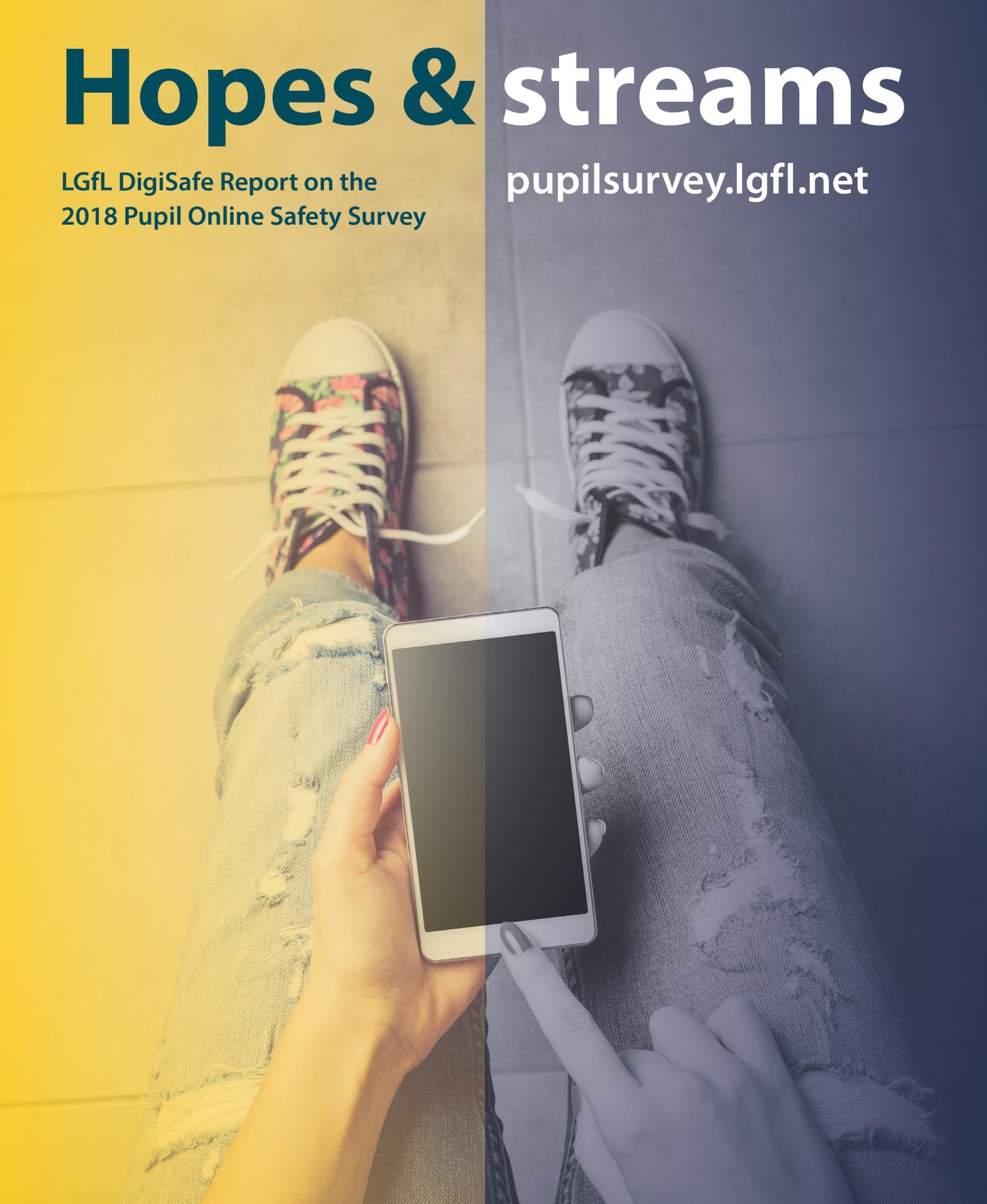# Hopes & streams

LGfL DigiSafe Report on the 2018 Pupil Online Safety Survey

pupilsurvey.lgfl.net

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Contents

Introduction

The survey

LGfL DigiSafe is the safeguarding arm of the London Grid for Learning, the not-for-profit educational charity which supports over 3,000 schools in London and beyond in all areas of educational technology and technology education. Keeping children safe is one of the core aims of the LGfL Trust, and online safety has long been both a strength and a priority for us.

Previous LGfL pupil surveys were carried out with tens of thousands of pupils in 2013 and 2015; this time, the aim was to go even bigger, creating the largest ever snapshot of UK children's online behaviours and attitudes, in order to inform education, policy and practice.

During February 2018, schools from across the UK[1] asked pupils to take part in the wide-ranging survey, often as part of Safer Internet Day activities. Almost 40,000 children and young people aged between 7 and 16 gave us insights into their online realities – the good and the bad. 54% were from primaries and 46% from secondary schools; 44% were boys and 52% girls. The majority (80%) were from the last two years of primary and first three years of secondary.

The survey covered a wide range of issues which are all examined in this report (see 'Appendix 2: Survey questions' for the exact wording). Whilst they relate mostly to behaviour outside of school, the findings are highly relevant for all school staff supporting pupils and parents with issues that follow children and young people through the school gates, and often cannot wait until home-time.

What did we find?

In comparison with previous surveys, the 2018 results revealed a potential shift in risks/dangers from strictly contact-based to content based. For many years, stranger danger was treated as the main concern, and many online-safety messages revolved around meeting strangers; today it seems that violent or sexual content is much more prevalent, whether sending or receiving, voluntarily or coerced. Conduct, the third C of the famous '3 Cs of online safety'[2], remains as challenging as ever and shapes all aspects.

It was no surprise to see sexting and child sexual exploitation via livestreaming as major issues being flagged by the children and young people we surveyed. However, the sheer scale and young ages of those affected underline the importance of relationships and sex education (RSE), which we are delighted to see being implemented in schools. It is vital that this forms part of a broader Personal, Social, Health & Economic (PSHE) curriculum delivered by subject experts, and we wholeheartedly support the expected move to make PSHE a statutory subject.

Other concerning findings which emerged to an extent not previously seen, especially in free-text comments, were a marked growth in mentions of mental health issues, particularly self-harm, and distress caused by the sharing of sexual and above all violent videos.

What next?

Each themed chapter of this report ends with specific recommendations for schools, industry and government, with links to online resources and ideas for tackling the issues raised in class and with parents. Accordingly, we would encourage colleagues to read and share each section. There is also, a summary of the proposed next steps made throughout the report in the 'Next steps and conclusion' section on page 49.

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[1] Numbers were highest in the south-east of England, but the entire United Kingdom was represented.
[2] Content, Contact, Conduct: from 2008 "Safer children in a digital world", Professor Tanya Byron

Executive Summary:
Hopes & Streams in pictures

During February 2018, LGfL DigiSafe and the NSPCC conducted what may be the UK's largest ever nationwide online-safety survey. This report is the story of the survey and the LGfL analysis of its findings. Here's what happened in pictures…

39,834 pupils

aged 7-16

from

480 schools

in

108

education authorities across all parts of the UK

answered questions about their online lives: **behaviour, attitudes** and **experiences**
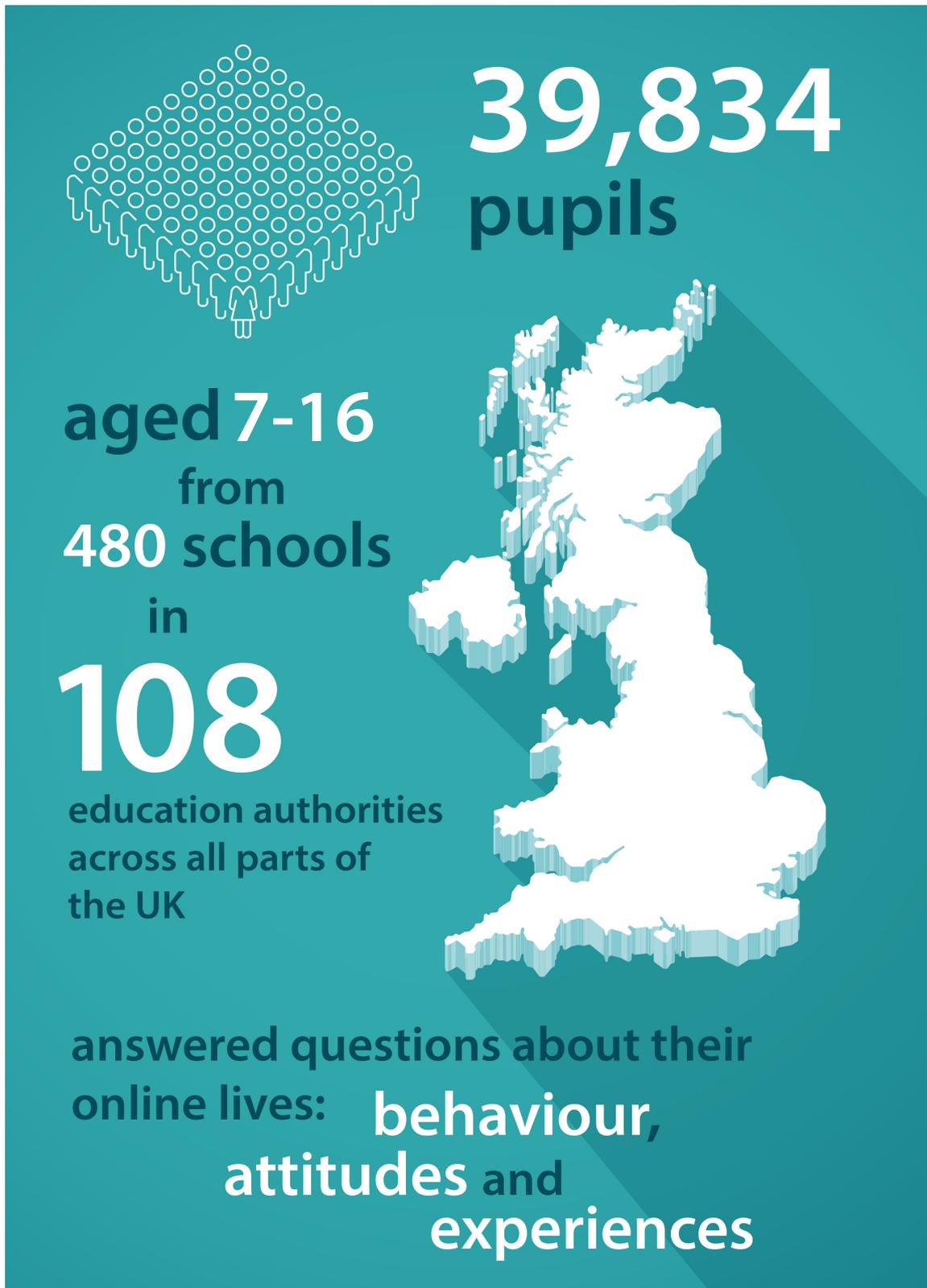
WE ASKED THEM ABOUT

Making friends online

Videochats and livestreams

The best and worst things that happen online

Experiences on apps, sites and games

Who they talk to, who they trust, and if it helps

Money

Here are just a few of the findings:

Over 50% of pupils said privacy settings should be better, easier and clearer

Nearly 1 in 3 pupils say it's hard to stop using apps, sites & games to have a break

Almost 1 in 5 of those who met an online friend face to face for the first time didn't tell or take anyone

Nearly 1 in in 10 who video chat with people they haven't met have been asked to change or undress

Almost 1 in 6 pupils have seen something that encourages self-harm

1 in 4 pupils have been bullied online, and 1 in 13 admit bullying others online

2 in 5 pupils have never told anyone about the worst thing that has happened to them online

73% of pupils trust parents on online safety, but only 56% talk about it more than once a year

It wasn't just multiple choice and ticking boxes:

PUPILS MADE 26,000 TEXT COMMENTS ABOUT THE BEST AND WORST THINGS THAT HAPPENED ONLINE.

THE THINGS THEY LOVE:

Having fun

Making friends

The sense of community

Keeping in touch

Giving and receiving support

Playing games

Videos and photos

THE UPSETTING THINGS THEY FACE:

Self harm and suicide

Hate speech, bullying, fighting

Violent and obscene videos

Sexual approaches from adults

Animals being hurt

Being asked for nudes

Pornography

They told us in their own words about the best and worst of their online lives:

> 66 Being online, sharing things that interest you, making friends and seeing all the cool stuff people do and make is just amazing. 99
>
> Girl, 16

> 66 Somebody showed themself self harming. It was very unhelpful for me. 99
>
> Girl, 12

> 66 When people are nice in games. Getting nice messages and comments. 99
>
> Boy, 9

> 66 Seeing people hurt or say bad things about themselves. They pressure themselves to look 'perfect' and want to cut or kill themselves. 99
>
> Girl, 12

> 66 Someone was bullying someone else and swearing on a group chat and no one said anything or did anything about it. 99

Girl, 11

> 66 I was on a live stream and a boy asked me and my friend for a threesome and nudes. 99

Girl, 14

> 66 People telling me to take my clothes off. 99

Boy, 10

> 66 When I feel upset friends are always there for me and we can talk when we need to get stuff off our chests 99

Girl, 13

Apps, sites and games

We asked young people about the apps, sites and games they use, and more than half of those questioned selected positives that they really liked. For example, 1 in 4 young people (25%) said that the apps, sites and games they use make them feel good about themselves, and 18% said their online activities helped to make new friends.

> 66 Comments which use violent and malicious language to bring down or target an individual or a group of people 99
>
> Girl, 16

It was striking that only 3.5% said that the apps helped them feel good about their body, which is reflected in wider societal issues relating to body shaming and how social and traditional media can perpetuate and consolidate poor body image messages. A range of body image resources for schools are available at bodyimage.lgfl.net; teachers may find it useful to combine these with discussion of popular TV reality shows and the portrayal of what is a 'normal' body.

Beyond this, more than half of pupils (56%) liked 'other' aspects of their apps, sites and games. Free-text answers revealed what this segment might represent, with many positive mentions of games, camaraderie, support, learning and above all fun!

We know that the stereotype of boys on games and girls on Instagram is a major simplification of the numbers and issues: both genders enjoy both types of activity. Nonetheless, pupils who took part in this survey revealed that girls are indeed almost five times more likely than boys to say "I do not play online games", and 3 in 10 girls said they don't play online games. When discussing gaming, it is wise to examine the types of games different pupils like, when and why, remembering to avoid a one-size-fits-all approach – see gaming.lgfl.net for more ideas.

Over 50% of pupils said privacy settings should be better, easier and clearer

Next, pupils were asked what could or should be improved on apps, sites or games from a list of key features. Whilst adults often believe that young people are careless with their settings, it was telling that of the 40,000 pupils we surveyed, the opinions were clear –settings need to become 'easier, better or clearer'. More than 1 in 4 wanted location settings improved, more than 1 in 3 chose reporting and blocking, and more than 1 in 2 highlighted privacy settings (the survey closed a month before the Cambridge Analytica scandal broke, so the latter figure may be even higher now).

The desire for settings to be easier to navigate may be a product of general raised consumer awareness; however, it is also testament to the hard work of educators to encourage young people to check and consider their settings. It is not just adults who are concerned with data, but that young people want to be clear on their privacy. Teachers may be interested in Professor Sonia Livingstone's blog Parenting for a digital future which often addresses these issues. A recent post 'What will the General Data Protection Regulation (GDPR) mean for children's privacy and rights?' may be helpful to frame discussions with students.

Aware that the many positives of the online world have opposing negatives, we asked what they did not like about their apps, sites and games. Not everyone identified problems, but nearly two thirds did (either from a specific list of options or 'other'). In line with expectations, secondary students were slightly more likely to see problems than their primary counterparts (by a factor /odds ratio of 1.28). Looking at gender, however, girls are almost twice as likely as boys (1.71) to mention something they did not like with their favourite apps and games. This will have specific implications for schools, which may like to consider giving girls and boys the opportunity to discuss these issues in single sex groups (this would not be useful on all occasions, of course).

One example of the things that pupils didn't like was that 18.5% said they couldn't believe what they read online, which shows that messages about fake news are getting through, even if there is still a long way to go. Critical thinking is at the heart of many issues online – none more so than fake news – and materials to support this area are available at fakenews.lgfl.net.

It was striking that nearly 1 in 3 admitted that it was hard to stop using apps, sites and games to have a break (31.2%). "It is hard to stop using them and have a break" was by far the most frequently chosen option – selected, for example, five times more often than answers about negative identity and body image ("They make me feel bad about who I am / how I look").

This feeds into the important debate around technology addiction and digital detox. Eight years since Dr Richard Graham launched the UK's first Technology Addiction Service for young

people at [Nightingale Hospital](#), June 2018 saw the [NHS](#) and then the [World Health Organisation](#) recognise officially recognise gaming addictions for the first time.

This important issue can be addressed to an extent through parental education and empowerment – for example by offering frameworks for productive screen time or supporting parent-child communication through schools and online resources. The UK Children's Commissioner's 'Digital Five a Day' programme is a good example of this; find this alongside a wide range of other resources and signposting at [parentsafe.lgfl.net](#).

It is important to offer children strong role models, but also the opportunity to discuss the issues with their peers. Support is available in many schools, and external helplines such as [Childline](#) are also used to offering advice. Teachers may want to ask their classes what they think about the statistic above – does it surprise them? And what is the most addictive thing for them? Is it the 'streak', push notifications, or desire / pressure to be always online?

Social media platforms are designed with embedded functionality that can feed addition by rewarding regular use (such as the streaks for daily communication with friends for example). This kind of feature mitigates against efforts to support young people or adults with a digital detox. The government's new Internet Safety Strategy is looking to tackle such issues with industry and LGfL supports proactive steps to help our young people in this area.

> ❝ Being online, sharing things that interest you, making friends and seeing all the cool stuff people do and make is just amazing. ❞
>
> Girl, 16

It is important, though, to remember that there are many positive aspects to the online world for young people, and these are part of the reason why young people like to spend time online. It would be neither possible, nor practical, nor desirable to keep children and young people cocooned away from the online world entirely, as this would not prepare them to seize the opportunities nor tackle the dangers. That's why [LGfL](#) ([TRUSTnet](#) outside London) supports schools to embed technology into education in a responsible way. We want to enhance teaching through unique new learning experiences, at the same time as reducing workload for teachers – saving time, energy and money. Beyond the classroom, we recognise that education, moderation, controls and even legislation all play their part to allow young people to thrive in an online world.

Contact risks – making friends online and meeting them

Contact risks are often discussed in online safety as part of the content, contact, conduct paradigm of dangers. The vast majority of young people are using apps, sites and games with some regularity, including even the very youngest, and we found in the survey that more than 1 in 3 young people (36.3%) have made new friends online (who they did not know previously).
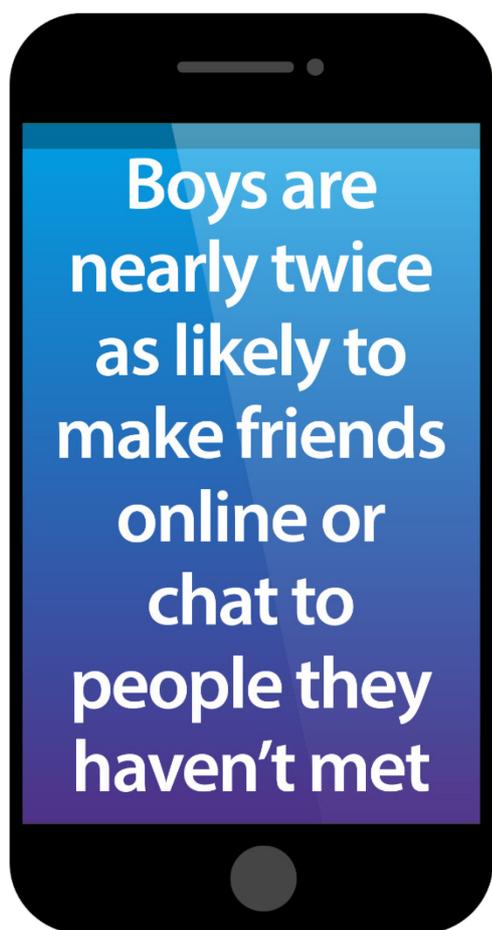
Boys were nearly twice as likely to make new friends online as girls, and secondary students are almost one and a half times more likely to do so than primary pupils (odds ratios of 1.85 and 1.42 respectively). This was in line with expectations, based on increased maturity and the capacity to handle the issues which arise when speaking to 'strangers' online.

Meanwhile, boys are more than twice as likely as girls to chat to people they have never met face to face or go onto talk to new gaming friends on other sites or messaging apps. Half of those who chat to people they met on games went on to talk to them on other platforms.

One figure which is of particular significance given grooming concerns is that 1 in 10 7-16 year-olds have made friends with an adult online for the first time (9.7%). It is important to note that in previous surveys, further investigation revealed that this adult was in a number of cases a family member who the child didn't know previously. However, this remains a potential matter for concern that government and policy makers should be aware of considering regulation and policy formation.

> **Boys are nearly twice as likely to make friends online or chat to people they haven't met**

For those who went on to meet the new friend in person, we examined the change from year to year and found that by far the biggest jump was between the final year of primary and first year of secondary: 11/12 year-olds are almost one and a half times more likely to physically go and meet a new friend than 10/11 year-olds (odds ratio of 1.4).

> **66** A stranger asked me to send pictures of me to them and asked what school I go to and where I live and my phone number. **99**
>
> Girl, 14

This school-phase transition period often represents new-found independence for children, such as travelling alone to school, often on public transport for the first time, and over greater distances. Accordingly, this trend is not surprising; however, it is important that schools and parents recognise this trend as another hurdle that young people have to overcome as they navigate growing up and dealing with independence. LGfL and Childnet jointly developed the 'Trust Me' resource for developing critical thinking skills online; this would be a particularly valuable tool to support pupils.
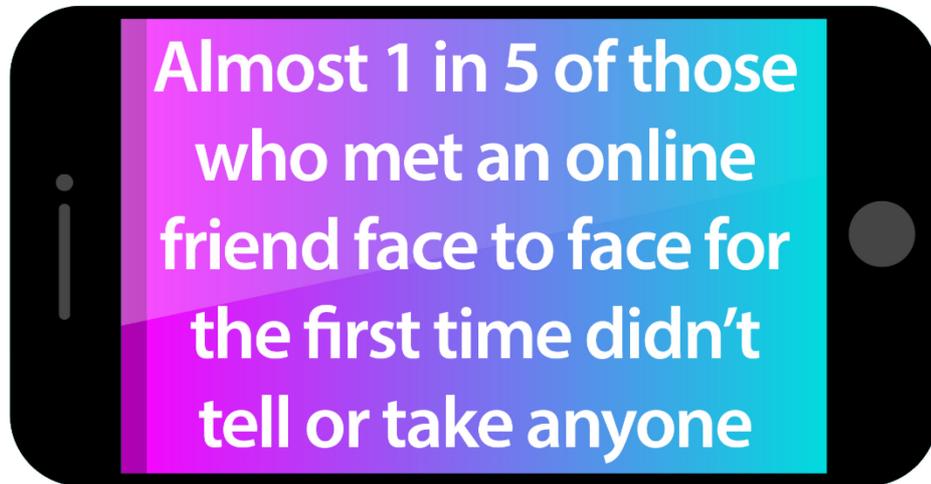
We asked those who had met an online friend in person if they had told anyone and/or taken anyone with them to the meeting (and whether it was a friend or an adult). 81% told or took somebody. Although this appears encouraging news, it reveals that almost 1 in 5 young people meeting a new online friend face to face for the first time did so without anyone knowing about it. This is a significant danger which parents and schools need to be aware of, and which education needs to address.

When broken down by gender, we found that girls are twice as likely to tell or take someone, leaving boys most exposed in this area. The story of Breck Bednar, a 12-year-old boy who was groomed via an online game and murdered when he went to meet his groomer, highlights many of the issues around secret meetings with new friends – this and other resources are at grooming.lgfl.net.
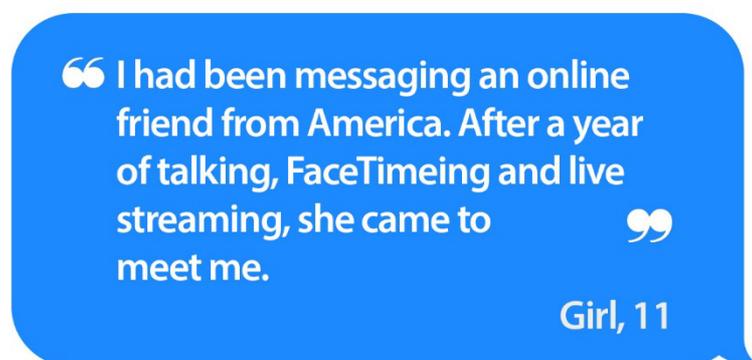
In order for online safety messages in this area to be taken seriously, it is critical that adults also show young people that they recognise how friendships formed online can be thoroughly positive (teachers might refer to statistics for people who marry after meeting online, or to the quote above about the new friend flying in from America).

Video chatting and livestreaming

Video chat has been increasing in popularity for many years – since Skype was launched in 2003, the landscape has expanded to such an extent that apps and games often offer it as an add-on, almost as an afterthought. We asked pupils specifically about their use of video chat with people they only knew online (as opposed to people they had met face to face, such as family and schoolfriends).

Conscious that livestreaming was already a hot topic, and against the background of incredibly high participation levels by ever younger children (shown for example by this Childnet research), we wanted to find out more about what goes on in livestreams. We were also keen to ex plore NCA CEOP (National Crime Agency Child Exploitation and

> 66 The worst thing online was when a 40 year old guy contacted me aggressively on Skype. 99
>
> Girl, 15

> 66 The best thing I have experienced online is video chatting with my friends and family. That makes me feel happy and great. 99
>
> Girl, 9

Online Protection) warnings about sexual predators using livestreaming channels to sexually abuse and exploit children, particularly by tricking, enticing or coercing them to get undressed on camera.

Accordingly, we specifically asked the children and young people who took part in the survey to tell us if they streamed, if they had ever been asked to get undressed on camera, and if anything else had happened to make them feel uncomfortable.

Since carrying out this survey, new research by the Internet Watch Foundation released in May 2018 has shown that 98% of publicly available livestreamed child sexual abuse images involved children aged 13 and under; 28% were aged 10 and under! This underlines the importance of gaining a better understanding of behaviours among the youngest children.

Nearly 1 in 10 who video chat with people they haven't met have been asked to change or undress

Overall, 1 in 8 pupils said they had video chatted with someone they had not met in person. In line with expectations, secondary students are more than twice as likely to do this as primary pupils, and upper secondary students (14-16) are twice as likely as younger secondary students (11-14). This might appear of little concern until the dangers of the following paragraphs are outlined.

There are some very worrying statistics revealed by this section of the survey, all made more concerning given the exponential increase in the use of these services. Nearly 1 in in 10 young people who video chat with people they haven't met in person have been asked to change or take off clothes.

More than 1 in 20 pupils who live stream have been asked to change or get undressed on camera

When live streaming, more than 1 in 20 pupils who had streamed (5.7%) told us that they had been asked to change or get undressed on screen, confirming the CEOP warnings above. There were very similar percentages across genders; however, it is particularly concerning that the youngest pupils (7-8 year-olds) were just as likely to be asked to get undressed as students in the first 4 years of secondary school (up to the age of 14-15).

Whereas predators may also trick older children into undressing online (as opposed to coerce or simply request), they may hide behind a 'challenge' for young children, such as "Let's see how quickly you can get changed into your swimming costume". The figures would seem to bear this out, and highlight the importance of developing clear messages for very young children on how to stay safe online.

Parents and teachers are often, understandably, reticent to talk about such issues, but these figures show how important it is to find age-appropriate ways to explain what behaviours are inappropriate and when to seek help. It is key that parents can address these issues with their children; schools can help in various ways, including by explaining the extent to which children trust them and want to speak to them about online safety (see statistics about this on page 45 in the section 'Who knows; who helps; who cares; who scares?'). Livestream.lgfl.net and parentsafe.lgfl.net provide resources for livestreaming and for parental support in general.

It is tempting for parents and educators to compose a list of 'apps where bad things happen'. It is important to remember, however, that both children and predators are very quick to move from one app to another. A focus on behaviour is therefore much more important. Schools may find this blog post from Kent County Council's online safety team useful to frame this issue.

> **❝ I was on a live stream and a boy asked me and my friend for a threesome and nudes.**
> ❞
>
> Girl, 14

The figures reveal that this kind of child sexual exploitation is taking place at disturbingly high levels both on video chat, which is private, and livestreaming, which is by design public. Schools and parents do their best to support their children and young people, but as detailed on page 15, 1 in 3 pupils want improved reporting channels – anecdotal evidence would indicate they are currently not very effective. LGfL DigiSafe would like to see platforms commit to making user reporting easier and more effective.

Even more important, though, is the adoption of 'safety by design' principles to identify and prevent this behaviour. Mechanisms such as human moderation are important, as is artificial intelligence, which is already well used by leading companies for other purposes, such as targeted advertising. Much could be done to further use manpower and technology to drive the safeguarding agenda, and we are delighted that the government's Internet Safety Strategy indicates we can expect tangible change in this area.

1 in 6 livestreamers said things have happened that make them feel uncomfortable

Getting undressed was not the only thing that concerned pupils. Around 1 in 6 of those who had livestreamed, and 1 in 5 who had video chatted with someone they had not met face to face, told us something else had happened to make them feel uncomfortable. Levels of discomfort were much higher in Primary, especially in the 8-9 age bracket, where pupils are beginning to be given a little more independence by parents.

It is hard to know exactly what made the pupils uncomfortable. Some may be harmless; others less so. But it remains a significant finding: safeguarding messages for the youngest children focus on telling a trusted adult if anything happens that gives them "a funny feeling inside", and if schools can effectively convey this message, children will benefit further.

Seeing, sending and receiving – videos

41% of 15-16 year-olds have seen violent images or videos online

Given the current debate around tackling violent and extreme content on social media and other online platforms, it was interesting to see a great deal of upset caused by violent videos circulating online. The comments section of the survey included many mentions of seeing beheading videos online, as well as animal cruelty, violent bullying and upsetting horror-style videos or other clips glorifying self-harm or suicide or otherwise aiming for shock factor.

22.4% of pupils had seen violent images/videos online; 12.8% had received these from a young person and 6.2% from an adult. Boys were a quarter more likely than girls to see this material, and figures were similar across primary year groups and all below 20%. In secondary, however, this rose year-on-year: from 18% of the youngest students, to 27% in the next yeargroup, then 34%, 38% and reaching 41% of the oldest secondary students.

The figures are disturbing and reflect a high number of pupils, yet it is interesting to consider that more (one and a half times as many) had seen them as had been sent them. Given the background of concerns over the material available on popular platforms, this might indicate that improvements in proactive monitoring and removal of violent content (to mirror the strict systems available in schools), and the curation of child-friendly videos for use by children in the home would be useful in reducing this harm.

> 66 I was watching the **** song but I didn't realise it was different to the official video and changed into a bleeding mess with blood pooring out of it. 99
>
> Boy, 9

We would encourage video and social media providers to investigate how they can safeguard young people by helping them not to stumble over such videos during innocent searches. The upcoming age verification of online pornography (see more on this topic on page 32) is a good example of legislation and technology coming together to combat the danger of children 'stumbling across' inappropriate material.

Boys are a quarter more likely than girls to see violent images or videos online
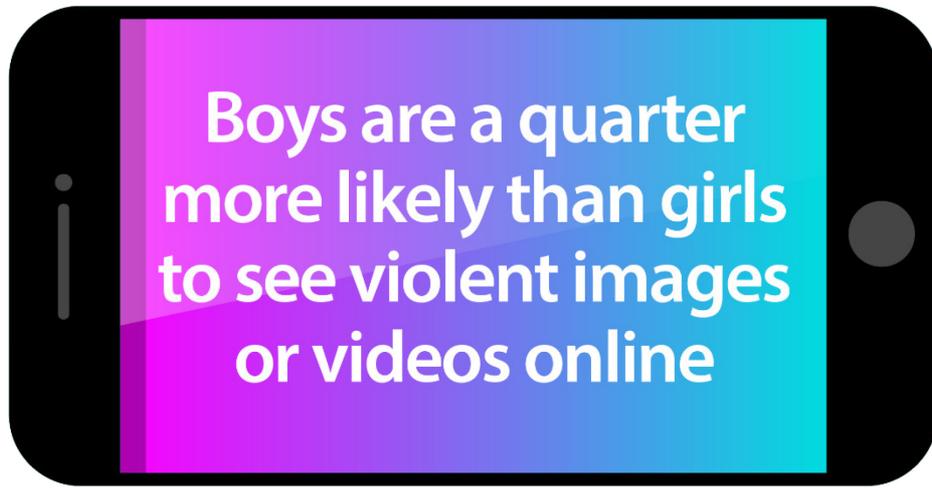
Schools and parents in turn need to be aware of the issue and available to support their pupils/children when problems arise. Adults need to communicate clearly to children that sometimes they will come across bad things online, and that they won't get in trouble if they ask for help or tell someone about it. They need a range of opportunities to share their worries, either through named physical contacts at school, home or other agencies, but also via specialist third parties such as ChildLine or The Mix (see reporting.lgfl.net for a list of expert hotlines for children and teachers).

> 66 I've seen just about anything you can imagine recently actually, from videos of beheadings to sexual violence. 99
>
> Girl, 16

Seeing, sending & receiving - nudity and sexual messages

Of all the pupils who answered our survey, 3,564 (9% of the total sample) told us that they had received a naked or semi-naked image from another young person; 1,750 had received such an image from an adult. This represents the most serious scenario: this is illegal and a form of child sexual exploitation; it is not to be confused with consensual sexting between young people over the age of consent (which is still illegal to share but mostly not prosecutable where no coercion is involved).

> 66 A girl from my primary sent half naked pictures, because it's "what everyone does".
>
> 99
>
> Girl, 12

In terms of sending naked images, 1,208 had sent one to a young person, and 681 to an adult. This represents a relatively low percentage, but an important number of real lives potentially impacted by these issues.

> 66 Someone adds me on an app through a mutual friend and sends me sexual messages and asks me for sexual photos 99
>
> Girl, 14

Secondary students only (due to the language used) were explicitly asked about sending and receiving sexual messages: 15.1% had received a sexual message; 5.4% from an adult! 5.1% said they had sent a sexual message themselves; 1.8 to an adult. Of those who have received a sexual message from an adult, 23.4% have also sent one to an adult.

In terms of government and industry response to these issues, we would encourage the same course of action as laid out in the previous sections on livestreaming and violent videos on pages 22 and 26.

> 66 My sister put a video of me naked onto Facebook... a woman sent me pictures of herself naked. 99
>
> Boy, 9

15.1% of secondary students had received a sexual message; 5.4% from an adult

The sending and receiving of nude imagery has many levels of complexity; however, where adults are involved it is clear cut – schools should immediately contact their MASH (multi-agency safeguarding hub, which includes the police). The messages to convey to pupils of all ages is that grown-ups should never be asking to see nude or semi-nude photos.

With secondary students, these conversations can make clear references to the dangers, whereas primaries and even early-years pupils can be reached via tools such as the NSPCC's Pantosauraus and Pants Rules materials, and extending this to mention sending worrying messages, pictures or getting changed on camera (see also the 'Video chatting and livestreaming' section).

Where messages or images are exchanged consensually between young people over 13, secondary schools have to strike a careful balance between safeguarding pupils and upholding the law, but also accepting the realities of modern life and relationships (for older students). A 'just say no' approach to sexting will often close the dialogue and discourage older students from discussing their relationships, which is of course vital for effective Relationships and Sex Education (RSE, or RE in primaries).

23.4% of those who received a sexual message from an adult sent one back

All school leaders and safeguarding leads in primaries and secondaries should read the sexting guidance for schools from the UK Council for Child Internet Safety. This includes case studies, flow charts for responding to incidents and training support for staff; there is also a one-page overview for all staff to read. This document is available at sexting.lgfl.net and cse.lgfl.net, which also includes other resources for use with pupils and parents in class and at home to address issues before they arise and ensure pupils know how to act, react and report.

Pornography

> **❝ I was tricked into watching pornography by a friend since they said it was just a funny video/meme. ❞**
>
> Girl, 15

Against the background of government plans to introduce age verification and much discussion of the impact of online pornography and the sexualisation of children in society, we were keen to find out how many young people had seen pornography online.

> **❝ Someone sent me a link and I didn't know what it was so I clicked it and it ended up being a porn site. It made me worried and scared and got me told off. ❞**
>
> Boy, 13

Ethics considerations meant that only secondary students were asked using the word 'pornography'. Secondaries were notified of numbers viewing pornography via their statistical returns; when it was revealed in free text answers, primaries were notified separately in line with safeguarding protocols (see Appendix 3: Safeguarding measures).

19.2% of 7-8 year-olds had seen people online without all their clothes on

Even though primary pupils were not asked about pornography *per se*, 19.2% of 7-8 year-olds said that they had seen people online without all their clothes on (much higher than the next three yeargroups), and this may in certain instances represent such material. Beyond this, primary pupils of all ages made voluntary references to pornography in their free-text answers – either by using the term itself or by describing what was clearly pornographic.

14.5% of secondary pupils said they had seen pornography online; from a relatively low base in the first year of secondary (5.3%), the chance of seeing this material rose steeply each year,

31.9% of Year 11s told us they had seen online pornography

doubling to 10.8% of 12-13 year-olds, 18.1% of 13-14 year-olds, 24.2% of 14-15 year-olds and a disturbing 31.9% of 15-16 year-olds.

This finding has massive implications for teenage relationships and emphasises the need for strong and

> 66 I was searching for a film and clicked a link to watch it but the link was a trick and it went to a porn website. 99
>
> Boy, 12

positive messages as part of relationships and sex education (RSE) and PSHE. In line with expectations, boys are more than twice as likely as girls to have seen pornography. It is nonetheless important that school responses address related issues for boys and girls, and boys having seen it will obviously obvious impact girls via boy-girl relationships.

Whilst the survey did not specify the type of pornography involved, there were many free text responses identifying specific, named extreme and violent illegal pornography styles (schools were notified separately in line with safeguarding protocols). These included comments about such videos being shared around entire year groups, but also many comments about pupils of all ages stumbling across pornography online.

> 66 Someone sent a violent, extreme porn video to everyone in the year. 99
>
> Boy, 14

These comments make it clear that government plans to introduce age verification of online pornography are needed and welcome. Whilst determined users will always find a way to access this material, the new legislation and processes will be a key tool in protecting children from unintentional viewing of graphic material and the many negative effects this can have.

We have compiled a selection of resources and signposting to support teachers, parents and pupils in the area of online pornography at **pornography.lgfl.net**. These will be particularly useful as schools begin to teach relationships and sex education. We would also recommend that teachers wanting to begin a discussion of the issues might want to use some of the quotes and statistics from this research (where appropriate, with prior consideration) as open discussion starters in class.

Online friendships, bullying and mental health

> 66 I have a friend I've known since I was born but now she's at a different school. With social media, we can keep in touch. 99
>
> Girl, 12

> 66 Someone was getting bullied and a total stranger reported it and stood up for her. We became amazing friends and skype. 99 She makes me happy.
>
> Girl, 14

> 66 Making friends with people who have the same interests and ideas as you - probably people I would only have met online. 99
>
> Girl, 16

> 66 Someone said they're terrible at everything but everyone supported them and encouraged them to carry on. 99
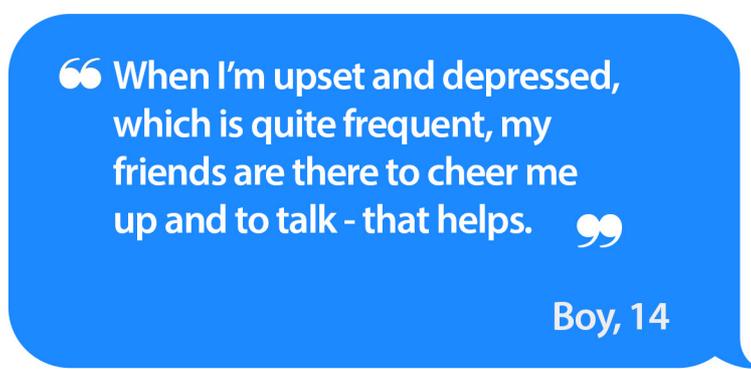>
> Boy, 9

As indicated by the comments above, friends and friendship can be what makes a young person's online experience – but of course they can also break them, or sometimes do both at the same time. This is the same offline, and also true for adults. Yet social media and games can amplify and perpetuate the impact of negative behaviours in a particularly harmful way for children and young people.

We were keen to find out how children and young people feel about their friends, and how bullying trends had changed since the 2015 LGfL pupil survey of 14,500 London pupils. In 2018, 1 in 4 pupils reported being bullied online (24.8%, an apparent slight increase from 1 in 5 in 2015). Meanwhile 1 in 13 pupils admitted to bullying others online (1 in 10 in 2015). Of all the worrying things we asked pupils if they had sent or received, they were in fact far more likely to have sent or received bullying messages than any other category of worrying item.

More than 1 in 3 pupils have witnessed bullying online; this highlights the importance of the excellent work of bullying organisations and new campaigns launched over the past year, but also shows that there is still much work to be done to address the issue, and this must go beyond education.

Schools naturally have a key role to play: it is clear they already work hard to teach young people how to identify and avoid bullying, through individual activities but also by taking part in peer mentoring schemes to equip pupils with the skills they need to respond to bullying incidents.

When I'm upset and depressed, which is quite frequent, my friends are there to cheer me up and to talk - that helps.

Boy, 14

Leading peer mentoring schemes include [Anti-Bullying Ambassadors](#) from The Diana Award, as well as broader online-safety schemes such as [Ecadets](#) and Childnet's [Digital Leaders](#). There are many excellent materials to help with bullying, and a selection can be found at [bullying.lgfl.net](#). The Department for Education also published [case studies](#) in June 2018 on approaches to bullying which schools will find useful.

Bullying will never go away; however, apps, sites and games can help by better moderating and removing bullying messages from their platforms through automatic and physical intervention.

Parents can be encouraged that clear and open dialogue with their children also plays a key role, and it is important for them to recognise that any child can be bullied, but also any child can take part in bullying.

Mental health, self-harm & bullying

Almost 1 in 6 pupils have seen something that encourages self-harm

The link between bullying and mental health issues is [well established](#), yet this survey surprised researchers with the extent to which self-harm was an issue raised by pupils in UK schools, both in on its own and specifically in relation to bullying. It was not only an aspect of general bullying, but has become a 'style' of bullying: one typical comment, mirrored by many others, came from a 16-year-old girl who said "People get told to commit suicide and sent pictures with the 'correct' way to do it." Throughout the comments section, there were a great many distressed comments about receiving such incitement as a form of bullying.

When we asked pupils specifically if they had seen anything that encouraged people to hurt themselves, almost 1 in 6 said yes. There was no major difference between girls and boys, or primary and secondary – they were all likely to see it.

Free-text comments gave further insight into what they meant by this: often it was actually encouragement to kill themselves, in explicit and detailed ways. For the oldest pupils (15-16 year-olds), facing the most pressures from exams, the figure was the highest – over a quarter of these students (26.9%) saw encouragement to hurt themselves (or worse).

To understand self-harm in general, teachers may find it helpful to watch this [advice video](#) for schools from the Anna Freud National Centre for Children and Families which explains why children self-harm and what responses are helpful. Also, this [Healthy Schools London document](#) has further practical guidance for managing self-harm.

> 66 You see videos of people cutting themselves and self harming because of others. 99
>
> Boy, 11

For primary and secondary pupils, this animated 'Talking Mental Health' video helps children and young people to understand what mental health is and what they can do when they have problems. And 'Adolescent Resilience' (adres.lgfl.net) from LGfL and Public Health England provides a range of further useful resources for older students.

However, these resources are mostly helpful where self-harm results from general bullying; there is currently little support aimed at bullying which is itself an encouragement to self-harm. Educational providers and anti-bulling organisations should look to provide more support in this area and we are committed to better understanding the issues as we explore next steps from this survey.

> 66 People get told to commit suicide and sent pictures with the 'correct' way to do it. 99
>
> Girl, 16

In the meanwhile, it is critical that schools and parents begin to understand the rise of this type of bullying. We would encourage schools to sensitively consider these issues as a staff body, and how to talk about them in carefully managed settings – without indirectly publicising them and causing children to go looking for or distribute this material.

Discrimination and hate speech

1 in 10 pupils have seen hate speech or discrimination

Social media companies have recently redoubled efforts to remove hate speech or discrimination from their platforms, in part due to pressure from governments and regulators. These efforts are to be welcomed and encouraged, but we wanted to see how young people were affected by this issue.

> 66 Propaganda videos, encouraging hate against certain ethnic groups. 99
>
> Boy, 14

In order to be sure that the youngest pupils understood the question, we asked them "Have you seen things to make you dislike people or treat them differently because of race, religion, gender, sexuality, or other grouping?".

Our survey revealed that 1 in 10 of all pupils had seen hate speech or discrimination. There were similar levels for primary and secondary pupils, and for boys and girls. Racial, gender and sexual orientation were the issues most referenced in free text comments on this issue, which the young people were clearly upset by.

> 66 Hate towards people who are in the LGBTQ+ community and hate towards to many other people. 99
>
> Girl, 11

Schools work hard to build a sense of community, equality and inclusion that does not allow for hate or discrimination ("Everyone belongs here"). This is in part a reflection of duties under the Equality Act 2010, but also the nature of a school community. The excellent efforts of teachers in this area may have heightened awareness of the issues and pupil sensitivity, but clearly more work is needed to educate and support young people, and greater efforts to understand what is said and the impact it has.

LGfL has produced resources such as Everyone Matters (with a focus on homophobic bullying) and British Values which may help schools further, and Childline has a helpful page on Discrimination, Hate Crime and Equality here to support young people directly. At the extreme end of the scale, there are also resources at prevent.lgfl.net.

Best and worst of the online world

> **"** A stranger asked me to send pictures of me to them and asked what school I go to and where I live and my phone number. **"**
>
> Girl, 14

The 2018 pupil survey revealed a wealth of interesting figures and statistics which are explored throughout this report. There were two questions however, where pupils were given free rein to express their thoughts, hopes, fears, attitudes and experiences.

We asked two simple questions to elicit free-text responses, namely "What is the WORST thing you have seen or experienced online?" and "What is the BEST thing you have seen or experienced online?".

The answers to these questions revealed a fascinating snapshot of the digital reality for children and young people today. Every comment you read throughout this report in the speech bubble graphics is one of these pupil responses.

> **"** You get people telling you to take your clothes off. **"**
>
> Boy, 10

Many of the key negative themes are covered elsewhere in this report. All merit further investigation, yet they are largely well known, a marked increase in mentions of mental health issues notwithstanding (see page 38).

> **"** People share videos of animal cruelty and torturing cats that I really don't want to see. **"**
>
> Girl, 14

In other areas, it is worth highlighting the upset caused to many children by pictures or videos of animals and pets being harmed, as well as high numbers of comments about pornographic and 'challenge' videos, plus one specific, particularly disturbing video from a high-profile vlogger (deliberately not named here to avoid further publicity).

These issues have been flagged to social media platforms, yet continue to trouble children and young people. This is an area which the government is already investigating via the work of the Department for Digital, Culture, Media and Sport's Safer Internet Strategy, and which we look forward to seeing action from industry and government in the ways outlined in other sections of this report.

> **" People defending and supporting others they have never met, being incredibly kind and selfless to help and support others. It's beautiful. "**
>
> Girl, 15

But what of the positive side? There were over 13,000 separate comments on the things pupils love about their online lives; these could be summed up with three Fs: fun, family and friends.

Against the background of highly serious negative issues, it would be easy to dismiss these positives as inconsequential comments about bunnies, unicorns and games (there were, of course, plenty of those).

> **" I love it when someone posts something nice or thought provoking or when people stand up for others and protest for good things. "**
>
> Girl, 11

However, the overwhelming message from the pupils who took this survey was that the internet can be a force for good, not just to balance out the negatives of the online world, but by supporting each other, learning new skills, broadening horizons and building strong relationships.

This is a key message for adults to take on board when talking to young people, who need to know that parents and teachers appreciate the great times they have online. Everyday teaching & learning in the classroom can also be transformed through the careful use of existing and cutting-edge technologies, and that is what drives the education team at LGfL TRUSTnet behind the offering for the school community at curriculum.lgfl.net and services.lgfl.net.

There are many suggested resources throughout this report – schools may want to simply choose a few of the positive and negative comments in the speech bubble graphics as simple but powerful discussion starters. More can be found at pupilsurvey.lgfl.net and on the @LGfLDigiSafe Twitter or Facebook pages.

Who knows; who helps; who cares; who scares?

> **66** A new player was being mean and made someone sad which made me sad because I don't like people being sad. I told my mum; now we're happy. **99**
>
> **Girl, 8**

> **66** The messed up messages finally stopped but I still have to live with it because I have not told my mum and it really hurts inside . **99**
>
> **Boy, 9**

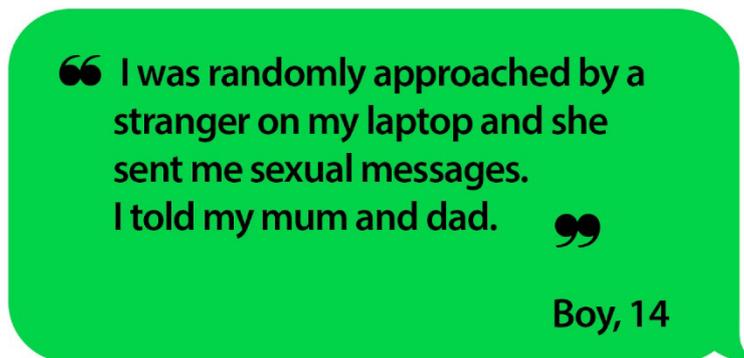## 2 in 5 pupils have never told anyone about the worst thing that has happened to them online

Having given the pupils who took the survey the opportunity to talk about their best and worst experiences online, we asked who they had told about the worst thing, and if it had helped. We then asked who they talked to about online safety in general, who they trusted, and who they would like to talk more with. We then asked specifically about the attitudes of parents/carers and school staff.

Only 61% had ever told anyone about the worst thing that had happened online. In line with expectations, more primary pupils (66%) than secondary students (56%) had told someone.

This represents 2 in 5 who had not shared their worst fears, thoughts and experiences with anyone – highly significant given the other findings of this report and mental health concerns. When we broke down the figure by gender to explore the stereotype of boys bottling up more than girls, we found that actually, the responses were similar: 58% for boys and 63% for girls.

It is important to know who children and young people would like to talk to, who they think cares, understands and most importantly, can help. This was the subject of the next series of questions we asked.

Overall, we saw that children and young people chose to talk to someone they knew wherever possible: of those who told anybody, 94% chose to speak to a specific person, compared with 44.3% who contacted an organisation (e.g. helpline, hotline, law enforcement or reporting channel).

> 66 I was randomly approached by a stranger on my laptop and she sent me sexual messages. I told my mum and dad. 99
>
> Boy, 14

Without exception, conversations with a physical person were more likely than not to help resolve the issue, especially for friends, teachers and siblings. Of the pupils who told anyone:

1) In first place, 71.2% told a parent/carer
2) In second place, 63.3% told a friend
3) In third place but, still twice as many as any helpline or hotline, 41.9% told a sibling
4) In fourth place, 36.1% told a teacher

Parents often say they do not understand the online world of a child or young person, and only 56% of pupils said spoke about online safety with parents/carers more regularly than once per year. Yet nearly 15,000 of the 40,000 pupils who took part in this survey had told a parent and said this had helped them with the problem, and a surprisingly high 73% of all pupils said that their parents understood online safety.

Of all the statistics in this report, this is a key one for schools to share with parents. LGfL DigiSafe recognises the importance of parent support as a key pillar of online safety education, and we are committed to signposting and providing resources to facilitate parents' conversations with children (see parentsafe.lgfl.net). They might not be acquainted with particular apps, sites or games, but children and young people clearly appreciate their life experience to talk about behavioural issues.

73% of pupils trust parents on online safety, but only 56% talk about it more than once a year

Another key finding in this section related to the value of sharing problems with friends; this is not something that begins with adulthood. "I told a friend' was a strong second-place favourite, highlighting the importance and benefit of structured peer mentoring schemes in schools (see examples on page 37). These can facilitate and guide friendship-based support and ensure the right messages are being shared. There are many such programmes already in place – some specifically for bullying, others for a broader online safety issues or other focus. They have a varying degree of success and support in schools, but sufficient resource and training is critical to make the most of the undeniable power of a good friend.

We also asked pupils if their parents and teachers focus on the positives when talking about online safety or just try and scare them. The rationale behind asking this question relates to trends in safety videos and educational resources and a perception that young people are turned off when adults might make themselves seem out of touch by sharing scare stories without a realisation of the benefits of the online world.

It was encouraging to see that overall only 1 in 10 pupils thought that either parents or school staff just tried to scare them. Girls were one and a half times more likely to say this than boys (an odds ratio of 1.52), which may reflect a false perception of the dangers relating to child sexual exploitation relating only to girls. Nonetheless, the numbers for both girls and boys remained relatively and reassuringly low.

> 66 Adults don't get it - blocking can make it worse, and saying 'ignore them' is the WORST advice EVER. We're in the 21st century - you can't ignore them. 99
>
> Girl, 14

However, there was a marked shift between primary and secondary phases, with secondary students 7 times more likely to say that school online safety is about scaring them. This has significant message for secondary online-safety education – on the one hand, we are preparing young people for a digital world and workplace and need to help them navigate the worst but thrive on the best. On the other hand, they are more likely to listen to messages that they feel are balanced in terms of risks and opportunities.

Secondary students are 7 times more likely to say online safety at school just aims to scare them
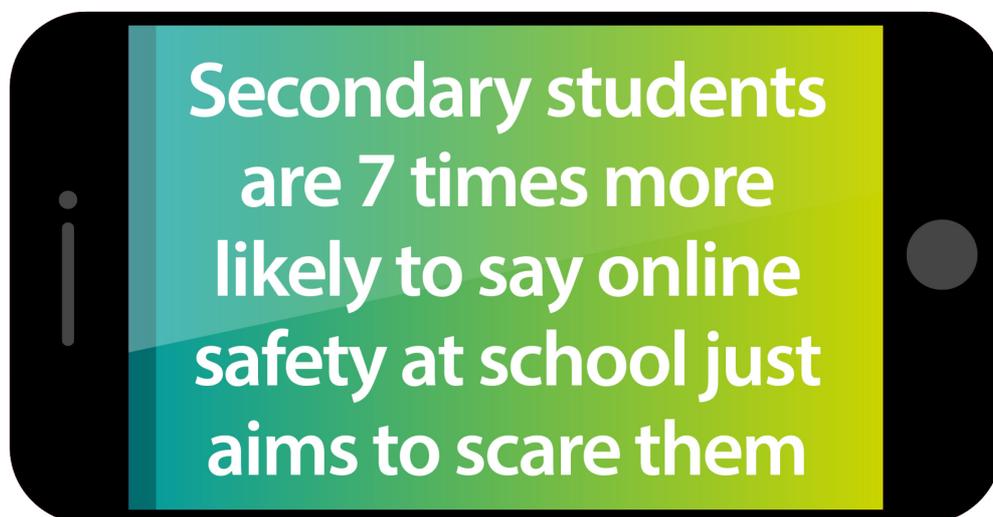
The cross-curricular nature of a primary school as opposed to a secondary school no doubt contributes in part to this trend, as secondary specialisation leads by nature to silos. One way in which secondaries may look to combat this is for example through use of the new UKCCIS framework for digital resilience "Education for a Connected World".

Next steps and conclusion

Throughout this Hopes & Streams report, we have made suggestions for schools to capitalise on what we learned from the 2018 pupil online-safety survey. We recommend that colleagues examine each section, which includes links to relevant resources for use in the classroom and beyond; here is a summary of the proposed actions from the report:

- **You told us parents are key, and the survey confirmed this, so drive parental engagement with a focus on this key statistic: 73% of pupils trust their parents on online safety (but only half talk about it with them more than once a year). Make this the basis for all work with parents in this area – it is worthwhile**
- **Use the resources and lesson ideas linked to each thematic section of the report – there are plenty of direct links, or use the filters at saferesources.lgfl.net to shape teaching & learning and support staff and parents**
- **Use the quotes and statistics dotted throughout this report (download a selection from pupilsurvey.lgfl.net) as discussion starters in class and in staff inset –taking just one quote and statistic from a specific section will give you plenty of potential for a valuable discussion**
- **Remember the distress caused by violent videos, especially towards animals, which is an area that adults often do not identify**
- **Investigate the role of peer programmes for pupils to support each other – 'telling a friend' was the second favourite option for talking about the worst things that happen online**
- **Consider predator behaviour (and talk to parents about why it matters for the youngest children) regarding coercing children to change clothes on camera – remember our statistics show how this affects the very youngest children**
- **Focus on behaviours rather than lists of 'bad apps' – predators hop around apps, so scare stories just lead to a false sense of security**
- **Discuss latest screen time concerns with parents and share sensible advice on balancing activities rather than limiting time**
- **Address technology addiction by asking pupils what they think about the nearly 1 in 3 who admitted finding it hard to stop using devices to have a break**
- **Refresh teacher, parent and pupil awareness of helplines for advice and support**
- **Incorporate real-life examples from normal adult life into online safety education – admit that we can get it wrong too**
- **Make sure the youngest pupils know they should talk to a trusted adult about anything that gives them 'a funny feeling inside'**
- **Provide staff refreshers on key documents such as Keeping Children Safe in Education and the UKCCIS Sexting Guidance**
- **View and share materials on understanding the motives for self-harm in the mental health section, considering how to talk about the issues without 'giving ideas'**

Next steps for government and industry

Schools and parent are key to fostering a safe online environment, but other stakeholders have key roles to play, too. The government's new Internet Safety Strategy is a unique attempt to tackle some of the issues highlighted in this report, and LGfL supports the proactive steps already taken by legislators and industry alike to keep children and young people safe online. We would like to see the following, much of which is already in line with government proposals:

- Boost moderation of content via physical and technological means (e.g. artificial intelligence) to prevent accidental viewing of violent and sexual content, but also to flag and remove content such as bullying, hate speech and self-harm by use of the same technologies which are now tried and tested for extremist content
- Adoption of 'safety by design' principles to enforce age limits and prevent, identify and flag inappropriate contact between children and adults
- Government plans to introduce age verification of online pornography are needed and welcome; the new legislation and processes will be a key tool in protecting children from unintentional viewing of graphic material and the many negative effects this can have.
- Implement PSHE (Personal, Social, Health & Economic Education) as a statutory subject for schools, following from the imminent introduction of Relationships (primary) and Sex and Relationships (secondary) Education
- Improve reporting channels and response to user flagging of content

Next steps for LGfL

But what about the LGfL DigiSafe team at LGfL TRUSTnet? We too intend to learn from the findings of this survey to further support schools all around the UK with keeping children safe (one of the core charitable aims of the LGfL Trust). We have many plans; these include:

- Use the findings of the report to inform training offered to schools and local authorities (face to face and materials for schools to use in staff inset and for lessons).
- Increase engagement with local authorities and safeguarding children boards (LSCBs).
- Further engage on a strategic level with policymakers using the LGfL evidence base to support policy and practice at a national level
- Update our existing resources informed by the findings, and coupled with the new UKCCIS framework for digital resilience, and link all future safeguarding resource developments to key outcomes from the report
- Use pupil focus groups in the next academic year to discuss findings further and to continue the impact of the report

Conclusion

LGfL DigiSafe would like to thank again all the schools who took part in the 2018 Pupil Online-Safety Survey, helping to make it such a success. We would also like to thank the NSPCC who worked with us to shape the questions and encourage schools to take part.

The survey covered such a wide range of issues and revealed so many informative quotes and statistics that it is hard to deliver a full conclusion without repeating all that has been said in the sections above.

We would encourage schools to take their time to look at the various sections in this report one by one to see what different it might make to their practice and to consider how to share the insights with staff, parents, and to an extent, pupils.

Schools which took part in this survey may want to informally compare their own results with those from the national picture presented here (although direct comparison may be challenging as the statistical models applied to the overall data were not applied to the raw figures initially returned to schools).

This report captured the (sometimes extreme) highs and lows of children and young people's online lives. Government and industry are moving in the right direction to make the internet a safer place for children, but there is still much work to do.

A combination of education, government pressure and industry commitment to technological and human intervention will lead to further progress, but teachers and parents will always have key roles to play in protecting and preparing the children in their care. Pupils told us they recognise and appreciate this and want to talk more about online safety with the adults they trust, so rather than shying away from the serious issues uncovered by this survey, there is an opportunity to make a real difference.

The dangers are real and serious, but the opportunities are limitless. The support is there, and we wish schools, teachers, parents and pupils all the best with their Hopes and Streams.

Appendix 1: Statistical methodology

LGfL DigiSafe was keen to draw conclusions from the survey results that were based on sound statistical methods. Accordingly, results were processed by Alessandro Leidi, director and statistician at SSC Ltd (formerly known as Statistical Services Centre, University of Reading). Here follows his report on the methodology used for all numbers used in this report:

One and two-way tables of frequencies were presented for all survey answers. Two-way tables of frequencies tabulated the pupils' answers by their demographics: by stage, by year group, by country, by ethnicity, by gender and by NSPCC region. Three-way tables of frequencies were presented for a subset of selected answers.

In two-way tables of multiple choice questions (MCQ), relative percentages were given for the total number of boxes ticked. Chi-square hypothesis test were conducted for the dependence of the response frequency on their demographics, with a Bonferroni adjustment for multiplicity testing across MCQ.

For all other answers, generalised linear model (GLM) regressions were conducted for outcomes treated as either binary, multinomial or ordered categorical. Univariable GLM regressions were conducted for each of the six demographics listed above. To assess the combined effect of two demographics on an outcome, multivariable GLM regressions were conducted for a subset of selected answers.

In all GLM regressions, differences between demographic groups were evaluated by a Wald-type p-value. Significance level for individual outcomes was lowered to 1%, to maintain the survey-wide false positives error rate at 5%.

The resulting effect measure was an odds ratio (OR) for binary and for ordered categorical outcomes, and a relative risk ratio (RRR) for multinomial categorical outcomes.

The generalised regression models were conducted using the package Stata IC 15.1.

References:

Agresti A (2015) Foundations of linear and generalized linear models. Wiley.

Agresti A (2012) Categorical Data Analysis, 3rd ed. Wiley.

Agresti A (2010) Analysis of ordinal categorical data. Wiley.

Appendix 2: Survey questions

Find below the actual questions that were asked of pupils during the survey (not in this format, but on an online Google form). Pupils were first asked to enter their age, gender, ethnicity and name of school / school unique identifier. These details were used to share multiple choice data with schools and to flag safeguarding issues where necessary from free-text comments (detailed in the safeguarding appendix).

Questions marked in orange were only asked of Primary pupils; those marked in purple were only asked of Secondary pupils.

The survey was largely a mixture of dichotomous-closed and multiple-choice questions, with two free-text answers.

Money

Tell us what you think about looking after your money

Have you spent money on apps, sites or games by mistake? * *Mark only one oval.*

◯ Yes No

◯ Don't know

◯

Do you always understand if a site, app or game is going to take money? * *Mark only one oval.*

◯ Yes No

◯ Don't know

Do you know how to look after money online? * *Mark only one oval.*

◯ Yes No

◯ Don't know

Would you like more help to look after money online? * *Mark only one oval.*

◯ Yes No

◯ Don't know

◯

What do you LIKE about your favourite apps, sites and games? * *Tick all that apply.*

☐ They make me feel good about myself They

☐ make me feel good about my body They help

☐ me make friends

☐ They help me find out about the news Other

☐ things

☐ Nothing

What do you NOT LIKE about your favourite apps, sites and games? * *Tick all that apply.*

☐ They make me feel bad about who I am They

☐ make me feel bad about how I look

☐ It is hard to stop using them and have a break I'm

☐ friends with people I don't want to be with I don't

☐ know if I can believe what I read

☐ Other things Nothing, it's all

☐ good

Should any of these be better, easier or clearer on your apps, sites and games?
Tick all that apply.

☐ Privacy settings Location

☐ settings   Reporting

☐ Blocking

☐

Do your online friends have the same q8 as you? * *Mark only one oval.*

◯ Yes No

◯ Don't know

◯

What about the accounts you follow and sites you look at? * *Tick all that apply.*

☐ They generally have the same ideas and opinions as me

☐ They generally have the same ideas and opinions as each other They

☐ help me see both sides of an argument

☐ I hear from people with different opinions to mine

☐ They make me think about my opinions and why I have them

Making new friends online

Remember, if you come across something online that makes you feel uncomfortable, speak to an adult you trust.
You can talk to Childline by calling 0800 1111 or visiting childline.org.uk And
you can find other places to get help at reporting.lgfl.net

If you play online games, do you do any of the following: * *Tick all that apply.*

- [ ] Chat to people I know face to face (e.g. school friends) Chat to
- [ ] people I've never met face to face
- [ ] Use other sites or messaging apps to talk with people I've met on an online game
- [ ] I play online games but I don't chat with people I don't
- [ ] play online games

Have you made NEW friends on an app, site or game? * *Mark only one oval.*

- ( ) **No**   *Skip to question 50.* **Yes -**
- ( ) **young people (under 18) Yes - adults**
- ( ) **(over 18)**
- ( ) **Yes - both**

Have you now met the new friend or friends face to face? * *Mark only one oval.*

- ( ) **Yes**   *Skip to question 49.* **No**
- ( )   *Skip to question 50.*

Did you do any of these (leave it blank if you didn't do any of them)? *Tick all that apply.*

- [ ] Tell an adult before you went? Tell a
- [ ] friend before you went? Take an
- [ ] adult with me?
- [ ] Take a friend with me?

Video Chat

Have you ever video chatted with people you have NOT met face to face? * *Mark only one oval.*

Yes   *Skip to question 51.*   **No**

       Skip to question 52.

Livestreaming

Have you ever livestreamed (a live video that anyone can see)? * *Mark only one oval.*

Yes   *Skip to question 53.*   **No**

       Skip to question 54.

When video chatting, have any of these happened? *Tick all that apply.*

- [ ] Someone wasn't wearing all their clothes Someone
- [ ] asked you to change or take clothes off
- [ ] Something else happened that made you feel uncomfortable

Skip to question 56.

When livestreaming, have any of these happened? *Tick all that apply.*

- [ ] Someone wasn't wearing all their clothes Someone
- [ ] asked you to change or take clothes off
- [ ] Something else happened that made you feel uncomfortable

Experiences on apps, sites and games

Remember, if you come across something online that makes you feel uncomfortable, speak to an adult you trust.
You can talk to Childline by calling 0800 1111 or visiting childline.org.uk And
you can find other places to get help at reporting.lgfl.net

Has anyone sent you or shown you these things on an app, site or game? * *Mark only one oval per row.*

	Yes - a young person did	Yes - an adult did	Yes - both	No
A naked or semi-naked picture/video	◯	◯	◯	◯
Sexual messages Violent videos or images	◯	◯	◯	◯
Mean/nasty messages (bullying)	◯	◯	◯	◯
Things to make you dislike people or treat them differently because of race, religion, gender, sexuality, or other grouping	◯	◯	◯	◯

Have YOU sent or shown these things to other people on an app, site or game? * *Mark only one oval per row.*

	Yes - to a young person	Yes - to an adult	Yes - both	No
A naked or semi-naked picture/video	◯	◯	◯	◯
Sexual messages Violent videos or images	◯	◯	◯	◯
Mean/nasty messages (bullying)	◯	◯	◯	◯
Things to make you dislike people or treat them differently because of race, religion, gender, sexuality, or other grouping.	◯	◯	◯	◯

Have you ever seen any of these online? *Tick all that apply.*

☐ Pornography

☐ Sexual pictures, videos or messages

☐ Things to make you dislike people or treat them differently because of race, religion, gender, sexuality, or other grouping.

☐ Bullying of others Violent

☐ videos/images

☐ Anything that encourages people to hurt themselves

Best and worst things

What you write in the two questions on this page might go into a report about what young people think, but not linked to you in any way.

We will not normally tell your school anything you write in these two questions.

We will only tell them about what you write if you haven't told anyone a bad thing and we think you are in danger of getting hurt or hurting someone else or something really bad has happened. But it might take a while before we get to read it, so please think about telling someone now.

If you didn't tell anyone, please try again! There are so many ways to get help, and people whose job it is to help you.

Why not talk to an adult you trust or speak to Childline by calling 0800 1111 or visiting childline.org.uk There are also other places to get help for a range of issues at reporting.lgfl.net

What is the WORST thing you have seen or experienced online?

* no names please *

_____

_____

_____

_____

_____

Who did you tell and did it help? (don't tick anything if you didn't tell anyone) *Tick all that apply.*

	Told them and it helped	Told them but it didn't help
A parent/carer	☐	☐
Teacher	☐	☐
Other trusted adult	☐	☐
Friend	☐	☐
Sibling	☐	☐
The app, site or game where it happened	☐	☐
The police or CEOP	☐	☐
IWF (Internet Watch Foundation)	☐	☐
Childline or other support service	☐	☐
Other	☐	☐

What is the BEST thing you have seen or experienced online?

* no names please *

_____

_____

_____

_____

_____

Talking about staying safe online

62. **How often do you talk to these people about staying safe online?** *

Mark only one oval per row.

	Once a week	Once a month	Every few months	Once a year or less	Never
Friends	◯	◯	◯	◯	◯
Teachers	◯	◯	◯	◯	◯
Another adult at school	◯	◯	◯	◯	◯
Parents/carers	◯	◯	◯	◯	◯

63. **Do they understand online safety?** *

Mark only one oval per row.

	They know what they are talking about	They don't know what they are talking about	Not sure
Any adult at school	◯	◯	◯
Parents/carers	◯	◯	◯

64. **Are they positive or negative when talking about online safety?** *

Mark only one oval per row.

	They focus on the good things	They just try and scare me	Not sure
Any adult at school	◯	◯	◯
Parents/carers	◯	◯	◯

Appendix 3: Safeguarding measures

The survey was presented as anonymous and intended to be used without identifying users. Data protections are outlined in the next appendix. However, in some circumstances, safeguarding issues would need to be flagged to schools and attempts made to identify the pupil in question. This was made clear to schools and pupils and took place as follows. When schools signed up for the pupil survey, they were asked for the name and contact details of their safeguarding lead and presented with the following text:

"If serious safeguarding disclosures are made in a free text answer, which indicates a pupil is at risk of immediate harm or causing harm to others, or that they have been exposed to illegal materials or practices but not told anyone about it (which will be asked as a follow-up question), the school will be contacted to let them know.

This is the only time that free-text answers will be disclosed to a particular school and identified. In this instance, personal data and time/datestamp will also be passed to the school to help them identify the child and provide help. We will only divulge safeguarding issues to the safeguarding lead and not share personal identifiers in other circumstances, as this would breach anonymity and therefore data-protection law. The technology being used will not allow us to tell you IP address/range or device used.

Identification of these issues may be made by LGfL, SCC or NSPCC at any point during the survey analysis, which will begin on 1 March. Where SCC or NSPCC identify an issue, they will notify LGfL the same day. LGfL will contact the safeguarding lead at the school in question on the same day, initially by the given email address, and followed up with a telephone call if no response is had within 24 hours."

This process was only for free text answers. Other issues made clear in multiple choice answers (e.g. that a certain number of pupils in a school would go and meet people they met online without telling anyone) were notified once the survey had closed in an unidentifiable way (without gender, age, ethnicity, and only where more than 10 pupils had taken part).

On the survey itself, it was made clear to pupils that they would not be identified unless in danger, with specific explanation around free-text answers as follows:

"What you write in the two questions on this page might go into a report about what young people think, but not linked to you in any way.

We will not normally tell your school anything you write in these two questions.

We will only tell them about what you write if you haven't told anyone a bad thing and we think you are in danger of getting hurt or hurting someone else or something really bad has happened. But it might take a while before we get to read it, so please think about telling someone now.

If you didn't tell anyone, please try again! There are so many ways to get help, and people whose job it is to help you.

Why not talk to an adult you trust or speak to Childline by calling 0800 1111 or visiting childline.org.uk

*There are also other places to get help for a range of issues at **reporting.lgfl.net***

Each week, free-text comments were processed both by keyword recognition and by physical reading of comments that pupils had not told anyone about. Schools were notified of this in line with the process above. Thresholds for notifications were set in consultation with the LGfL

Safeguarding Board, NSPCC and other safeguarding experts. Several hundred notifications were made to schools on a wide range of severity across the month that the survey was open. Some cases were 'possibly serious', depending on a context that only a school would know; other cases were more clearly serious. LGfL followed up to ensure that schools had received notifications, but is not aware of next steps or outcomes, as it would not be appropriate for schools to inform LGfL of these once their safeguarding lead has taken over in order to follow internal and local-authority safeguarding procedures.

Appendix 4: Data protection measures

The survey was administered during the build-up to the launch of the new data-protection framework GDPR. However, the processing and report launch took place after the legislative change. Accordingly, it was important to comply with the old and new regimes, and LGfL and NSPCC commissioned legal and data experts to ensure compliance with data protection concerns. Particularly important given the nature of highly sensitive safeguarding disclosures that might be made in free text comments, every step was taken to comply not just with the letter but the spirit of the law.

A highly detailed internal data-protection impact assessment was carried out to ensure the correct measures were in place and understood and adhered to by all parties. These were summarised for schools by the following overview, which includes a link to the public privacy statement and a template consent letter for schools to use with parents:

Data-protection considerations – what are we doing?

Data-protection law is changing across the EU this year, as GDPR enforcement begins, and in the UK the Data Protection Act 1998 is replaced by the Data Protection Bill currently passing through the UK Parliament. This brings new responsibilities, especially when dealing with personal and sensitive information, and for under-18s. We have been working with data-protection experts and consultants to ensure this survey is run in a compliant manner and protects the rights of all concerned. This forms part of a 'Data Protection Impact Assessment' (DPIA). Key points that you need to know are listed below. Please also take note of our Privacy Statement here:

- All data is encrypted during transfer and storage, and GDPR and Privacy Shield-compliant forms are used for the survey itself

- School identifiers will be removed before any data is passed to NSPCC or SCC (the academic statistical service which will analyse the results) and both organisations have also agreed to apply appropriate data-protection methods. Any data transfer will also be by secure methods

- Whilst we have committed to share data with schools, restrictions are in place to prevent staff identifying pupils' responses for what is an anonymous survey: free-text answers will not be sent back to schools (writing style, literacy level, key words etc may identify a pupil to a teacher who knows them well); results will only be shared where a school has had more than 10 entries; personal identifiers will not be returned (year group, ethnicity, gender)

- The only exceptions to the above are where safeguarding concerns are flagged, and this is made clear to pupils in the survey itself (see also safeguarding section below)

Data-protection considerations – what do you need to do?

As a school you should primarily be aware of the precautions and processes in place that we have implemented and which are outlined above. The key thing for schools to then consider is parental consent. You may already have this, but it is recommended to obtain specific consent for this survey; we have prepared a template letter here which you may wish to adapt and use in order to obtain this consent.

Thank you for reading Hopes & Streams

View this report online at pupilsurvey.lgfl.net

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