



What I'll discuss...

- About this research
- Children and young people's changing internet use
- Acquiring skills for the digital world
- The nature of risks encountered online
- Who is vulnerable and in which contexts
- Towards a resilience-based approach
- Relationship between online behaviours and mental health
- Some recommendations
- Useful links
- Related research

About the research

- **Collaborative research project with Young Minds**
 - Focus: children and young people's social and emotional wellbeing
 - Aim: inform development of effective online resources
 - Timing: July-August 2015
- **Research questions:**
 1. What do we know about trends in young people's internet use?
 2. What risks are encountered by young people online?
 3. Who is 'vulnerable' online, and in which contexts?
 4. What are the consequences for young people's social and emotional wellbeing?
 5. What is the nature of the relationship between online activities and mental health?
 6. What might help to build young people's resilience online?

Children and young people's changing internet use

Growing membership of social networking sites, increased use of mobile technologies

Changes in online social interaction, opportunities and risks

Children and young people highly value social benefits of internet

By 2010, 96% of 9-16 year olds going online at least weekly...

Acquiring skills for the digital world

Wide variations in CYP's digital skill levels

Strong association between parental internet use and CYP's digital literacy

Need to recognise CYP's role in creating and curating online content

'Digital skills' include social and decision-making skills as well as technical skills

The internet offers social and informational benefits for different aspects of CYP's lives and they have a role to play in regulating their own online behaviour

The nature of risks encountered online

Evidence highlights distinction between

- specific harmful online activities/behaviours and
- risks linked to everyday online social interactions

Cyberbullying has increased, as availability of digital technologies has grown

One study shows more than 30% of 11-16 year olds experienced cyberbullying and that % rises among 9-12 year olds...

...however, CYP commonly have low level of concern about online risks to personal safety



Who is vulnerable and in which contexts

The more time CYP spend online, the greater risk to online personal safety

Digital technologies influence how and when CYP are vulnerable e.g. instant sharing, difficulties removing content

Capacity to provide effective professional support for CYP in online social spaces can often be limited

CYP who are vulnerable online may not appear so in their offline lives



Towards a resilience-based approach

A child or young person's digital resilience has a strong bearing on how they experience any online problems

Suggestion that there is value in opportunities for CYP to experience controlled risks, helping to build their resilience

Some groups of CYP will need more tailored support to help them cope with risks experienced online



There is an increasing divergence between the offline support for CYP and their online lives. Amount of online time is a good proxy for CYP's level of risk but a degree of controlled risk is necessary to build resilience.



Relationship between online behaviours and mental health

No simple causal relationships between mental health and online lives

CYP with mental health problems may be more likely to seek social interaction online

The quality and context of these interactions are important e.g. potential benefit of access to online social or psychological support

Harmful effects of 'excessive use'

- mainly anecdotal evidence of psychological harm

Vs.

Harmful effects as direct consequence of online abuse or exploitation

- stronger evidence about links to negative effects including depression, stress and anxiety



There is an important distinction between the psychological ill effects of 'excessive' internet use vs. those experienced as result of online abuse or exploitation.



A sample of the review's recommendations

1. Ensure young people actively participate in the design and development of resources intended to provide them with emotional support online
2. Explore the potential for extending and improving young people's access to peer support online, through the creation of new resources, user groups, and / access points

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Useful links

Resilience for the Digital World: research into children and young people's social and emotional wellbeing online. YoungMinds and Ecorys, 2016.
http://www.youngminds.org.uk/assets/0002/5852/Resilience_for_the_Digital_World.pdf

Resilience for the Digital World: A Positioning Paper. Marc Bush and Lucie Russell. YoungMinds, 2016.
http://www.youngminds.org.uk/assets/0002/6859/Resilience_for_the_Digital_World_YM_Positioning.pdf

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Related research

Growing up Digital. Office of the Children's Commissioner (January 2017)
http://www.childrenscommissioner.gov.uk/sites/default/files/publications/Growing%20Up%20Digital%20Taskforce%20Report%20January%202017_0.pdf

Net Kids Go Mobile, the UK Report. A comparative report with findings from the 2010 survey by EU Kids Online. Livingstone, S., Haddon, L., Vincent, J., Mascheroni, G., and Olafsson, K (2014)
<http://www.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20Online/Reports/NCGMUKReportfinal.pdf>

Identifying vulnerable children online and what strategies can help them. Livingstone, S., and Palmer, T. (2012)
http://eprints.lse.ac.uk/44222/1/Livlibria_repository_Content_Livingstone_S%26S_Palmer_T%26Identifying%20vulnerable%20children%20online%20and%20what%20strategies%20can%20help%20them%2011_12%2013_OI.pdf

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Off The Record (Bristol) / Freedom of Mind

Social Media and Mental Health
Children's Mental Health Week Conference
Tuesday 7th February 2017



Key Findings from Freedom Of Mind/Mentality Project Conference

1. Change the way schools run.
2. Services need to be more accessible to ALL.
3. Participation needs to be at the forefront of all interactions with young people.
4. Parents/Carers need support too.
5. GPs need training right from the get go.
6. Community Role Models.

Off The Record

- Free, confidential and for young people aged 11-25 (South Glos 16-25 access OTR's services through Wellbeing Therapies).
- We offer a range of services to promote good mental health, as well as supporting young people who are struggling.
- In South Glos the model is having a counsellor and Mental Health Worker in the school as the point of access.



So, how much of a role does social media play in YOUR life?



Statistics

How 16 -24 years use social media...

- 91% have a social media profile
- 85% visit a social media site or app more than once a day
- 44% visit a social media site more than 10 times a day
- Facebook very popular, but more popular with 25 – 34 year olds
- Instagram, WhatsApp, Twitter, Snapchat and YouTube (CASS)
- Facebook: it is the teen market who appear to be leaving the platform completely (*gov.uk*)
- Mentality volunteers say that Instagram is the most popular site with teenagers, and if you want to engage with young people this is the platform to choose.



Western society has an engrained acceptance/dependence relationship with the internet & social media.
This is a double edged sword. (*especially* when it comes to wellbeing)



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|  <ul style="list-style-type: none"> – We can communicate & learn in a manner which has never been seen before- instant & vast information/connections – Your friends are in your pocket, virtual support networks, social media help groups, etc. – Jobs, events and opportunities often shared via social media, social media now a key part of networking. |  <ul style="list-style-type: none"> – Social Media as a constant distraction – Who puts their 'genuine' life online? Comparing yourself to a polished version of someone else's reality. – Support groups are good but can content be triggering? 'Pain Olympics', Romanticise illness, encourage behaviours. – So much content. Reliable? – Potential for misuse. |
|--|--|

Whether it's good or bad, can we switch off? Are we at risk of living our entire lives online? It's all subjective.



“Just Turn Off”



Mentality's Top Tips for protecting yourself and your mental health online

- Be mindful of what you share. Don't over-share and think before you post so you don't regret it later.
- **PRIVACY SETTINGS.** It is incredible how much info you can glean from a profile page (Also I'm sure we're all aware of the dangers of the internet/people not being who they say they are etc. Don't meet strangers!!!!)
- Clear out those 'friends' who aren't friends. Nobody knows 500 people.
- Question the validity/helpfulness of groups.
- Be wary of trolls etc. Avoid taking the bait of people who are being inflammatory on purpose, it's not worth it.
- Remember other people only share the best bits of their lives. Comparing **all** of your life against **the best bits** of their life just doesn't add up and it'll leave you feeling bad. Don't compare!



Don't forget to log off.



As professionals how can we support young people?

- Challenge our own perceptions
- Get involved
- Speak out
- 'Tag in'
- Start conversations
- Promote positive blogs, hashtags and discussions
- Challenge dangerous posts in a calm and compassionate way
- Promote safe usage and know what to do when things go wrong



In our school we found out...

- 76% of Y5 and Y6 use social media to communicate with our family and friends, including...
- 72% of our school uses YouTube to watch videos.
- 34% (mostly the boys), use gaming platforms like X-Box and PlayStation. The most popular game is Fifa!
- 84% of us play online games, (including educational games), including...
- 64% of our children own a tablet, or share one with their siblings.
- 12% of us own our own mobile phone (mostly Y6).

With this information we agreed...

We socialise online!
 We spend a lot of time online!
 We play online!
 We find knowledge online!
 We learn skills online!
 A couple of us shop online!
 We like going online!

BUT,... there are dangers online!

Hacking!
 Inappropriate 'stuff'!
 Screen-shoting!
 Addition!
 Cyber-bullying!
 Cyber-stranger-danger!

It's on the Internet, it isn't private.
 If it's on the Internet, it isn't private.

RUMORS, gossiping, threats, CYBER-BULLYING, name-calling, harassment, mean words.

So... We need to know how to stay safe online!



And, once we learned these, we told them to Sam, and Sam!



We also attended some workshops to help us to consider a balance between our online relationships, and our face to face relationships.

KS1
"Online, people aren't always who they say they are."



LKS2
"It's really important to find out about people, and their interests, like you would face to face."



UKS2
"It's who you are on the inside that counts."

And shared our ideas in a whole school assembly!

Safety boxes for passwords!



Bright and colourful posters!



Information Posters!



We also explored some ways of creating some 'headspace' for ourselves.

Unhelpful thinking habits



Guided Visualisation for Children



What are we going to do next?

- We are going to find out some more about the power of positive thinking, and how we can use this to make our online communications more positive.
- We want to design 'Helpful thinking habits' posters.
- We are going to keep using the internet for good.
- We are going to design our own on-line behaviour survey and use the results for data handling in maths. We are interested in the differences between the boys and girls internet use.

Thank you, from...

Our team...
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