

Summary Results of a Key Stage 2 online and eSafety survey 2011

534 Key Stage 2 pupils from several schools completed this survey in an inner London Authority. It reveals some interesting results with regard to online gaming and cyber-bullying which will be of particular relevance to other schools. It highlighted the continued need for schools to implement an e-safety education program and a parental awareness programme.

Home access is high (83%) but rather surprisingly, it's lower than in previous years, (2010= 91%). Access via school is still significant because it's the main way for 11% of pupils. Although home ownership is high, in reality a third of pupils do not, or cannot (?), use the computer "very often".

23% (120 young pupils) appear to be left to use the Internet unsupervised in their bedrooms. So, there is still a need to send home the message to parents to consider whether this is wise.

Overall, children continue to use the Internet for fun, games, communication and learning. Pupils feel ICT helps their school work (78%) and more than half use it for homework, even at this young age. Given the freedom to type in the names of the sites they like to use most, it was great to see that 43% (225 children), like using the London MLE (Fronter).

Most pupils in this age group are using the Internet for playing online games, and although most are innocuous and age appropriate, at least 76 pupils (15%) are playing border-line and age inappropriate games, with a small number of pupils playing 'adult' games; the main ones being Grand Theft Auto, Call of Duty, World of Warfare and Assassins Creed. Youtube and Google are the most popular sites children use, and even by their own admission 25% say that generally their parents have little or no idea about what they do on line. So, there is certainly room for concern and need for continued promotion of good practice with parents.

At this age group, little is really about creating your own content (only 18% making videos, animations etc., at home).

Cyber-bullying is a concern. 152 pupils, (28% of the whole cohort), report having been cyber-bullied. This bullying was online (53%), by mobile (31%) and 19% (28 children) were bullied by both means. Subsequent questions suggest that up to 189 pupils (a staggering 35%) may have actually been affected however. The majority (63%) of those who feel they have been cyber-bullied told their parent. And in 75% of these cases it helped. Only 8 reported to a teacher. Worryingly, 29 children kept the online bullying to themselves. And of concern is that in 17 cases, where a child did tell an adult, the situation became worse. In 15 cases the adult did nothing. So, this indicates the continued role for schools to encourage pupils to talk to someone and to encourage all adults to consider how to respond to any disclosure.

15% of pupils owned up to having been the source of a bullying or potential bullying incident. Therefore, as part of their anti-bullying strategy, schools need to continue to have PHSE activities that encourage empathy so pupils consider the impact nasty or spiteful things have on others.

138 children report having made a new friend online. Of those, 70 then say they met the person, 24 met them on their own. Of those that did meet someone, most said the person they met was someone their own age (more or less) and most were still friends. In several cases the person they met was known to them somehow, for example through a family member and many said they were now “best friends”. No one had met anyone older than a teenager. There were just a couple of children where the experience had not been so positive. So generally, it was a positive experience but it is still worrying that 24 put themselves into a potentially risky situation and suggests continued need to impress upon children to not meet up with someone they do not know, on their own and for children to be aware of risks associated with online grooming so they continue to be vigilant.

All the pupils were below the age of 13, yet 200 of them have a Facebook account. For a quarter of these, it's a shared family site and therefore one can perhaps assume a useful tool for communicating with friends and family members. Another quarter has a site with their parent's permission and says their parent monitors it. But 98 have a site independently. This indicates the on-going need to ensure pupils and parents understand when and how to use social networking appropriately and safely, how to keep their details private and to be aware of the extent adverts and apps bombard users for commercial purposes and to gain information about them.

25% of the pupils would still like more help with online safety and 20% with using Internet searching better. So, the London ICT education programme is perhaps not as well embedded yet as it could be. Perhaps also all schools need to consider using the London MLE robustly as the key 'window' onto the Internet for these young pupils.

For the London primary esafety scheme of work:

<http://www.lgfl.info/ESAFETY/EDUCATION/Pages/ESafetyEducationProgrammeResources.aspx>

London policy materials:

<http://www.lgfl.info/esafety/policy/Pages/ESafetyPolicyStrategyResources.aspx>

The online survey will be made available to other London Authorities in February 2012.