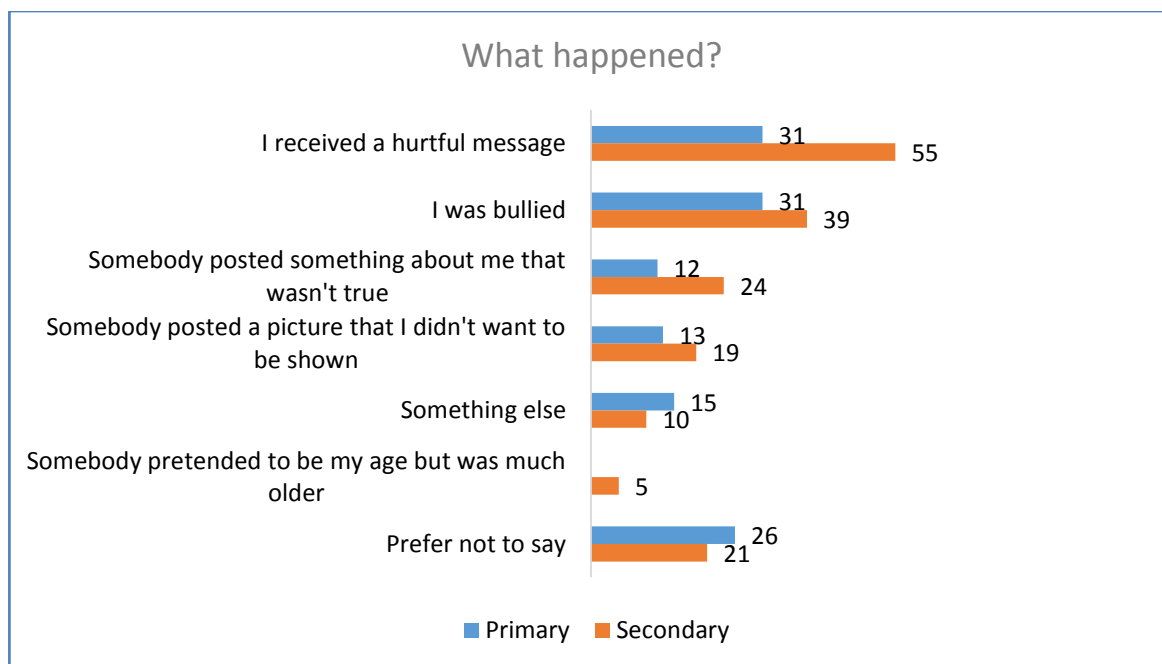
Year 11, boy (age 15-16)

15% of secondary school pupils and 11% of primary school pupils have personally experienced something negative online. This is most likely to have involved receiving a hurtful message (55% secondary, 31% primary) or being bullied (39% secondary, 31% primary). Around a quarter of secondary school-aged pupils report that it involved somebody posting something about them that was not true (24%), compared to 12% of primary pupils. 19% of secondary and 13% of primary school-aged pupils say that it involved somebody posting a picture that they did not want to be shown.

This is in line with the 2014 findings when 15% of 11-18 year olds stated that they had been upset or made to feel bad about themselves online. The main issues experienced also remain the same compared to 2014 (receiving a hurtful message 2015: 55%; 2014: 53%, being bullied 2015: 39%; 2014: 46%).

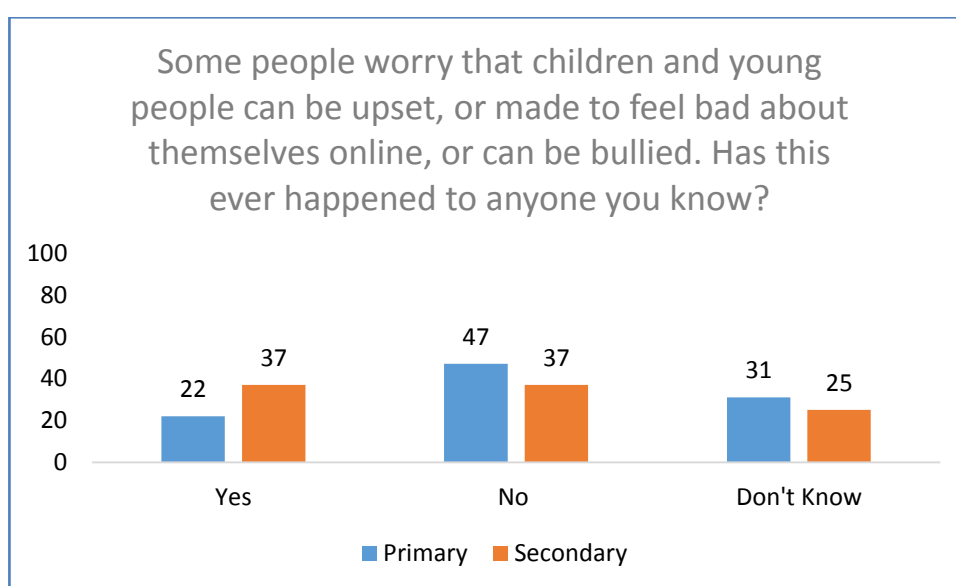


Primary base = 769 Secondary base = 5,529

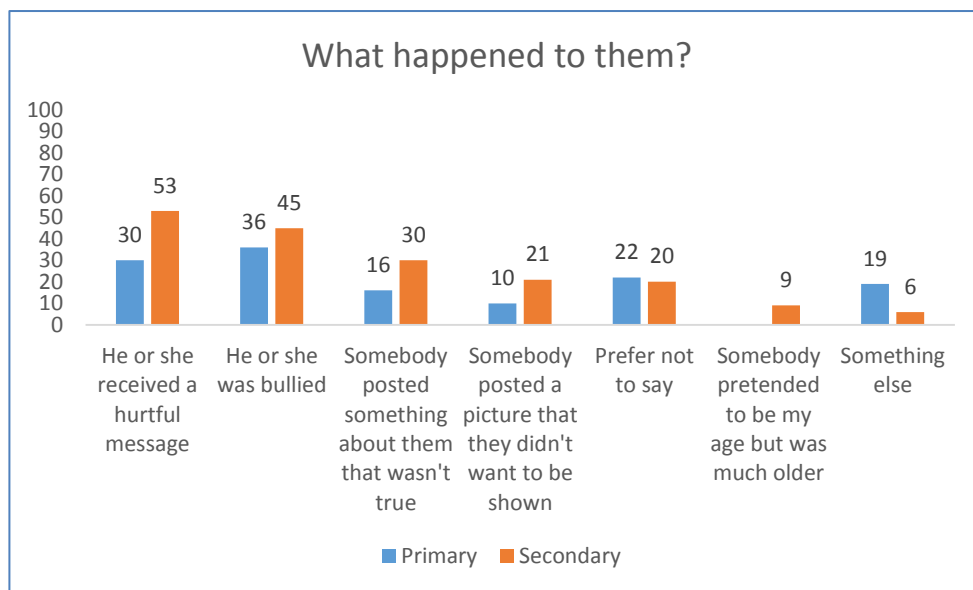


Primary base =85 Secondary base = 826

Furthermore, nearly two-fifths (2015: 37%, 2014: 35%) of secondary school-aged pupils and a fifth (22%) of primary school pupils know someone who has been upset or made to feel bad about themselves online. For secondary school pupils, knowing someone who has received a hurtful message is most common (53%), followed by someone who has been bullied (45%). For primary school pupils, knowing someone who has been bullied (36%) is most common, followed by knowing someone who has received a hurtful message (30%). For all ages this is followed by someone posting something that was not true (30% secondary, 16% primary) or someone posting a picture that they did not want to be shown (21% secondary, 10% primary).



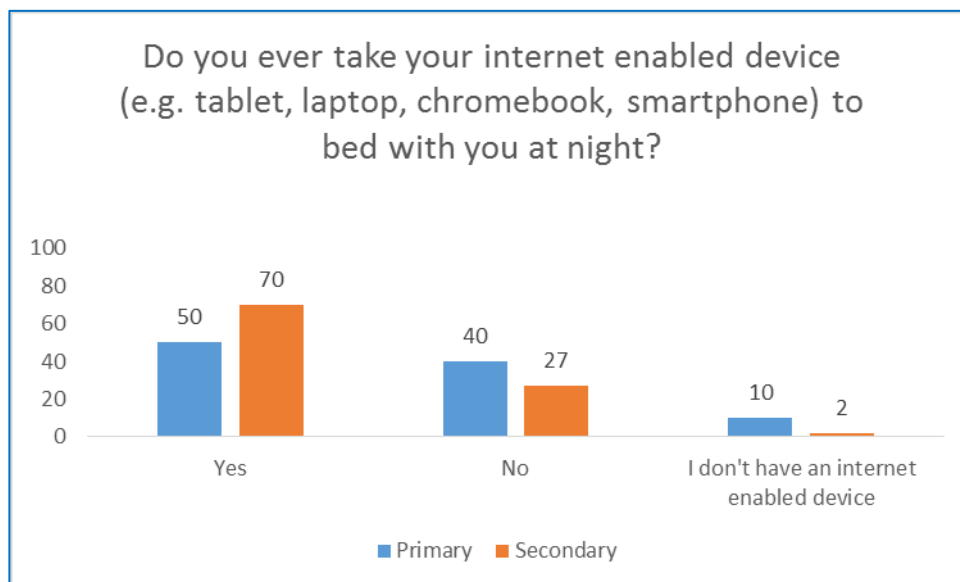
Primary base =765 Secondary base = 5,512



Primary base =170 Secondary base = 2,055

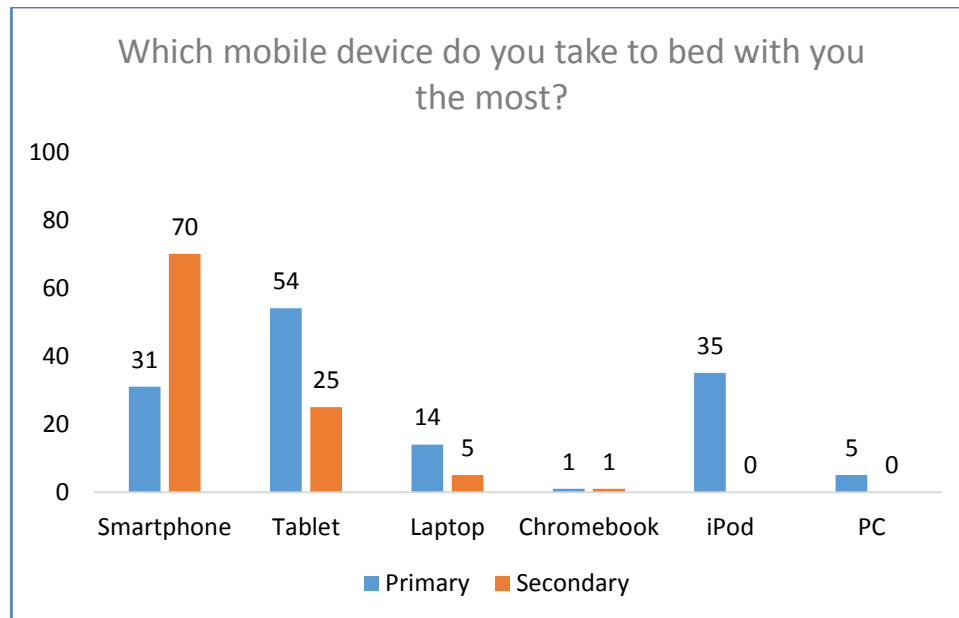
Taking Devices to Bed

Seven out of ten (70%) secondary school-aged pupils and half (50%) of primary school-aged pupils take an internet enabled device to bed with them at night. For secondary pupils this is an increase from 2014 when 63% reported taking an internet enabled device to bed with them at night.



Primary base =744 Secondary base = 4,931

Unsurprisingly, secondary school-aged pupils are most likely to take a smartphone to bed (70%), whereas for primary school pupils a Tablet is the most common device (54%). Around a third of primary school pupils report taking an iPod to bed with them (35%) and just under a third (31%) take a smartphone.



Primary base =379 Secondary base = 3,274

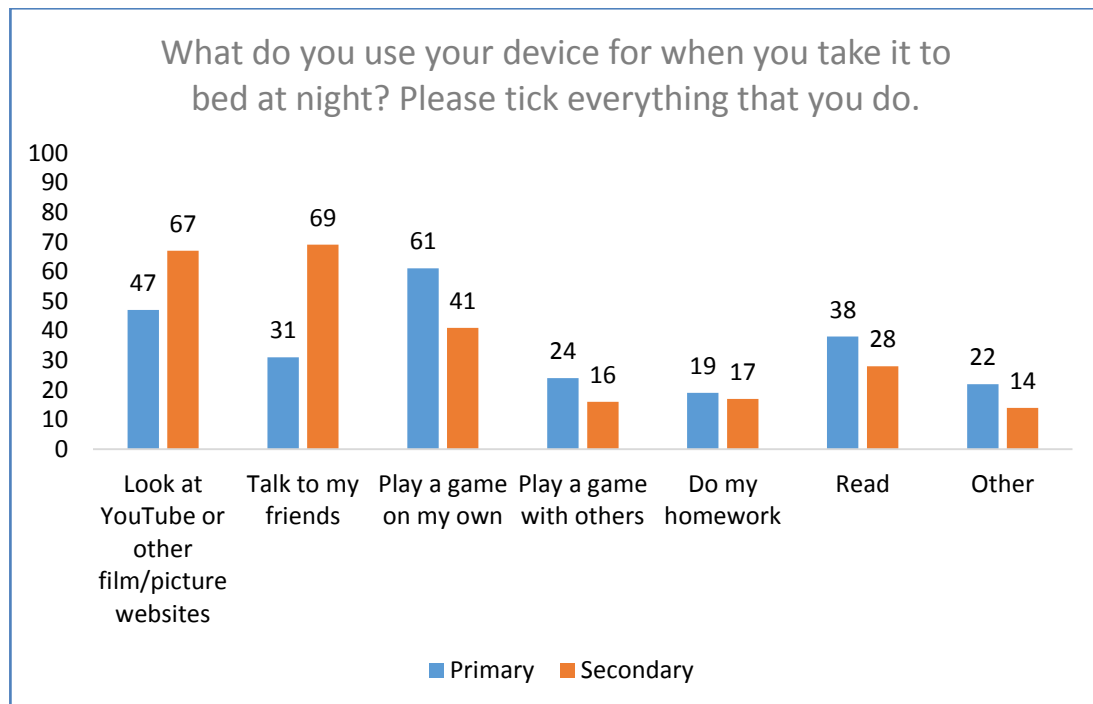
Secondary school-aged pupils are mainly using their devices in bed to talk to their friends (69%) or look at YouTube or other film/picture websites (67%). Primary school pupils are generally using a device in bed to play games on their own (61%), or to look at YouTube or other film/picture websites (47%). Nearly two-fifths of primary school pupils use the device to read (38%) and 31% use it to talk to their friends. A fifth (19%) of primary school-aged pupils use a device in bed to do their homework.

There is considerable debate in the media about the relationship between screen use and sleep patterns, especially among teenagers. Research has found a correlation between evening screen use, particularly violent content, and sleep problems¹². This correlation has been found in relation to both pre-school children and teenagers. It is important to note that no correlation has been found between daytime screen use and sleep problems. Research has also shown that many teenagers use technology as a sleep aid, for example by listening to music, playing computer games or watching television¹³. Teenagers who reported using media in this way were more likely to sleep fewer hours and to report feelings of exhaustion. Dr Amanda Gamble, from Sydney's Woolcock Insomnia Clinic, states

¹² Cain, N. and M. Gradisar (2010). "Electronic Media Use and Sleep in School-Aged Children and Adolescents: A Review." *Sleep Medicine* 11: 8

¹³ Eggermont, S. and J. Van den Bulck (2006). "Nodding off or switching off? The use of popular media as a sleep aid in secondary-school children." *Journal of Paediatrics and Child Health* 42(7-8): 6

that this unhealthy association between the bed being a place of study or socializing rather than just sleep, can cause long-term sleep problems¹⁴.



Primary base =373 Secondary base = 3,441

I don't like to come off it, the first thing I do in the morning is check all my social media and it's the last thing I do at night.

Year 8, girl (age 12-13)

Sometimes I spend too long on it and then the evening is over and I haven't been able to do anything else.

Year 7, girl (aged 11-12)

I watch YouTube for 4 hours or more every night.

Year 8, boy (age 12-13)

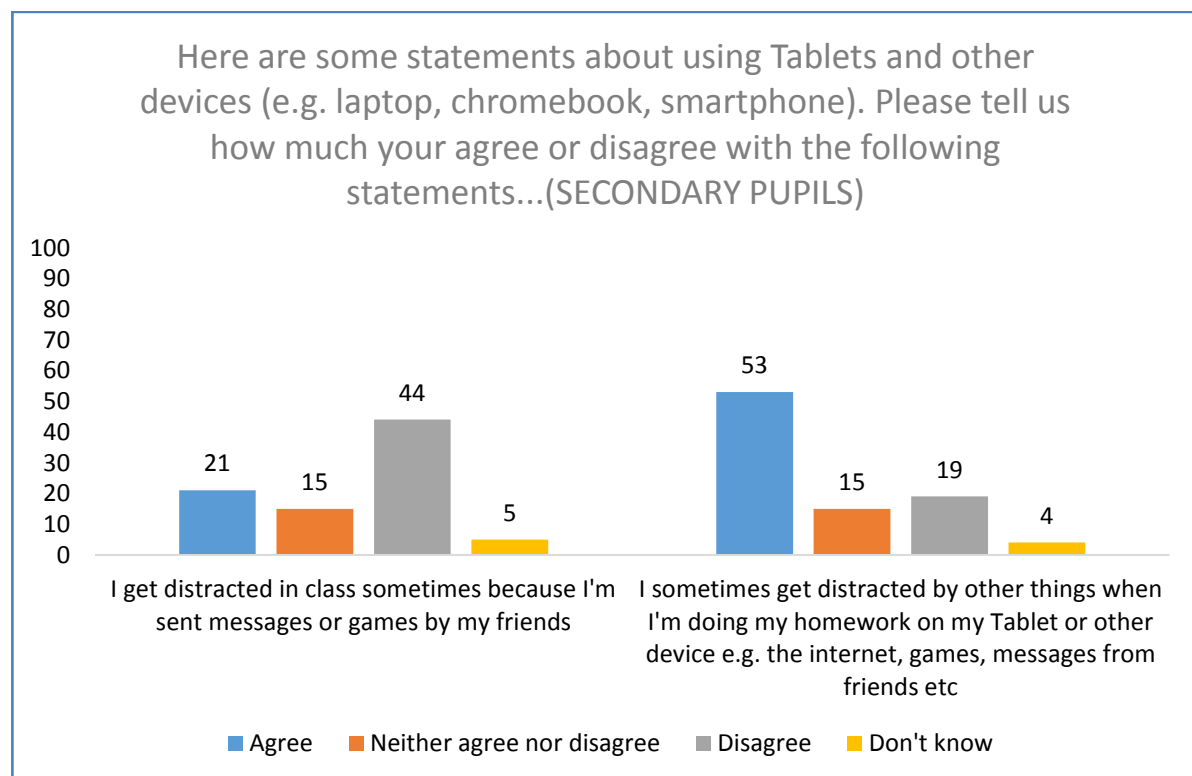
¹⁴ <http://www.abc.net.au/news/2013-07-01/artificial-light-leading-to-increase-in-sleep-disorders/4790448>

4. Communicating and Becoming Distracted

Communicating and Becoming Distracted – Key Findings

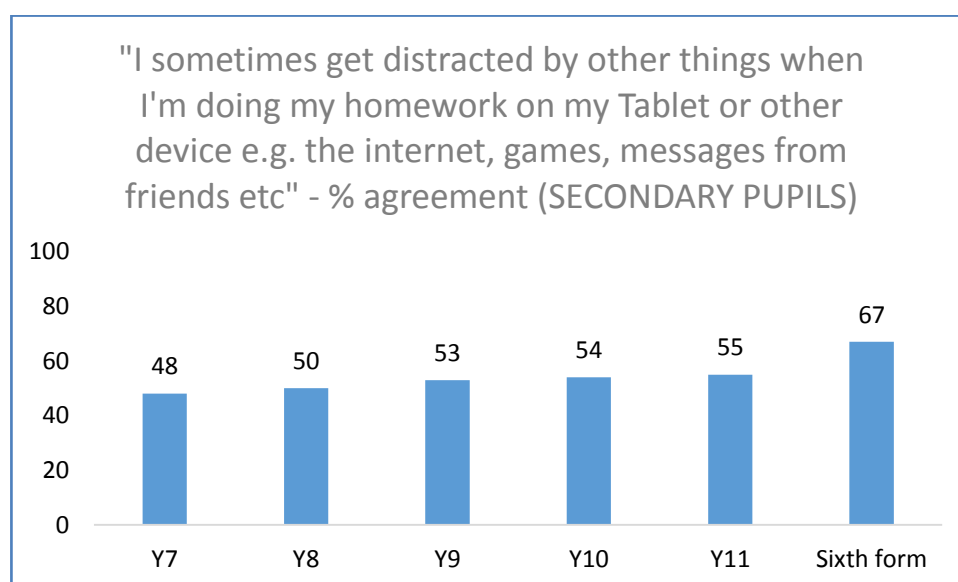
- Internet-enabled devices are causing a greater distraction for secondary school-aged pupils at home, with over half (53%) agreeing they get distracted when trying to do their homework at home, rising to two thirds (37%) amongst sixth form pupils.
- Primary school-aged pupils also face the challenge of resisting distraction from their internet-enabled devices at home; over a third of primary pupils agreed they get distracted when doing their homework.
- Around two-fifths of secondary school pupils report that the use of devices at home is affecting family communication.
- Schools have rules in place to manage the potential for distraction and the findings of this study suggest that these rules are for the most part effective; 21% of secondary and 13% of primary school pupils report being distracted in class by messages or games from their friends.

Internet-enabled devices are causing a distraction for secondary school-aged pupils, particularly at home. 53% agree and 25% strongly agree that they can get distracted by other things when doing their homework on their Tablet or other device.



Secondary base = 5,004

The likelihood of secondary school pupils being distracted by their devices at home while doing homework increases with age. Two-thirds of sixth formers (67%) report that they get distracted by other things when doing their homework on their device, compared to less than half of Year 7 pupils (48%). The volume and pressure of homework increases as young people progress through secondary and higher education, and it could be argued that self-regulation and focus are important skills for young people to develop in an increasingly connected world.



Secondary base = 5,004

Problems with distraction are not confined to secondary school-aged pupils; primary school pupils also face the challenge of resisting distraction from their internet-enabled devices. Over a third (37%) of primary school-aged pupils admit that they get distracted by other things on their device when they should be doing their homework.

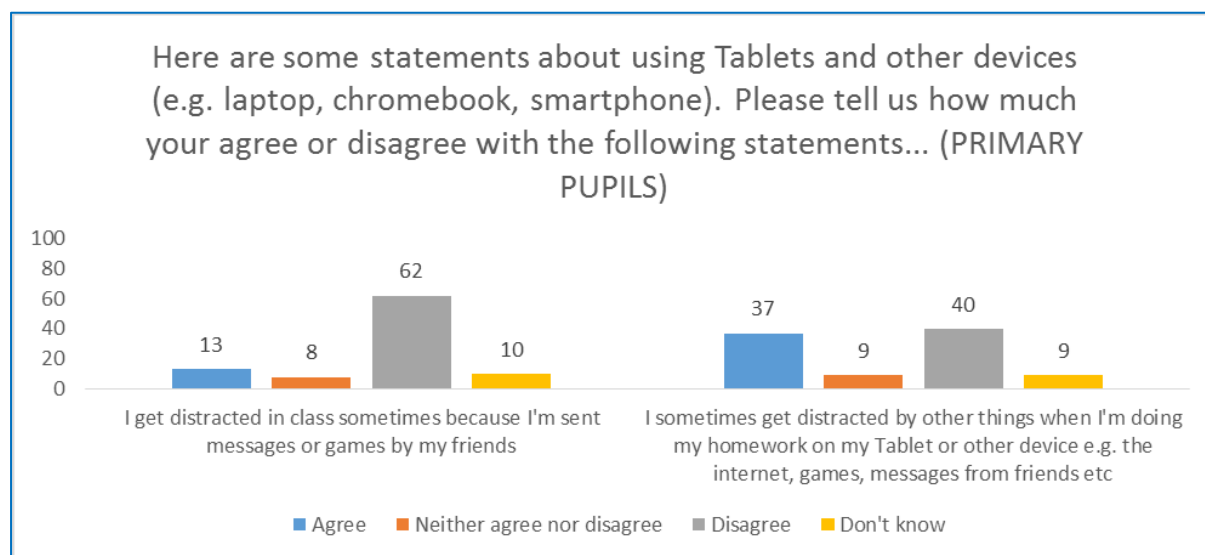
A common concern expressed by schools when considering one-to-one mobile technology is the potential for pupil distraction. Schools have rules in place to manage the potential for distraction and the findings of this study suggest that these rules are for the most part effective, since a much smaller proportion of secondary (22%) and primary (13%) school pupils report being distracted in class by messages or games from their friends¹⁵. The potential for distraction appears to be greater for those pupils who also use their smartphones at school however; 33% of secondary pupils who use a smartphone at school agree (14% strongly) that they sometimes get distracted in class because they are sent messages or games by their friends, compared to 19% (7% strongly) who do not use a smartphone in school.

Previous ethnographic observation sessions carried out in lessons¹⁶ note that many pupils are able to multitask, having a range of websites open, as well as emails and messaging

¹⁵ See also: '[Transforming Learning](#)' Pilot Study and Stage 1 and ethnographic film. Techknowledge for Schools, July 2015

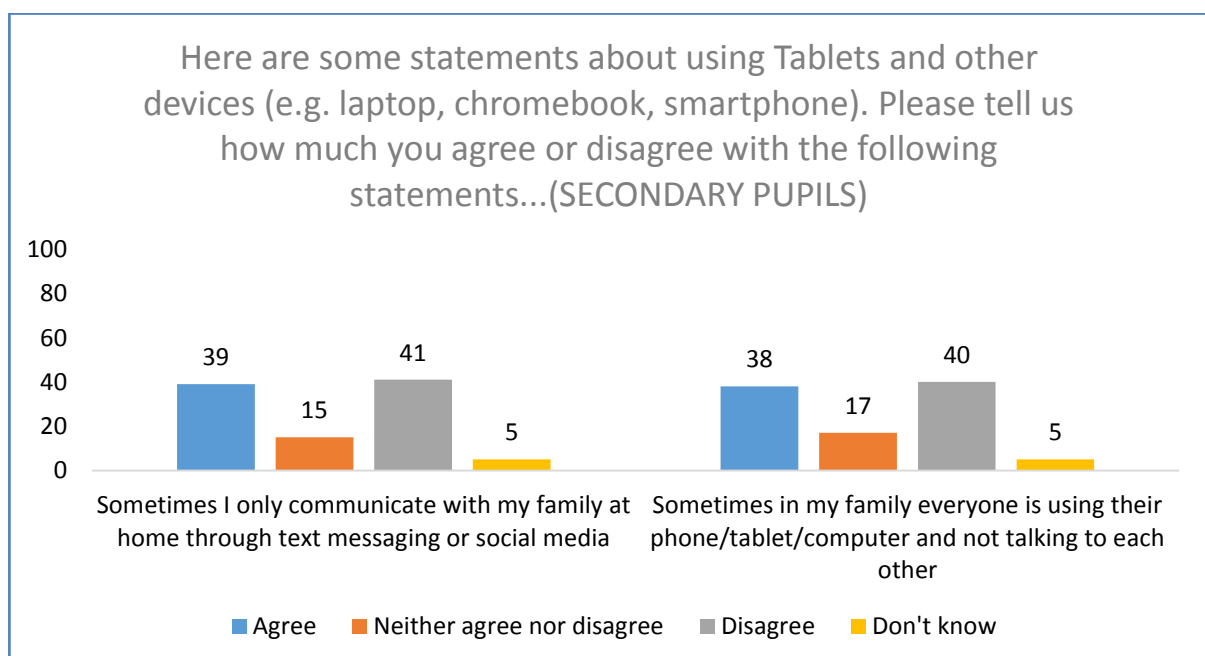
¹⁶ [One-to-one Tablets in Secondary Schools: An Evaluation Study \(2013\)](#), Techknowledge for Schools

applications. However, a minority of pupils still struggle with multitasking and find it difficult to concentrate with so many distractions available.



Primary base = 747

Device use at home affects family communication. 39% of secondary school pupils agree (20% strongly) with the statement 'sometimes I only communicate with my family at home through text messaging or social media'. Furthermore, 38% agree (15% strongly) that 'sometimes in my family everyone is using their phone/tablet/computer and not talking to each other'. This suggests that devices are having an impact on verbal communication within families.



Secondary base = 4,954

5. Safe Internet Use

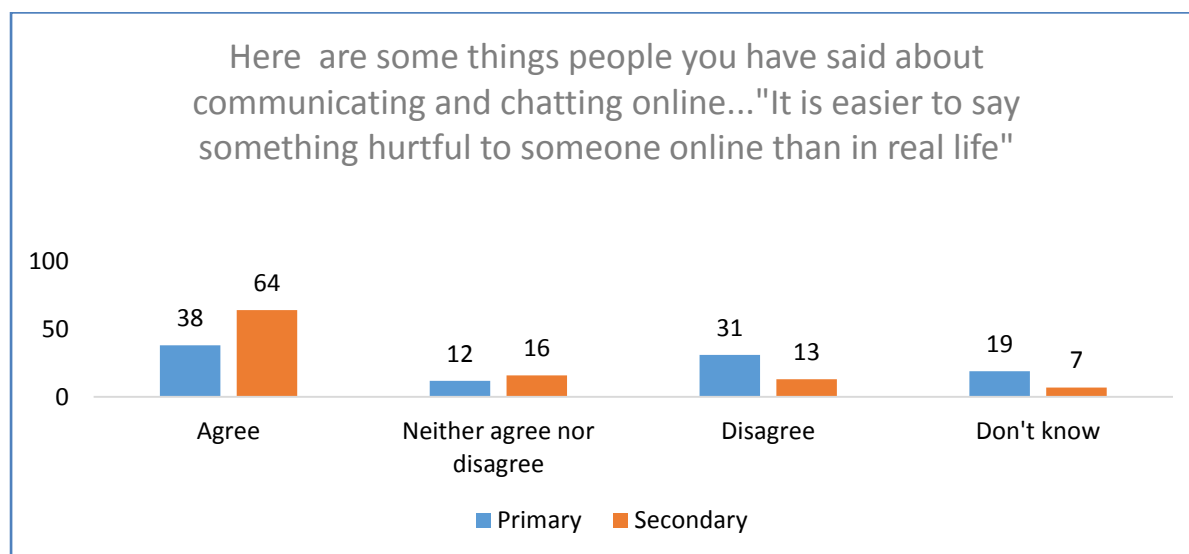
Safe Internet Use – Key Findings

- Secondary school-aged pupils are very aware of how they are perceived online and are sensitive enough to appreciate that online communications can be hurtful.
- Nearly two-thirds of secondary school-aged pupils agree that it is easier to say something hurtful to someone online than in real life and a similar proportion report that they think very carefully about what people might say about them before they post pictures or comments online.
- Primary school-aged pupils are much less able to understand these concepts, with just over a third agreeing that it is easier to say something hurtful to someone online than in real life.
- Secondary school pupils are more likely than primary school pupils to have arguments with their friends about something that has happened online.
- Secondary school-aged pupils who have experienced something upsetting or negative online (or know someone who has) are more aware of the way in which behaviour online can lead to problems and are more aware of their own conduct online.
- Those secondary school pupils who have experienced something upsetting or negative online are also the pupils who are the most likely to have said something hurtful to someone online.
- The majority of secondary school pupils believe they know how to use the internet safely and believe they should be allowed to decide for themselves what they can look at on the internet.
- Both primary and secondary school-aged pupils accept some degree of parental control over the websites they are allowed to access and the proportion of pupils who have arguments with parents over what websites they can access is relatively low.
- Half of secondary and three-fifths of primary school-aged pupils believe that daily mobile technology use at school has increased their awareness of internet safety.
- However, secondary school-aged pupils have concerns about the websites other children their age are accessing, either deliberately or by accident. Over half of secondary school pupils agree that many children go on websites they should not be on and nearly three-quarters believe that accessing inappropriate content online is a problem.
- Two in five secondary school pupils and a third of primary school pupils admit to sometimes thinking they are addicted to the internet.

Engaging in Hurtful Behaviour Online

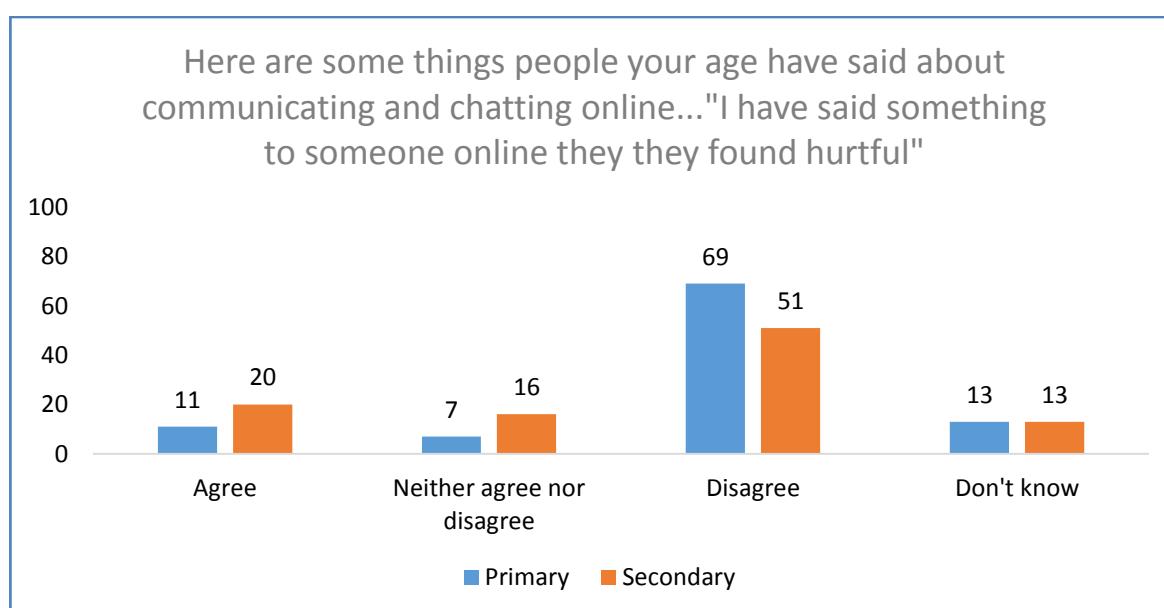
Nearly two-thirds of secondary school-aged pupils agree that it is easier to say something hurtful to someone online than in real life (64%). This reflects the 2014 findings with the same proportion of 11-18 year olds agreeing, demonstrating a level of sensitivity and awareness of the way in which their online comments can be perceived by others.

Primary school-aged pupils are less likely to agree that it is easier to say something hurtful to someone online than in real life compared to secondary school pupils. Just 38% of primary pupils agree and 31% disagree.



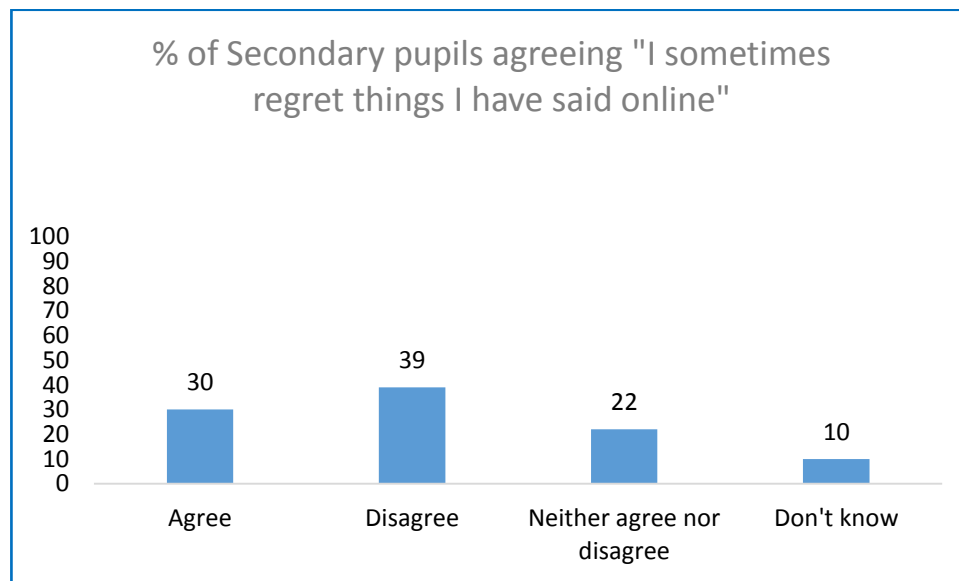
Primary base = 758, Secondary base= 5,335

Secondary school-aged pupils are more likely to have said something hurtful online than primary school pupils. A fifth of secondary school pupils admit to saying something hurtful to someone online (20%) compared to a tenth of primary pupils (11%).



Primary base = 758, Secondary base= 5,335

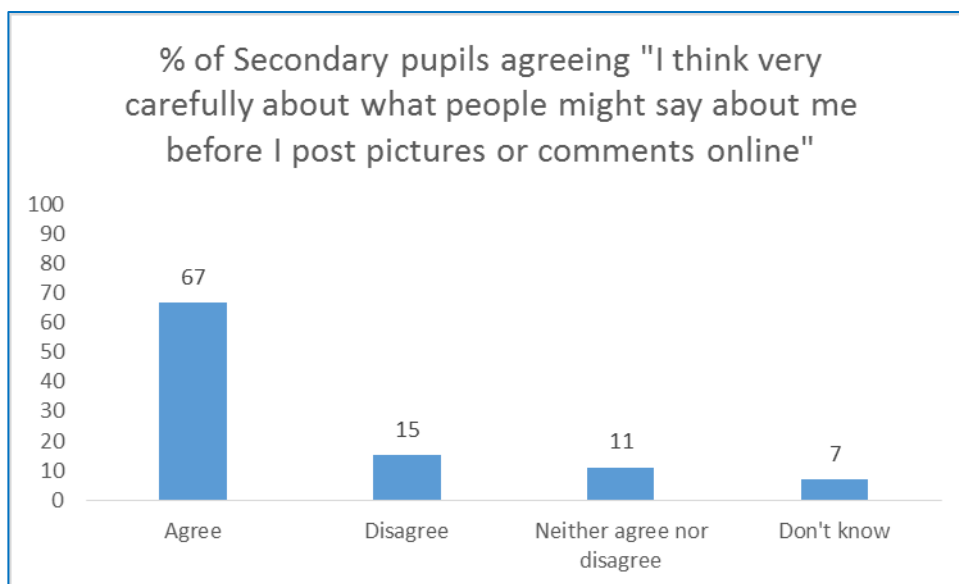
Furthermore, 30% of secondary school pupils regret things that they have said online which is similar to 2014 when 31% agreed.



Secondary base = 5,227

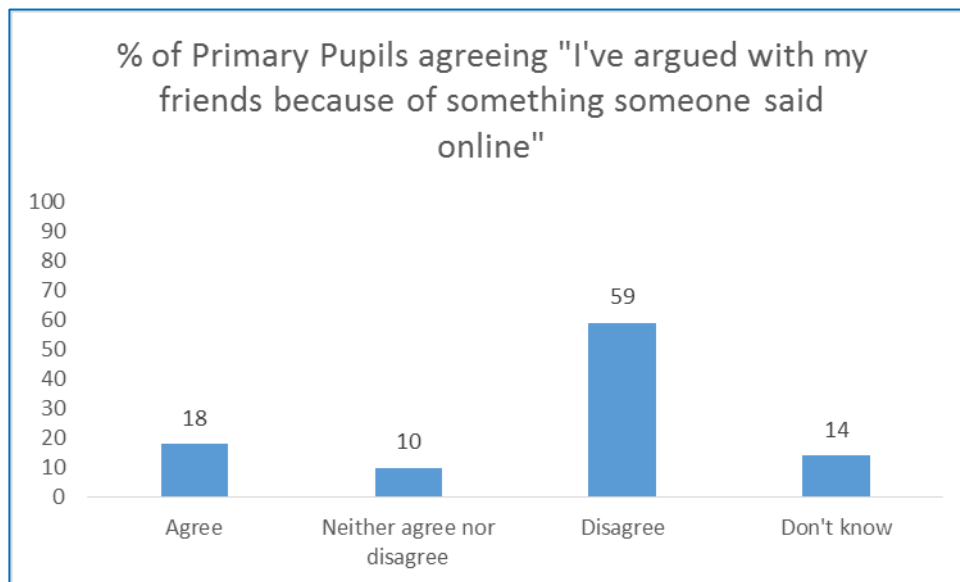
Pupils' self-awareness online

Secondary school-aged pupils are very aware of how they are perceived online, with two-thirds reporting that they think very carefully about what people might say about them before they post pictures or comments online (67%). This is similar to the findings from 2014 when 66% agreed with this statement.

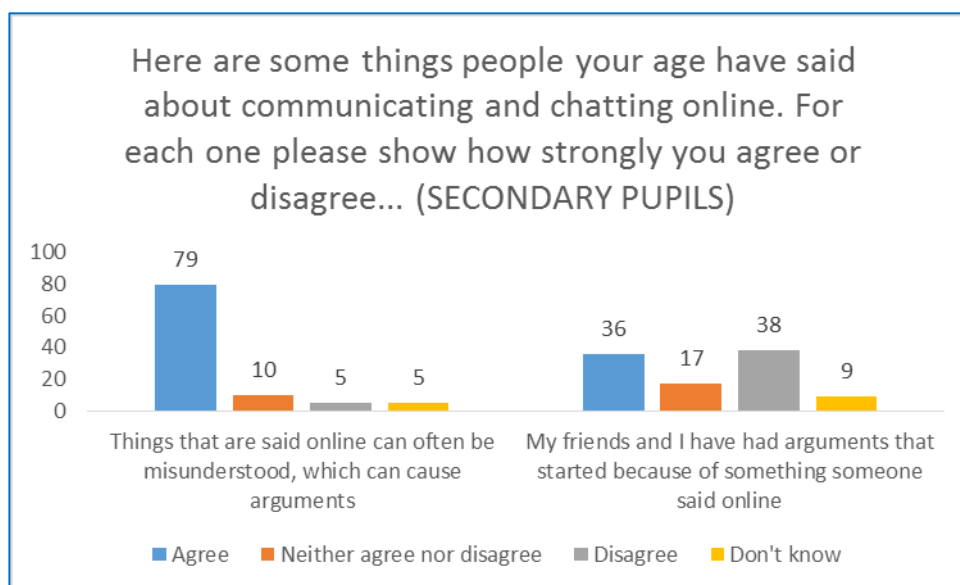


Secondary base = 5,227

Secondary school-aged pupils are more likely to have arguments with their friends about something that has happened online. Over a third (36%) agree with the statement 'my friends and I have had arguments that started because of something someone said online'. Furthermore eight in ten (79%) secondary school pupils agree that things can be said online that are misunderstood which can cause arguments. By contrast less than a fifth of primary school pupils (18%) agree that 'I've argued with my friends because of something someone said online', with nearly six in ten (59%) disagreeing that this is the case.



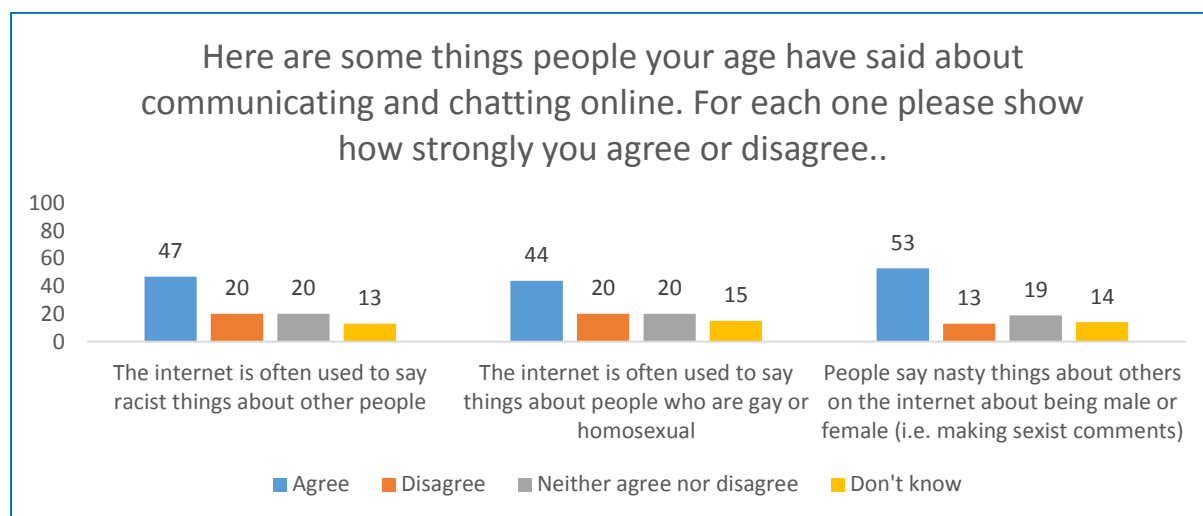
Primary base = 758



Secondary base = 5,335

Secondary school-aged pupils recognise that the internet can be used to direct inappropriate comments to other people. Nearly half (47%) agree (22% strongly) that the internet is used to say racist things about other people. Over half (53%) of secondary school pupils believe that people use the internet to make sexist comments and over two-fifths

(44%) believe that ‘the internet is often used to say things about people who are gay or homosexual’. Agreement on these issues remains similar to 2014 (47%, 53% and 45% respectively).



Secondary base = 5,227

The effect of experience on attitudes and behaviour

Exploring the effect of pupils’ negative experience online and how this relates to their attitudes towards online behaviour in general and their *own* online behaviour is particularly insightful.

When secondary school-aged pupils are asked how much they agree with the following statements, their responses differ if they themselves or someone they know have experienced something negative online, compared to those who have not:

- *Things that are said online can often be misunderstood which can cause arguments*
- *I think very carefully about what people might say before I post pictures or comments.*

Secondary school-aged pupils who have personally experienced something upsetting or negative online or know someone who has are more aware of how conduct online can lead to problems. Nearly nine out of ten pupils who have experienced something upsetting or negative online themselves (87%) or know somebody who has (86%) agree ‘things that are said online can often be misunderstood which can cause arguments’. This is a higher level of agreement than those pupils who have not experienced something upsetting or negative online themselves (78%) or do not know anybody who has (73%).

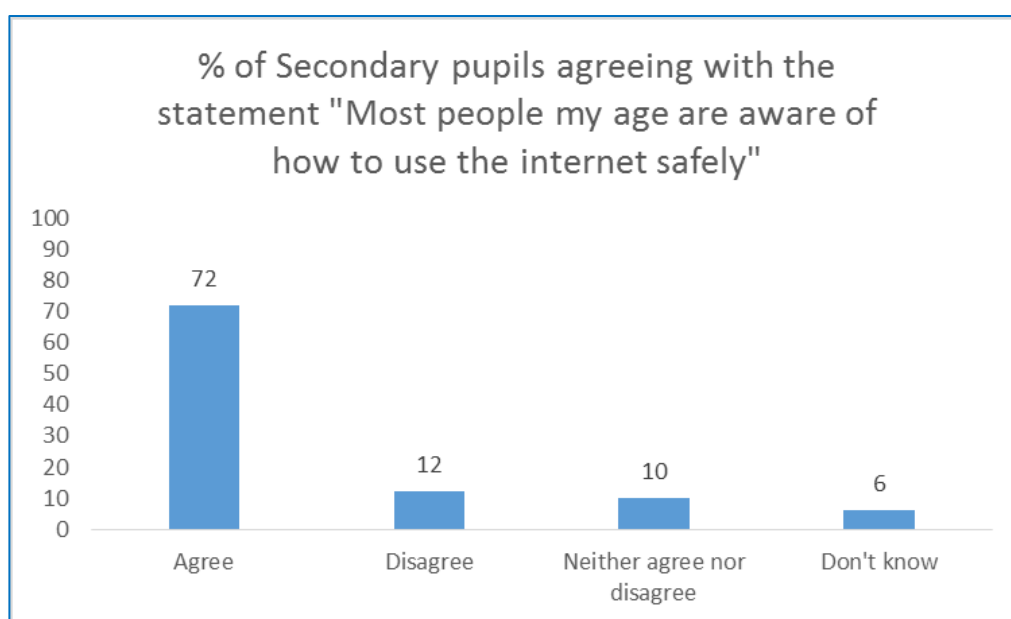
Furthermore, pupils who have experienced something upsetting or negative online (or know somebody that has) are more self-aware of their own conduct online. Three-quarters of secondary pupils who have experienced something upsetting or negative online themselves (75%) or know somebody who has (73%) agree ‘I think very carefully about what people might say before I post pictures or comments online’, compared to 66% and 62%

respectively of pupils who have not experienced something upsetting or negative online themselves or do not know anybody who has. This suggests that personal experience of something upsetting said online means secondary school pupils are more conscious of their self-image and how they conduct themselves online.

It is interesting to note that those who have experienced something upsetting or negative online themselves (or know somebody who has) are also the pupils who are the most likely to have said something hurtful to someone online. A third (33%) of pupils who have experienced something upsetting or negative online themselves and over a quarter (27%) of pupils who know somebody who has, agree with the statement 'I have said something to someone online that they found hurtful'. By contrast, agreement with the statement is 17% and 16% respectively amongst those who have not experienced something upsetting or negative online themselves or do not know anybody who has.

Appropriate internet use

The majority of secondary school-aged pupils believe they know how to use the internet safely. Nearly three-quarters of secondary school pupils in mobile device-using schools believe that most people their age are aware of how to use the internet safely (72%, 37% strongly agree). Agreement is similar to that seen in 2014, when 71% of secondary school pupils agreed (35% strongly agreed). Interestingly, there is very little difference in agreement across the different ages. Around 7 out of 10 Year 7 (69%), Year 8 (73%), Year 9 (70%), Year 10 (72%), and Year 11 (73%) pupils agree with the statement suggesting that the majority of young people feel confident about using the internet safely by the time they reach secondary school. However, a slightly higher proportion of sixth form pupils (80%) agree that most people their age know how to use the internet safely.

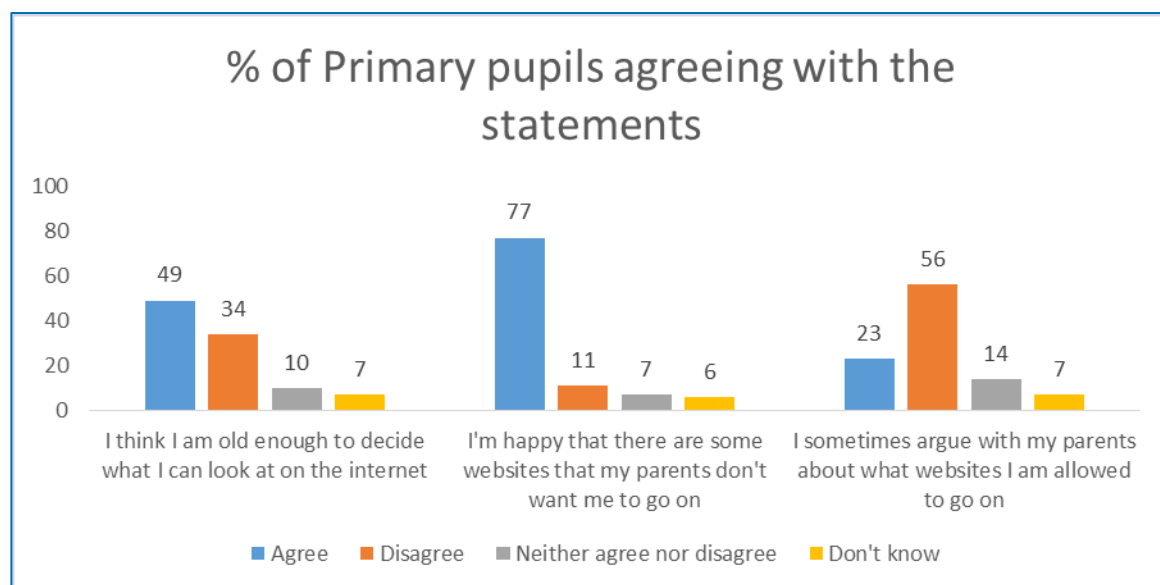


Secondary base = 5,090

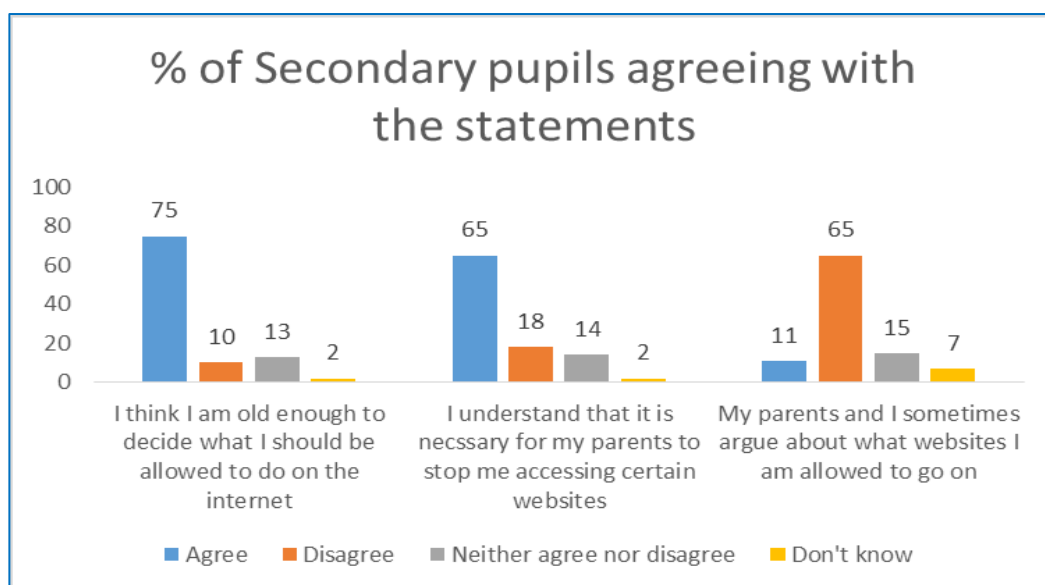
The majority of secondary school-aged pupils believe they should be allowed to decide what they can look at on the internet. Three-quarters of secondary school pupils believe they are old enough to decide what they should be allowed to do on the internet (75%). However, primary school pupils are less likely to agree; 49% agree 'I think I am old enough to decide what I can look at on the internet'.

There remains an acceptance amongst the majority of primary and secondary school pupils however that parents should have some control over the websites they are allowed to access. Over three-quarters (77%) of primary school pupils agree 'I'm happy that there are some websites that my parents do not want me to go on' and two-thirds (65%) of secondary school pupils agree 'I understand that it is necessary for my parents to stop me accessing certain websites'.

This acceptance of parental control is further reinforced by the low number of primary and secondary school-aged pupils who report arguing with their parents about website access. Just over a fifth (23%) of primary pupils and around a tenth of secondary pupils (11%) agree that they sometimes argue with their parents about what websites they are allowed to visit.

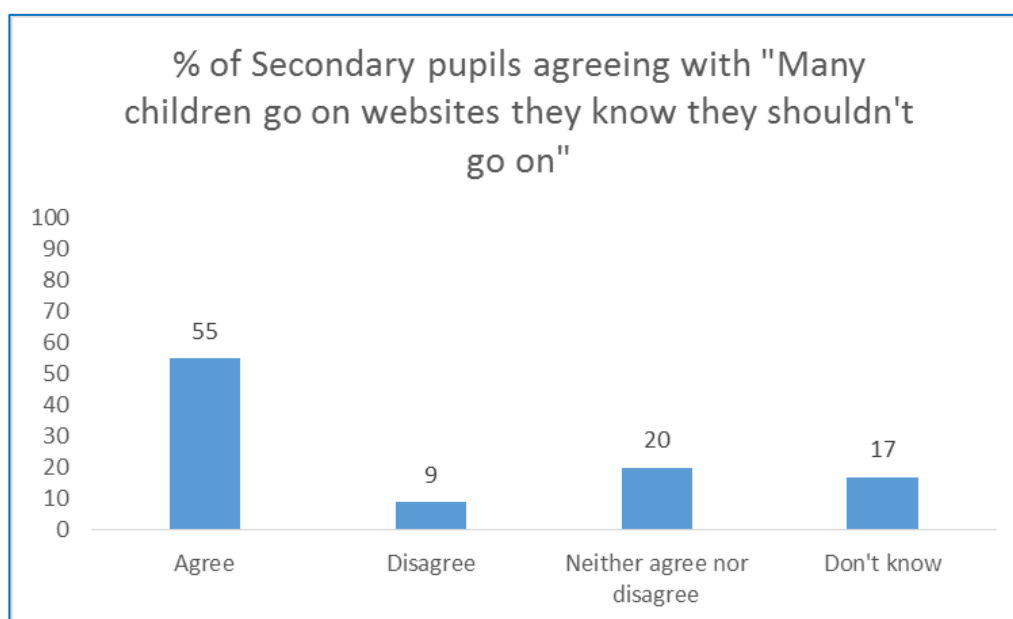


Primary base = 811



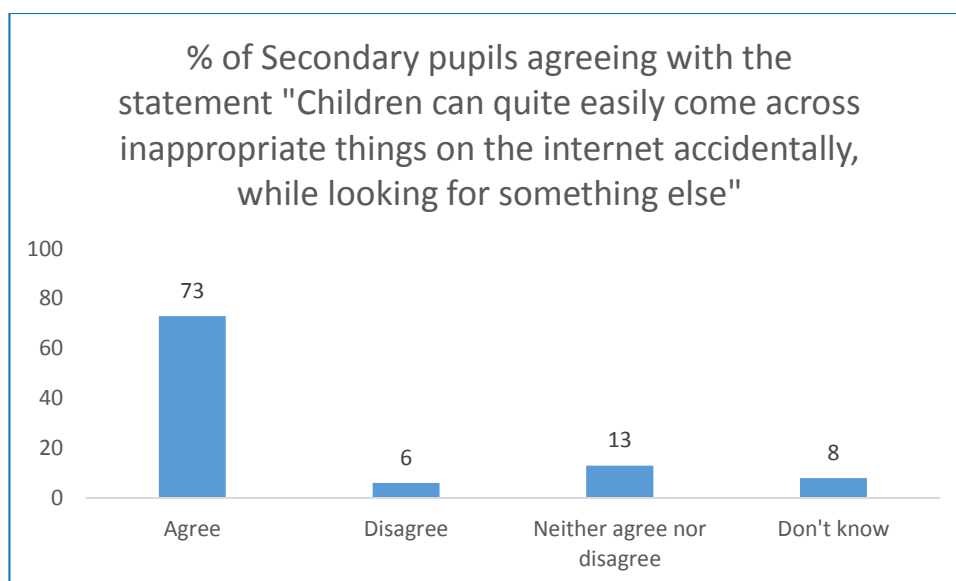
Secondary base = 5,335

Many secondary school-aged pupils believe that children access websites they know they should not visit. Over half (55%) of secondary pupils agree that 'many children visit websites that they know they should not go on' (26% strongly agree). There is no change from 2014 (2014: 55% of 11-18 year olds).



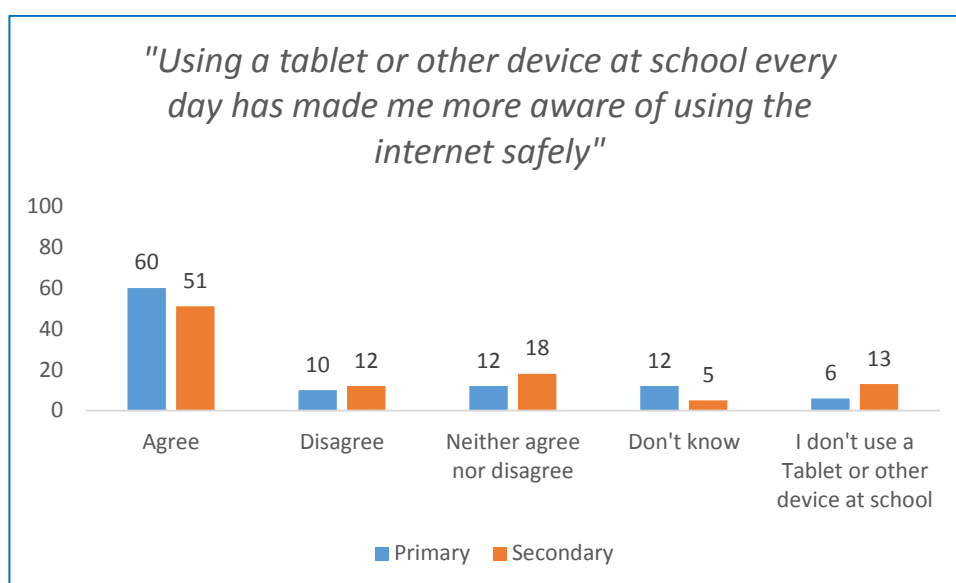
Secondary base = 5,055

Nearly three-quarters of secondary school pupils believe that accessing inappropriate content online accidentally is an issue. 73% agree that 'children can quite easily come across inappropriate things on the internet accidentally, while looking for something else'.



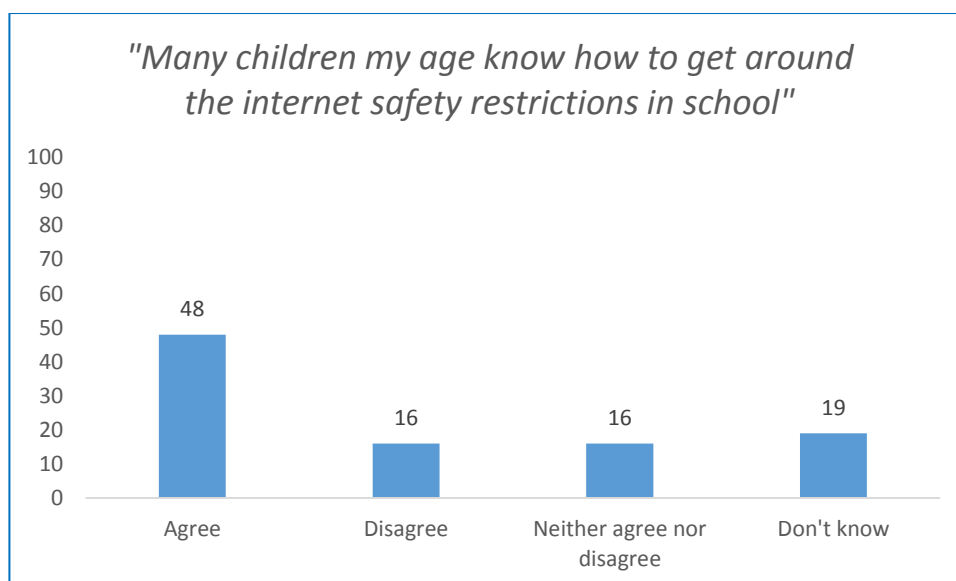
Secondary base = 5,084

Children believe that daily use of mobile devices in school for learning has increased their awareness of internet safety. Half of secondary pupils (51%) and three-fifths of primary pupils (60%) agree that using a Tablet or other device at school every day has made them more aware of using the internet safely.



Primary base = 738; Secondary base = 4,998

However, nearly half of secondary school pupils (48%) claim that many children know how to avoid the internet safety restrictions in school (22% strongly agree). This reflects the findings from 2014 when 48% of 11-18 also agreed with this statement.



Secondary base = 5,059

Addiction to the Internet

Four out of ten secondary school-aged pupils (40%) admit to sometimes thinking they are addicted to the internet, which is in line with the findings from 2014 when 41% of secondary pupils felt this was the case.

Detailed analysis was conducted in 2014 into what ways secondary pupils felt addicted to the internet and a number of key themes were identified. These themes continue to be relevant in 2015.

I use it all the time

I am always on my tablet which makes me feel like I've lost my way of lifestyle due to the Internet, so I feel like I'm addicted to it.

Year 11, girl (age 15-16)

It seems like to our generation that it is a necessity in life these days and we always need it for something.

Sixth form, girl (age 16-18)

Socialising

I don't really go a day without the internet, without it I'd be lost. No way to communicate, organise things, speak to long distance relatives, internet/phones are very helpful.

Year 9, girl (age 13-14)

Sometimes it's hard to put my phone down and it requires a lot of self-control not to check social media, especially during exams. There's something about always being "in-the-know" which is really distracting from other activities and in extreme cases even stressful.

Sixth form, girl, (age 16-18)

Videos/programmes/pictures

I am constantly on it, whether it be on my phone, tablet, PlayStation 4, my PC... Everything is connected. Also I will lie awake for hours at night watching YouTube, as for example, I will click on one video, then in the 'suggested videos' section I will find another one that looks interesting and I will watch that upon the current videos completion. This will be repeated numerous times, usually until 1-2AM in the morning some nights.

Sixth form, boy (age 16-18)

There's so much on the internet, especially on YouTube that at first you only choose one video but you're too tempted to watch more and suddenly takes half an hour until you have finished watching them all. Plus your friends are constantly in need to talk to you. Or some news or gossip you need to find out.

Year 9, girl (age 13-14)

Gaming

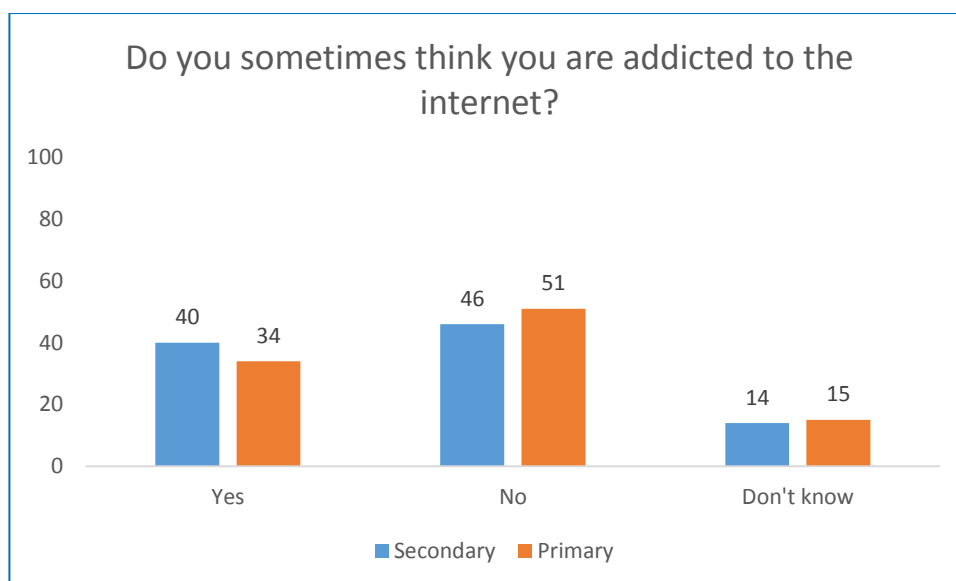
Some games, for example Minecraft, can be very addictive since it is creative, fun and you can gain friends.

Year 7, boy (age 11-12)

I'm playing a game but I don't realise how much time has gone by.

Year 8, boy (age 12-13)

Concerns about internet addiction also exist amongst primary school-aged pupils. A third of primary school pupils (34%) admit to sometimes thinking they are addicted to the internet and the reasons given for feeling addicted can be categorised into the same themes as those seen for secondary school pupils.



Primary base = 741; Secondary base=4,865

I use it all the time

Feel I have to need to check Instagram every 5 minutes to see if someone has 'liked' my picture.

Year 6, girl (age 10-11)

I'm always on it and I never take my eyes off of it.

Year 5, girl (age 9-10)

Socialising

I won't get off my iPad and messages.

Year 4, boy (age 8-9)

I am always messaging my BFF and playing games.

Year 6, girl (age 10-11)

Videos/programmes/pictures

Well I sometimes get addicted by videos on you tube because sometimes I find it hard to stop doing this.

Year 5, boy (age 9-10)

Gaming

I can't stop playing games and then I have noticed it hurts my eyes sometimes.

Year 6, girl (aged 10-11)

Sometimes I need to get dressed and I am addicted to Cut The Rope.

Year 4, girl (age 8-9)

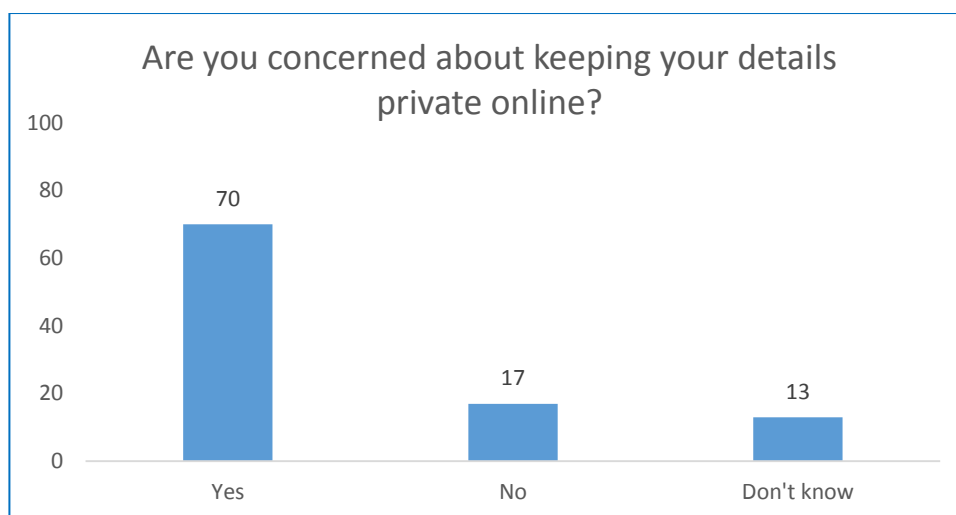
6. Privacy Online and Use of Internet Filters

Privacy Online and Use of Internet Filters – Key Findings

- Secondary school-aged pupils are conscious of the need for online privacy.
- From as young as 11 years old, the majority of young people are aware of the importance of managing their social media privacy and believe they are fairly knowledgeable about how to do so. As seen in 2014, the majority of secondary school pupils believe they know how to change their privacy settings on social networks, rising from 71% of Year 7s (11-12 year olds) to 94% of Sixth Formers.
- Secondary school pupils are protecting their privacy online in numerous ways – predominately through using privacy settings on websites/apps, only accepting friend requests from people they know and not posting personal information online.
- Schools are actively talking to pupils about being safe online, in particular about not giving out personal information, not talking to strangers, how to treat others online and how to report something frightening or upsetting.
- While most secondary school-aged pupils are aware that internet filters are widely used in schools, only 17% report that their parents/carers block access to any websites and 29% are not sure.
- Parents/carers of primary school-aged pupils are more than twice as likely as those of secondary school pupils to be looking at what their children are doing on the internet, according to pupils.

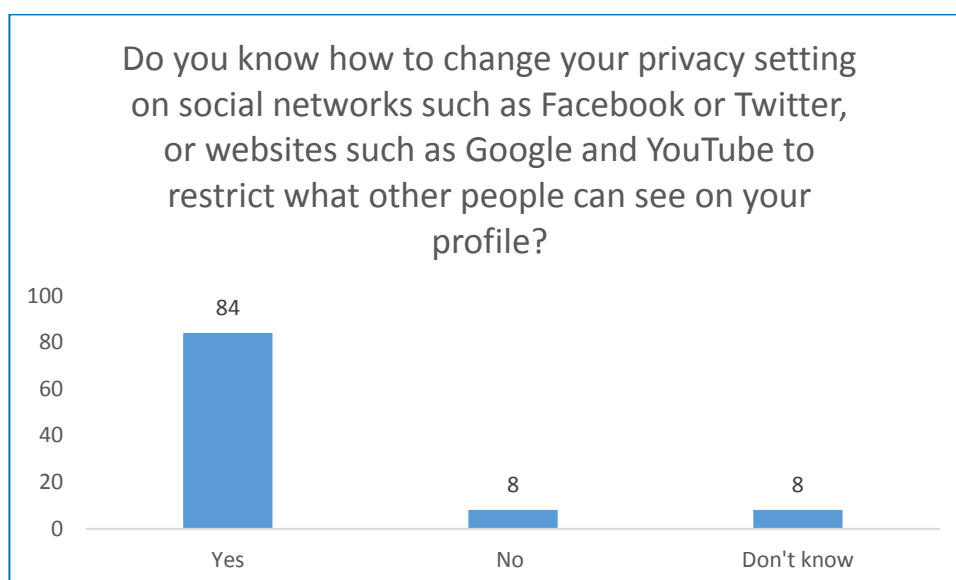
Pupils Approach to Online Privacy

Secondary school-aged pupils are conscious of the need for online privacy. Seven-tenths of secondary school pupils (70%) are concerned about keeping their details private online (compared to 69% in 2014), 17% are not concerned and a further 13% are unsure.

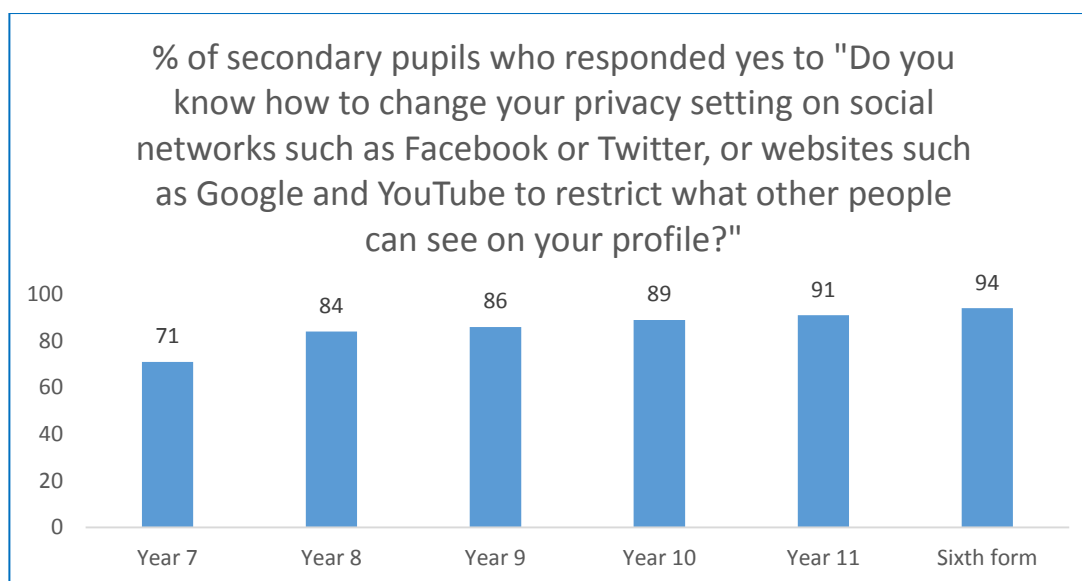


Secondary base = 4,854

Over four-fifths of secondary school-aged pupils believe they know how to change their privacy settings on social networks (84%) reflecting the findings from 2014 when 82% stated that they knew how to do this. The likelihood of pupils believing they know how to change their privacy settings increases with age, from seven out of ten (71%) Year 7 pupils rising to more than nine out of ten sixth form pupils (94%). This suggests that even from as young as 11 years old, the majority of young people are aware of the importance of managing their social media privacy and believe they are fairly knowledgeable about how to do so.



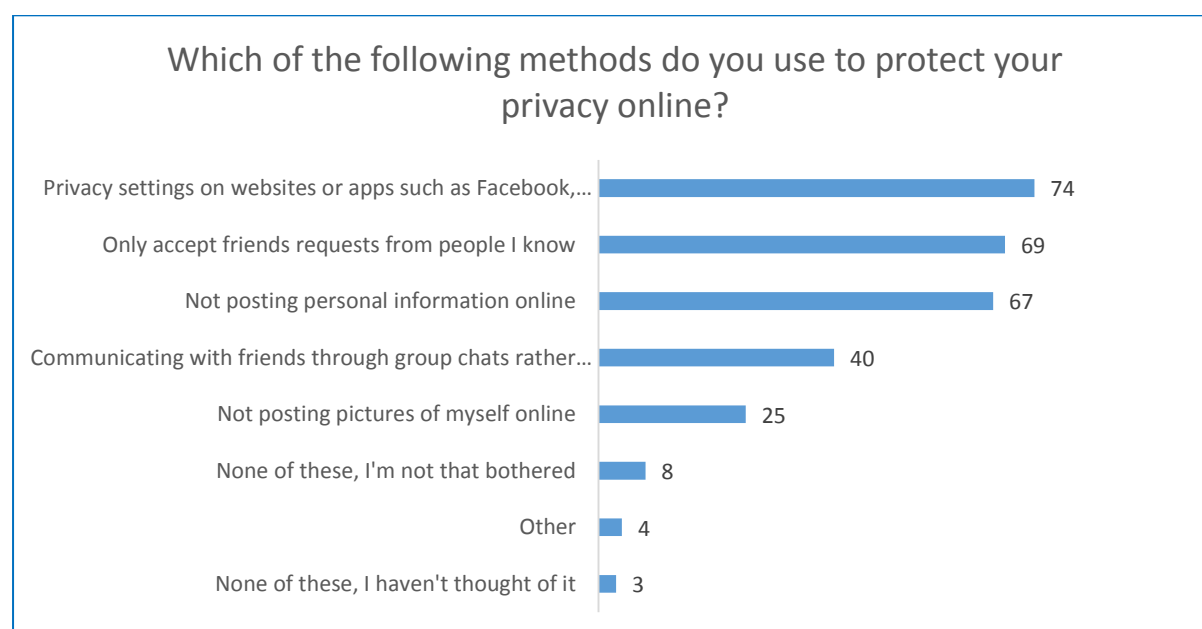
Secondary base = 4,832



Secondary base = 4,832

Secondary school pupils are protecting their privacy online in many ways (2.8 on average); this is commonly through using privacy settings on websites or apps (74%), only accepting friend requests from people they know (69%) and not posting personal information online (67%). A further two-fifths (40%) of secondary pupils protect their privacy by communicating with friends through group chats rather than on each other's profiles and a quarter (25%) by not posting pictures of themselves online.

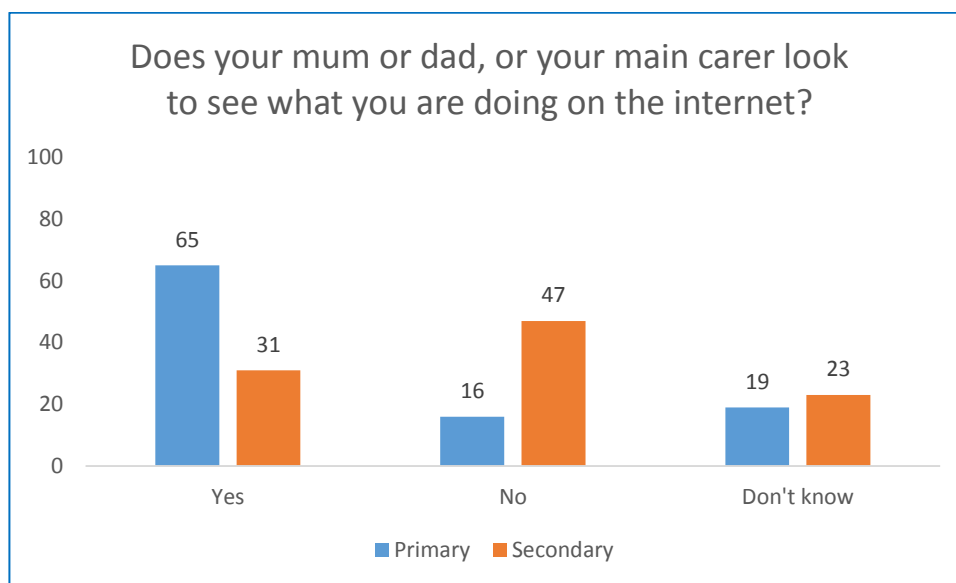
Just over one in ten (11%) have not used any of these methods, either because they are not that concerned (8%) or they have not thought of it (3%).



Secondary base = 4,799

Use of Internet Filters

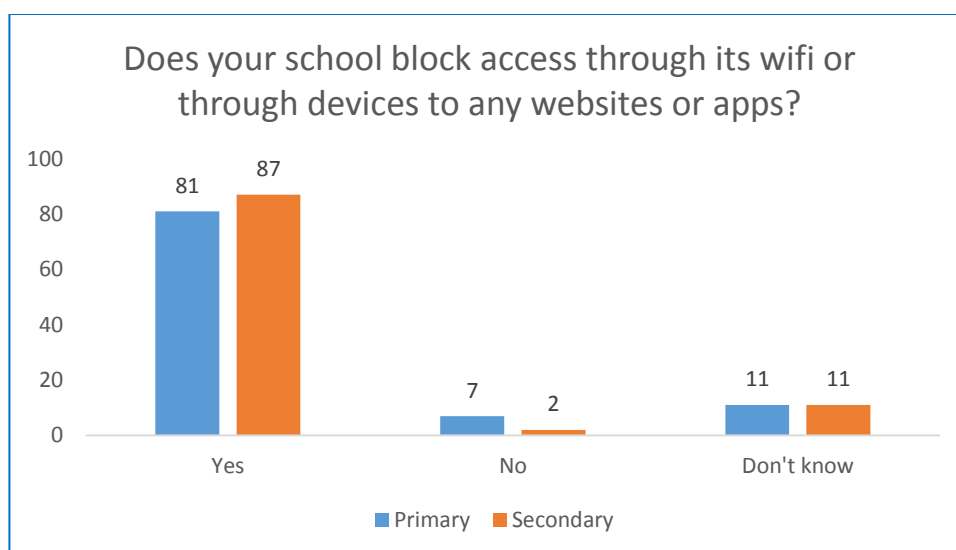
Parents/carers of primary school-aged pupils are more than twice as likely as parents/carers of secondary pupils to be looking at what their children are doing on the internet, according to pupils. Nearly two-thirds (65%) of primary school pupils say that their parents look to see what they are doing on the internet, compared to just 31% of secondary pupils.



Secondary base = 6,102; Primary base = 809

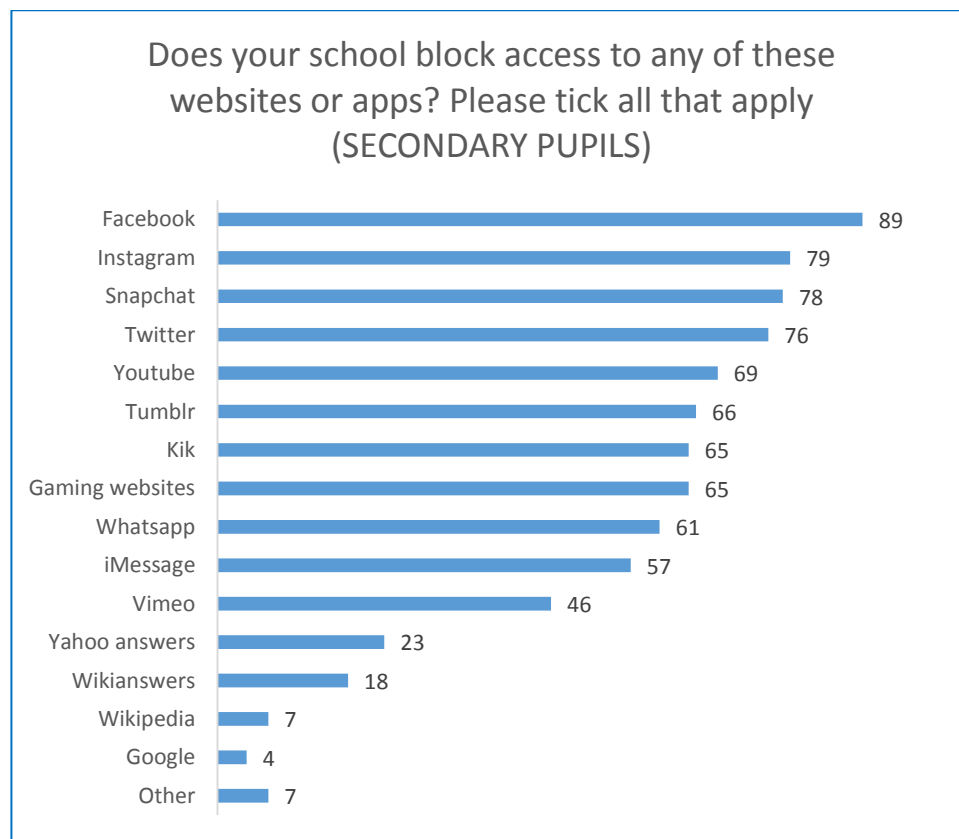
Only 17% of secondary school pupils report that their parents/carers block access to any websites, 54% state that their parents do not do this, and a further 29% are unsure. This is similar to 2014 when 17% believed their parents/carers blocked access to websites at home, 56% stated that their parents did not do this and 28% were unsure.

Internet filters are widely used in schools and pupils are aware that their access to certain sites and apps is limited. Almost nine-tenths (87%) of secondary school pupils and four-fifths (81%) of primary pupils say that their school blocks access to certain websites or apps.



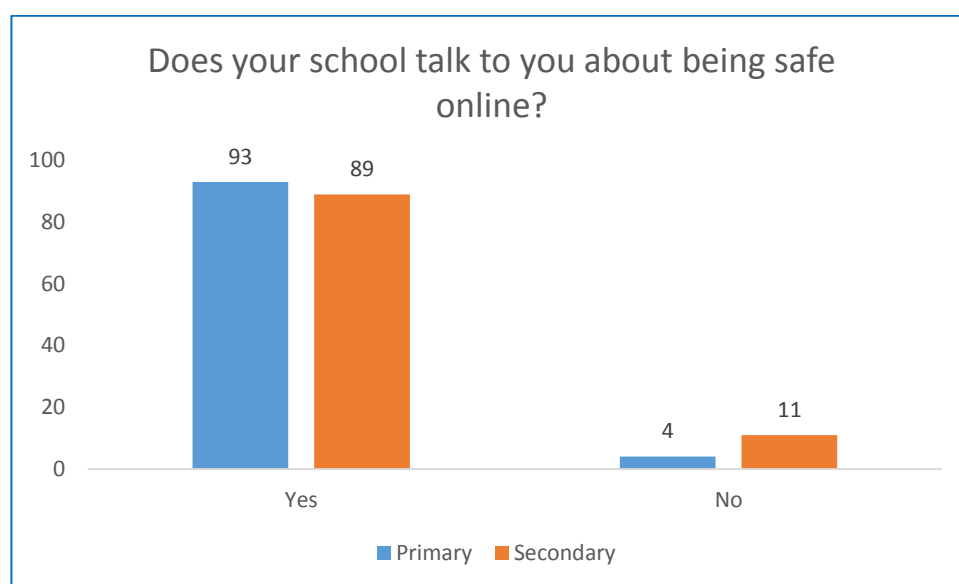
Secondary base = 6,059; Primary base = 808

Facebook (89%), Instagram (79%), Snapchat (78%) and Twitter (76%) are the websites that secondary pupils report as most commonly blocked at school.



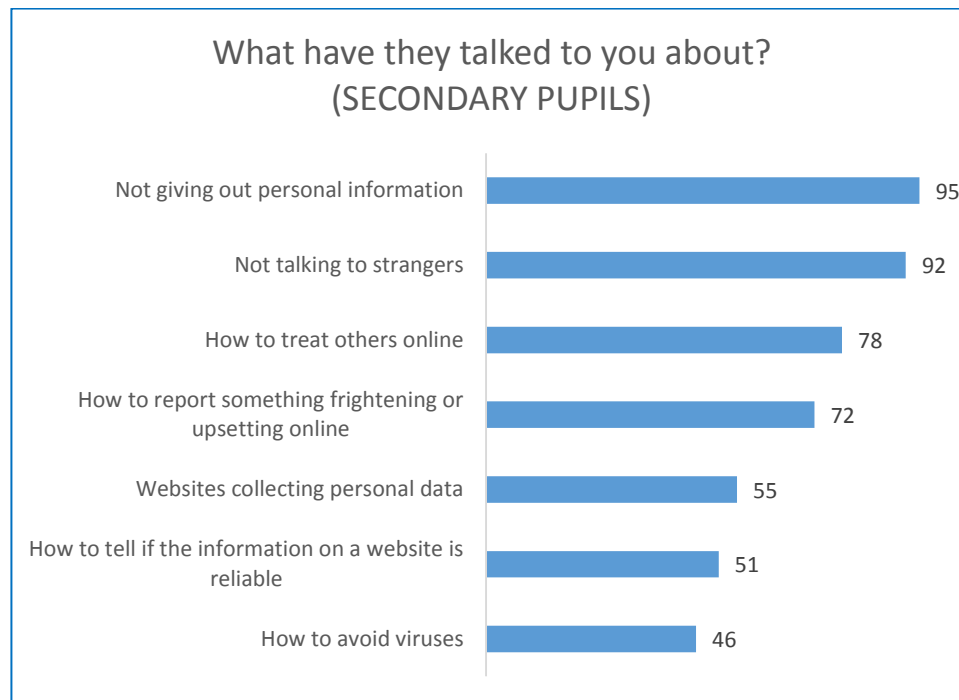
Secondary base = 5,195

Schools are actively talking to pupils about being safe online. Around nine-tenths of primary (93%) and secondary school pupils (89%) say that their school talks to them about being safe online. This compares to the same proportion (89%) of 11-18 year olds in the 2014 survey.



Primary base = 737; Secondary base = 4,766

Schools talk to pupils about a wide range of online safety issues (4.9 on average). According to secondary school pupils, schools talk to them about not giving out personal information (95%), not talking to strangers (92%), how to treat others online (78%) and how to report something frightening or upsetting online (72%). Furthermore, over half report that their school talks to them about websites collecting personal data (55%) and how to tell if the information on a website is reliable (51%). Nearly half of secondary school pupils say that their school talks to them about how to avoid viruses (46%).



Secondary base = 4,183

Appendix 1

Methodology

Surveys were conducted online with pupils in 31 schools (12 primary and 19 secondary schools) across the UK on behalf of Techknowledge for Schools. The research was conducted between 13th January and 3rd February 2015.

The findings are based on responses from:

- 6,565 Secondary school pupils (Years 7 – 13 – age 11 to 18)
- 879 Primary school pupils (Years 4 - 6 – age 7 to 11)

Where appropriate comparisons have been drawn with the 2014 'Using the Internet Survey' which was conducted with 3,544 11-18 year olds in January 2014.

Primary Pupils

Pupils from 12 primary schools took part in the 'Using the Internet Survey'. The year group profile of the primary pupils that participated is detailed in the table below:

% Primary Pupils	
Year Group:	
Year 4	41
Year 5	19
Year 6	40

Secondary Pupils

Pupils from 19 secondary schools took part in the 'Using the Internet Survey'. The year group profile of the secondary pupils that participated is detailed in the table below:

% Secondary Pupils	
Year Group:	
Year 7	21
Year 8	19
Year 9	21
Year 10	15
Year 11	15
Sixth form	8

Appendix 2

Family Kids & Youth

Established in 2002, FK&Y has built a sound reputation for carrying out international research with children, young people and those who care for them. FK&Y has recently worked with the BBC, Unilever, IKEA, Youth United, The Prudential, The Money Advice Service, The Advertising Association, The University of Cambridge and The Department of Health on research projects with children and young people. It is the main consultant and supplier to IKEA on family and children's research and author of The Play Report, the largest study ever carried out in 25 countries on parenting and play. FK&Y has been the long-term evaluator for the charity Youth United looking at the notion of behaviour change in childhood and adolescence through young people's involvement in community activity. FK&Y's report on digital advertising and marketing to children on behalf of CAP and the ASA was published in February 2015. FK&Y has worked with Techknowledge for Schools since 2011 and its extensive body of research looking at the use of mobile technology in schools can be found on the charity's [website](#).

The FK&Y team has academic qualifications in psychology and sociology and founder Dr Barbie Clarke's [research](#) at the University of Cambridge has focused on children and their use of social media. FK&Y is a Company Partner of the Market Research Society (MRS), and holds membership with the British Educational Research Association (BERA), ESOMAR and the British Psychology Society (BPS), abiding by the codes of conduct of these organizations, including those guidelines involving research with children and young people. Last year FK&Y was appointed onto the UK SBS government research roster as a supplier of research with children and young people. All members of staff have DBS clearance.

FK&Y works closely with the Faculty of Education, Cambridge and the Department of Education, Sussex, and established the FK&Y Techknowledge for Schools Pedagogy Group in 2013 to advise on the research for the charity.

<http://www.kidsandyouth.com/>