UKCCIS
Evidence Group

**Child Online Safety: Summary of Recent Research Findings**

Prof Sonia Livingstone, Champion
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Child Internet Safety summit

11th July, 2013 QEII Conference Centre, Westminster
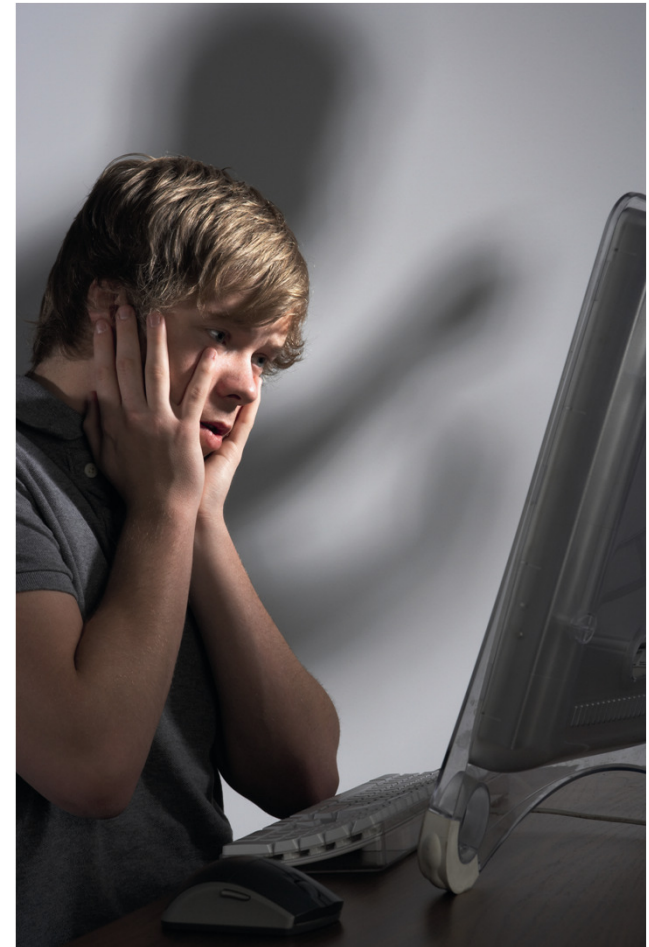
The Evidence Group: Aims

- Set a research strategy for the Council and advise on priorities

- Establish an evidence base

- Cooperate with other Champions and working groups

- Keep a watching brief on ongoing research (UK and international)

http://www.saferinternet.org.uk/research
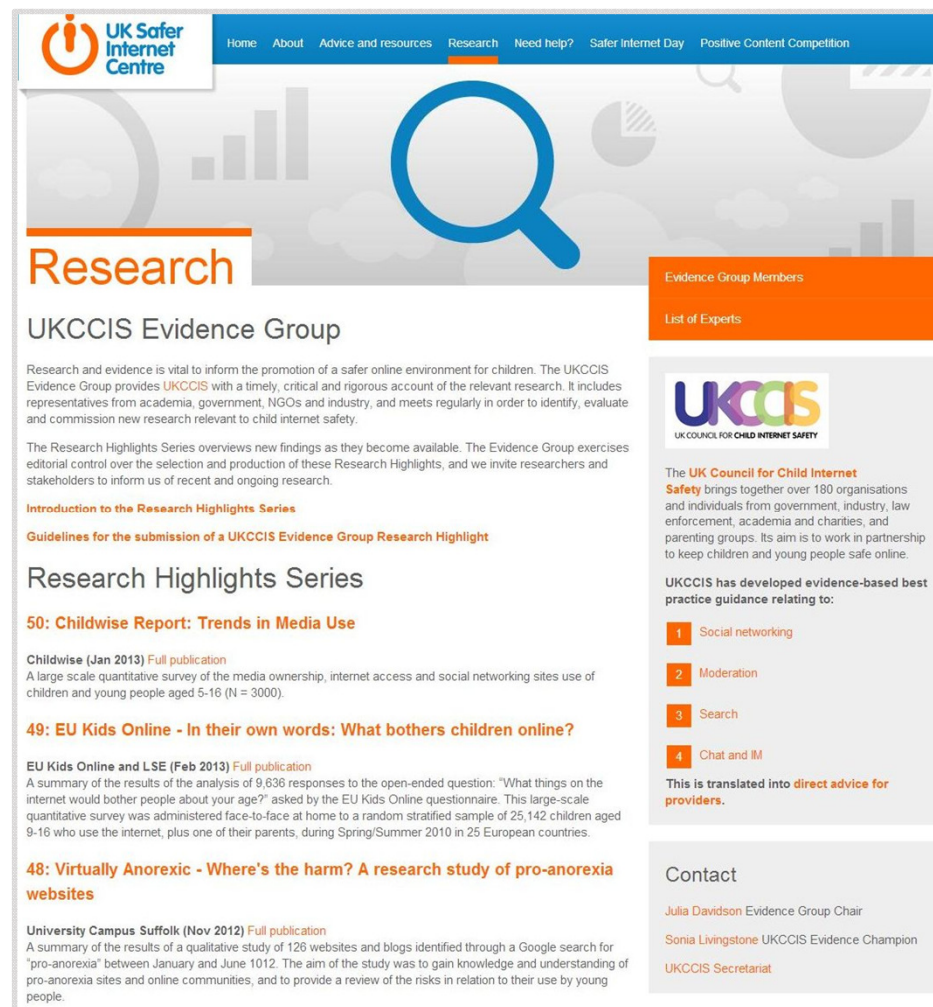
The value of evidence

- To ascertain the scale and incidence of existing problems and positive opportunities

- To reveal emerging issues

- To contextualise or interpret puzzles and problems

- To help resolve practical challenges

- To identify and share existing good practices

- To enable the targeting of specific interventions

- To identify priorities and policy needs

- To support the evaluation of outcomes of interventions or policies

The Evidence Group: Recent Achievements

- An active Evidence Group and a wider List of Experts (from academia, industry, and practice)

- Established a web presence to disseminate research findings

- Commissioned and published a series of research highlights available to UKCCIS and the public

- Offered an informed, evidence-based response to inquiries and requests

- Maintained an updated overview of research and issues relevant to the UKCCIS

- Ran expert seminars (vulnerable groups – eprints.lse.ac.uk/44222)

- Reviewed the research (eprints.kingston.ac.uk/23635/1/UKCCIS_Report_19_6_12.pdf)

- Engaged with ongoing development of research bids

UKCCIS EG Literature Review: Key Findings

1. Children's use of the internet depends on a variety of contextual factors, including the location, devices and frequency of access.

2. Use also varies according to their gender, age and socioeconomic status (SES), and these individual factors intersect with the contextual factors.

3. The more and the better quality children's access, the deeper and the more diverse will be their online activities.

4. Children engage in a range of 'risky opportunities', often associated with social networking in particular.

5. Some children are less resilient online; they may be more likely to encounter risk, or when they do encounter risk they may be more likely to find it harmful.

6. It is increasingly important to identify what safety strategies are working to direct future efforts effectively.

Livingstone, Davidson , Bryce, Millwood Hargrave & Grove-Hills (2012)

1. The growing use of Apps on smartphones

   - What research exists in the growing use of Apps to access online content amongst young people?
   - What are the implications of App use for consumption of content?

2. The proliferation of location tagging services offered by many SNS and Apps

   - What are the implications for young people disclosing their location in terms of safety and privacy?

Livingstone, Davidson , Bryce, Millwood Hargrave & Grove-Hills (2012)

Research Highlights Series: Recent Findings

Protecting Children Online: Teachers' perspectives on e-safety (NFER)

NFER surveyed 1315 primary and secondary school teachers from 1051 schools.

The survey included 11 survey questions about:

- E-safety policies in school

- Internet at home

- Teacher e-safety training

- Smartphones,

- Social networking

- Cyberbullying

Research Highlights Series: NFER Findings

Majority of teachers can confidently deal with most **e-safety issues** and support their pupils to do so. Challenges remain around e-safety and cyberbullying, managing pupils' usage of smartphones and social networking sites.

87 % of teachers said that their school has an **e-safety policy**, but only 72 % indicated that it is reviewed regularly.

Most teachers felt that their pupils have the **skills and knowledge** to use the internet safely at school. Only 58 % of teachers felt that pupils had the skills and knowledge for safe home use.

3% of teachers said that they had been **cyberbullied** by pupils; 19% said that one of their colleagues had been. The picture amongst pupils was markedly worse, with 91 % of secondary teachers and 52 % of primary teachers reporting that pupils at their school have experienced **cyberbullying**. By far the most common form of cyberbullying was via social networking sites.

Research Highlights Series: Recent Findings

Childwise Monitor Report 2012/2013

- Large scale, quantitative study

- CHILDWISE consulted a sample of almost 3000 children and young people aged 5–16 in 100 schools across the UK

- Children aged 5 and 6 were interviewed face to face, and children aged 7–16 were surveyed online
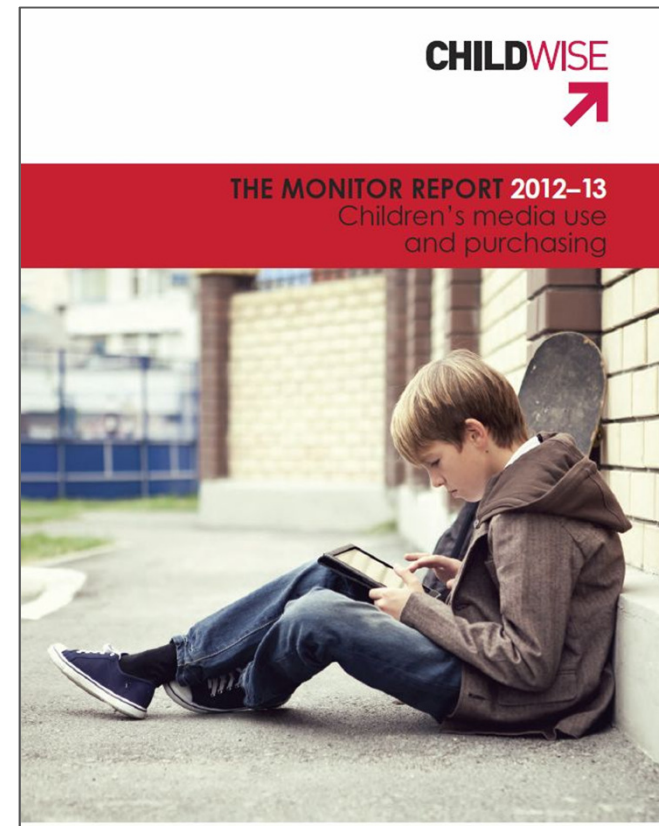
www.childwise.co.uk

Research Highlights Series: CHILDWISE Findings

In 2012, 73% of 5-16 year olds owned their own computer, 63% had a portable device, 51% had a laptop, 22% had a desktop PC, 20% had a tablet PC (up from 11% the year before), whilst 11% had a netbook. In total, 96% of children aged 5-16 had a **PC at home**.

44% of children aged 5-10 and 96% of children aged 11-16 owned a **mobile phone**. 59% of all children with a mobile phone sometimes use it to access the internet.

56% of children aged 5-10 and 73% of children aged 11-16 had their own **games console** at home, spending an average of 1.5 and 1.7 hours per day on their console respectively.

63% of 9-16 year olds who use the internet reported having a profile on **Facebook**. 36% of 9-12 year olds have a Facebook profile.

30% of 7-16 year olds who use the internet reported knowing someone who had **nasty, unkind or untrue comments** posted about them on social media, whilst 18% knew someone who had posted such comments.

Research Highlights Series: Recent Findings

EU Kids Online

- Detailed face-to-face interviews with 25,000 European 9-16 year old internet users and their parents in 25 countries.

- Aimed to enhance knowledge of the experiences and practices of European children and parents regarding risky and safer use of online technologies.

- Focused on providing a rigorous evidence base to support stakeholders in their efforts to maximize online opportunities while minimizing the risk of harm.
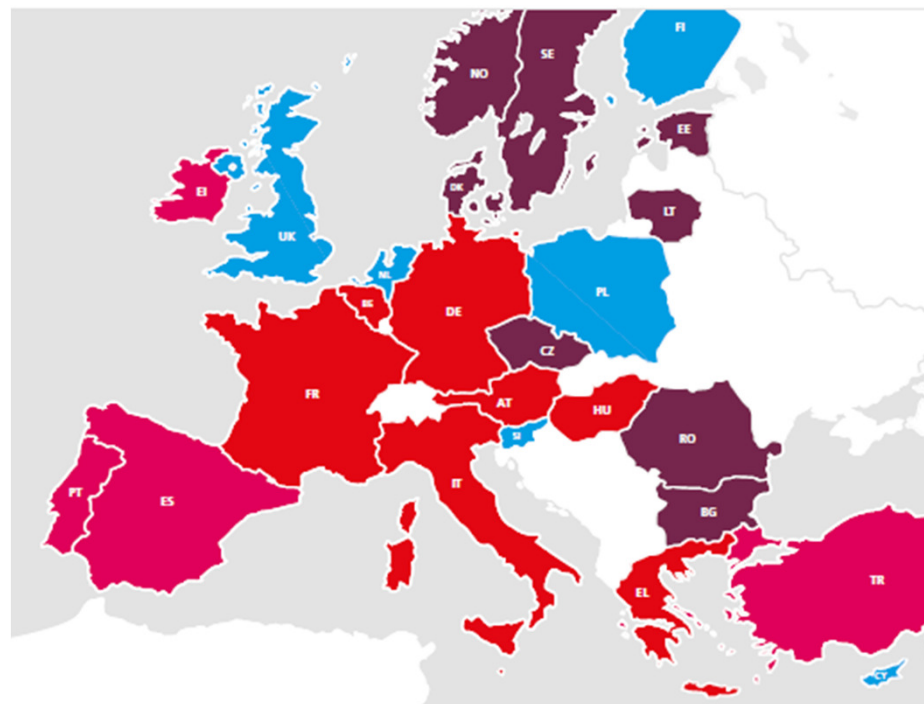
www.eukidsonline.net

Research Highlights Series: EU Kids Online Findings

Adult vs. child risk agendas:

▪ Children's concerns about online risks are highly diverse, which is challenging for policy makers.

▪ There is some mismatch between child and adult agendas - children more concerned about violence than recognised by adult/policy

Children's priorities:

▪ Many children find pornography disgusting and violence scary, while they can be irritated by other things on the internet

▪ YouTube concerns many children (though in other ways they love it), for its violent/gory/scary/horrifying content

▪ Concerns centre on amateur content, shared p2p, focused on physical violence, often with vulnerable (child, animal, disabled) victims

▪ Much is realistic, even real (e.g. from the news), but decontextualised – cf. research on children's fear responses to TV/film

www.eukidsonline.net

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# What things online would bother people about your age?

- To take a photo of me without my knowledge and upload it to an inappropriate website. (Girl, 10, Bulgaria)
- YouTube. Terrible videos. Terrible images. (Boy, 13, UK)
- Violence, child pornography pictures, religious sects, self-harm or suicide sites. (Boy, 15, Greece)
- Videos where older teenagers mistreat disabled children and upload the video on YouTube. (Girl, 9, Italy)
- When strangers message me on the Internet, sex sites that open without me clicking on them. (Boy, 10, Austria)
- Some types of pornography, websites containing pictures/film of dead people or animals. Entertainment sites that are racist and other things that are ethically wrong. (Boy, 11, Norway)
- YouTube. The things that come up straight away as soon as you search for the website. Facebook shows scary things even if you click on something that does not look or sound scary. (Girl, 9, UK)
- Propositions to meet from people whom I do not know, photos of naked people, bullying somebody or scenes showing homicide. (Boy, 12, Poland)
- Racist messages; sexual messages; some sending horror movies such as Russian Morgue. (Girl, 11, Romania)
- Scary things - I saw something at my friend's house and I can't get it out of my head. (Boy, 11, Ireland)

Risks, age and gender

Among 9-16 year olds who told us of an online risk
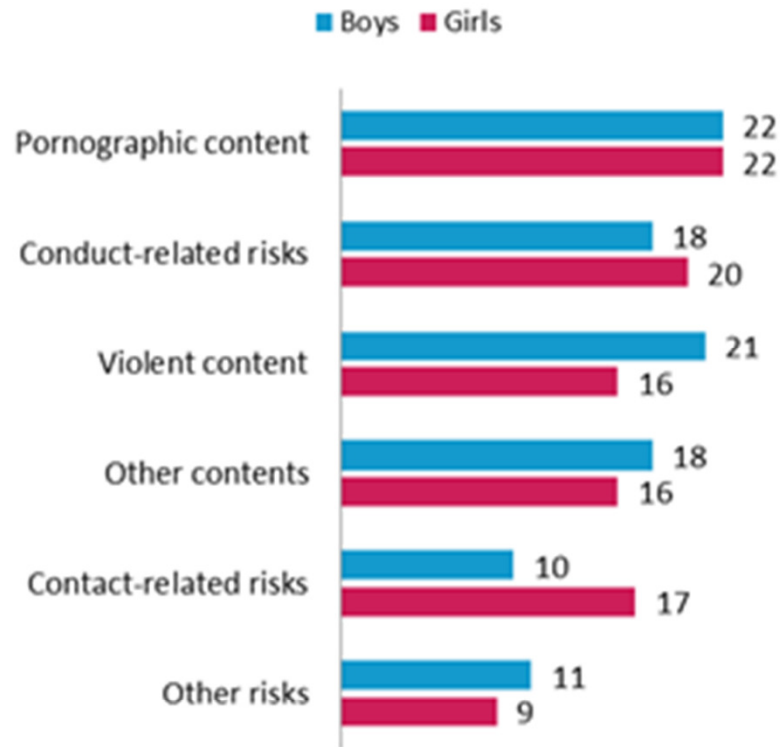
Among 9-16 year olds who told us of an online risk

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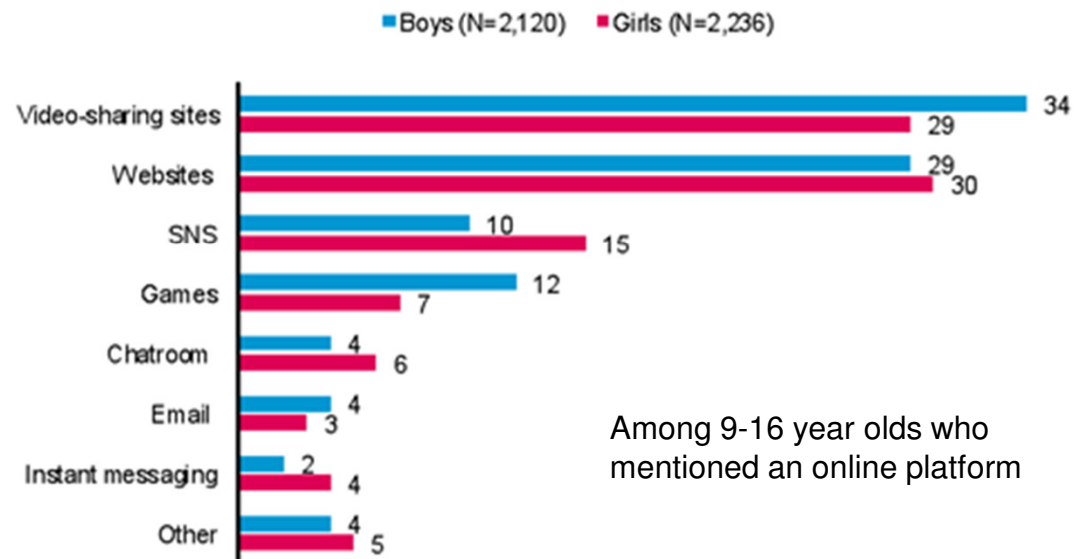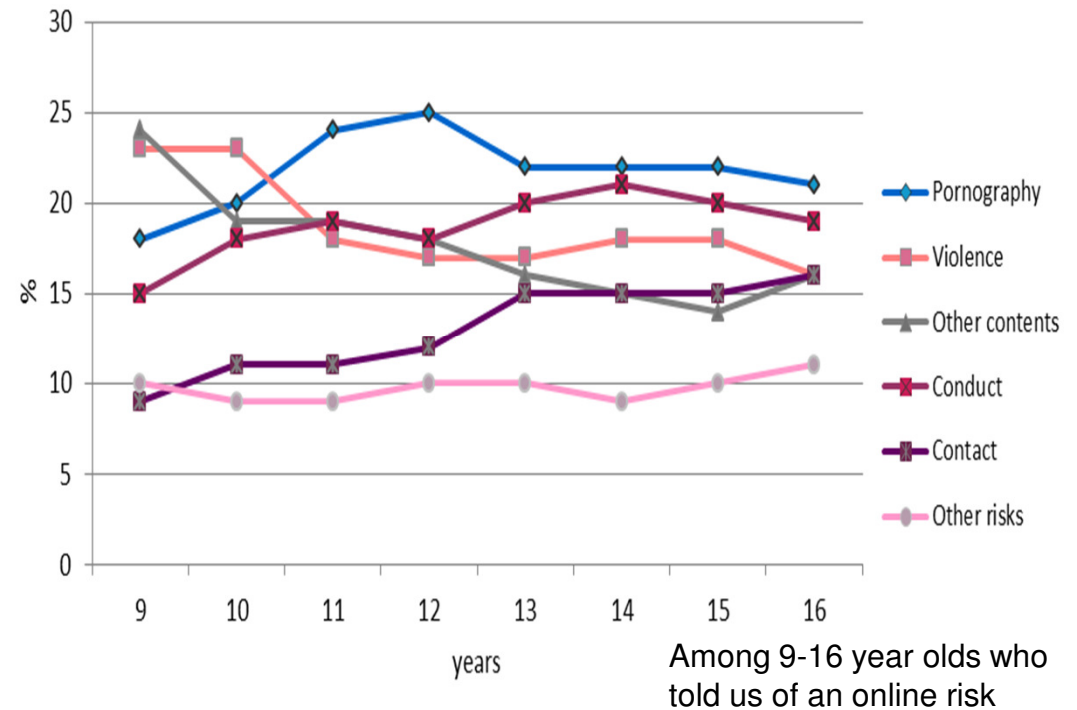
Among 9-16 year olds who mentioned an online platform

Research Highlights Series: Recent Findings

Virtually Anorexic – Where's the Harm? A Research Study of Pro-anorexia Websites
(Emma Bond, University Campus Suffolk)

- Content analysis of 126 websites and blogs

- All the sites were found through typing "pro-anorexia" into Google. The rationale behind the sampling strategy was to find sites easily accessible to young people without requiring technical expertise

- Explored the relationship between the users' perceptions of risk as discussed online, self-identity and online environments

Full report

Virtually Anorexic – Where's the harm?
A research study on the risks of pro-anorexia websites

28th November 2012

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www.ucs.ac.uk

Registered Company Number: 05078498

This report is available to download free of charge from www.ucs.ac.uk/virtuallyanorexic

www.ucs.ac.uk/virtuallyanorexic

Research Highlights Series: Bond's findings

Hypermedia environment is a diverse and often eclectic mix of text, weblinks, films and images, some of which are user-generated and others are taken from other media and embedded in the websites or blogs.

The pro-ana community is substantial, estimated to be between 400-500 websites available online, and thousands of individualised blogs. There is an increasing accessibility and availability of pro-ED websites, online forums and blogs.

Many users are seeking a disordered view of perfection and there is a normalising of ultra-thin body image, as well as exposure to extreme dieting advice or behaviours.

Many users suffer from a low self-esteem and lack in self-confidence, compounded by the competitive nature of sites. The sites nurture the reinforcement of an 'out group' and an eating disordered self-identity through encouragement of harmful behaviours.

Bullying is common and many users are isolated from family and friends offline as they defend behaviours to maintain the disorder.

UK COUNCIL FOR **CHILD INTERNET SAFETY**

Thank you

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http://www.saferinternet.org.uk/research