

Learning seminar on online and digital harms for school age children and young people

Friday 10th October 10.00 - 12.15

House keeping



- Toilets
- No fire drills expected
- Exits
- Access to wifi: Network CCGuest, Password:C9786COT!
 Register with Student Glide
- Use of Menti throughout

We want to hear your views, please add questions and comments throughout



Participation link: https://www.menti.com/ale4j9o2rng8

QR code



Why we are here today



- Ordinary Meeting of the County Council on Friday 21 March 2025, members raised the issue of the effect of social media and the use of mobile phones in schools on children.
- Adolescence drama on Netflix highlighting digital harms
- Publication of the <u>Director of Public Health annual report on Children and young people's</u>
 <u>mental health and wellbeing</u> and in-depth <u>Public Mental Health Needs Assessment 2024 -</u>
 <u>West Sussex JSNA Website</u> highlight the challenges relating to online and digital harms and mental health.
- There is growing interest and appetite from parents regarding support and for the need about guidance for how to navigate the complexities
- Using the internet and being online is a key aspect of many people's day to day lives.
 Whilst the internet provides benefits, it can be associated with harms, including impacting upon mental health, wellbeing and self-harm, particularly amongst children and young people (CYP).

Purpose



Through the event, we aim to:

- Review evidence and data regarding different aspects of the online world, social media and smartphones
- Share legislation and guidance around this issue
- Explore the challenges online and digital harms present for school aged children, young people and school leaders
- Share insights and approaches from children, young people, schools and professionals
- Highlight the support available for children and young people, parents/carers and schools
- Support plans for next steps to address digital harms as a system with schools and others in West Sussex

Opening Address



Cllr Jacquie Russell Cabinet Member for Children, Young People and Learning, and Member for East Grinstead South & Ashurst Wood



What the evidence and data tells us and support for mental health and wellbeing

Nicola Rosenberg, Public Health Consultant, West Sussex County Council

Legislation and guidance



This continues to evolve, there is:

- DfE Guidance for schools on use of mobile phones at school Mobile phones in schools February 2024 and Keeping children safe in education 2024 (clauses 136-137)
- Online Safety Act: explainer GOV.UK
- Online safety (e-safety) and schools | NSPCC Learning
- Current bill going through parliament <u>Protection of Children (Digital Safety and Data Protection)</u>
 <u>Bill Parliamentary Bills UK Parliament</u>
- Relationships and Sex Education (RSE) & Health Education: Online Safety and Awareness new guidance for introduction 1 Sept 2026. Online safety and awareness is part of curriculum for primary and secondary schools. Covers: respect in online interactions; social media sites; sharing of personal information; circulating online material; inappropriate and upsetting content and reporting concerns; indecent/sexual images of children; Al and Deepfakes; technology and social media being used for bullying, harassment, stalking, coercive and controlling behaviour; pornography and distortions of sexual behaviour

What we are doing

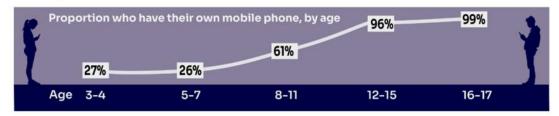


 Sussex wide research project March – Sept 2025: Evidence review on online lives harms and benefits and engagement with young people

 Survey with children and young people in schools: schools health check survey



The vast majority of CYP own/have access to a smartphones - By the age
of 11, nine in ten children own their own mobile phone, as distinct from
using a family device.



CYP aged 5 to 7 are becoming increasingly present online



- The evidence for benefits and harms and the impact of harms on outcomes are complex. For some kinds of harms, there is stronger evidence. The evidence is evolving rapidly as is the use of social media and the way in which is it integrated into the daily lives of children and young people.
- Benefits include: online support and connection, accessing information for schoolwork, accessing information on topics they may not want to disclose to parents/carers/health professionals, playing games, entertainment.
- Potential harms include: problematic use (having addictive-like emotions), coming across inappropriate material (pornography, seuxalised and violent images, extreme views, sites advocating eating disorders, self-harm, suicide), cyberbullying, talking to strangers / people they have never met, on-line blackmail, grooming.



- Overall, 14% of 11- 15-year olds report problematic social media use in England.
 Problematic use is most observed among 13-year-old girls, with almost a quarter (23%) of girls reporting this
- A 2022 survey showed that 46% of CYP aged 8 to 17 in England have come across inappropriate material, making them worried or upset
- it is estimated that around 10% to 15% of CYP have experienced cyberbullying
- The Children's Commissioner Big Ambition Survey ran (2023 2024, 253,000 responses from children and adults responding on their behalf):
 - Some are more vulnerable girls, children with SEND, and children in a mental health hospital were least likely to agree they felt safe online
 - Age impacts how safe a child feels online youngest children were the least likely to agree they felt safe online
 - Feeling safe online is linked with feeling good about other areas of their lives



 The associations (some stronger than others) with online harms include: depression, anxiety, mental distress, feelings of isolation, sexual risks, sextortion, self-harming behaviours, suicidality, poor sleep, poor diet, body image problems, poor studying performance, decrease in real-life social interaction.

 There is "opportunity cost", time on devices reduces time for face to face relationships and other activities



- What children do online is much more important for their outcomes.
 Research widely concludes that young people's exposure to online harms has adverse effects on their mental and emotional wellbeing. If CYP are exposed to information on social media that depicts risky behaviour, their likelihood of engaging in such behaviour increases for themselves (such as drinking alcohol or using drugs).
- Some groups of CYP are more likely to report benefits: boys, older children and those who are more socio-economically more advantaged

Evidence review findings in summary



- Being vulnerable offline increasing the risks of being vulnerable online.
- Some groups of CYP are more likely to experience harms including: those with low self-esteem, girls aged about 13.
- Evidence of the effectiveness of interventions to prevent online harm is complex. Public health interventions can be categorised as delaying media use among young children, reducing digital media use among children of all ages, and staying safe online. Intervention programmes should be implemented throughout childhood, especially before CYP have their own smartphones.



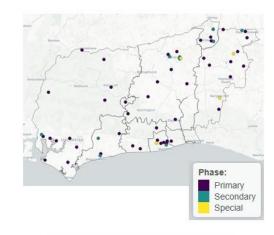
Children and Young People's Experiences of Online Harms in West Sussex: Schools health check survey



School Health Check Summary

West Sussex School Health Check - West Sussex JSNA Website

- The School Health Check is a health and wellbeing survey completed by students in years 4, 6, 8, 10 and 12. The questionnaire questions on mental health and emotional wellbeing, healthy eating, physical activity, oral health, substance use and sexual health.
- In Spring 2025, 59 schools in West Sussex participated, with nearly 7000 students completing the questionnaire. This included 46 primary schools, 10 secondary schools and 4 special schools. On the 12th of June, each participating school received a confidential school report alongside a comparison that reflects the average data from all the schools involved.



Whilst we did achieve a good distribution of schools across the county, as school's self-selected to take part the findings are not representative of all children and young people in West Sussex.

Post offer of support: One to one offer



- The WS Public Health team are offering to meet with each participating school for up to an hour to talk through their individual reports and identify ways we can best support them.
- The meetings are facilitative rather than directive and are led by the school. Each school receives a targeted email following the meeting with additional information, guidance and resources.

Positive feedback

Quote from a primary school:

"Thank you for doing this project. We really have been wondering how best to collect pupil voice, and this gives such a good overview for us and what we need to do going forwards. This data will really support us with our planning for mental health and wellbeing and what actions are needed for our school".

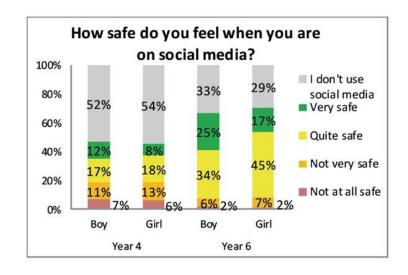
Online harms

west sussex county council

- 7% of Year 4 pupils and 2% of Year 6 pupils feel 'not at all safe' when on social media.
- 45% of year 6 girls felt quite safe on social media compared with 34% of year 6 boys.

Internet Safety

- 96% of pupils said they know how to stay safe online.
- 50% of pupils said they have a smartphone that can go online.



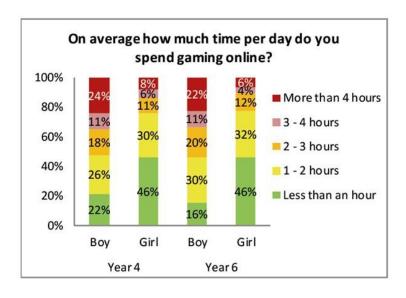
Online harms

 53% of boys and 23% of girls said they spend an average of at least '2-3 hours' gaming online per day; 23% of boys and 7% of girls said they spend more than 4 hours gaming online.

Harmful content

 59% of boys and 75% of girls said they would inform a responsible adult if they were sent something online that upset or embarrassed them,





Emotional Health and Wellbeing

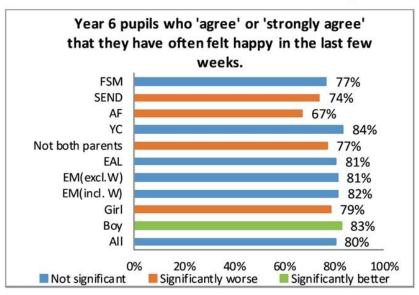


In the last few weeks, I have often felt happy:

Option	Year 4 (%)	Year 6 (%)
Strongly agree	25	21
Agree	54	60
Disagree	15	14
Strongly disagree	6	5

Sadness

 28% of boys and 40% of girls said they 'agree' or 'strongly agree' that they have often felt sad in the last few weeks.

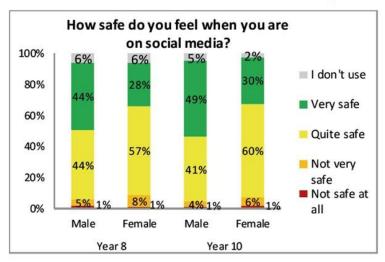


Online harms



Internet Safety

- 98% of pupils said they know how to stay safe online.
- 30% of males and 45% of females said they would inform a responsible adult if they were sent something online that upset or embarrassed them, while 12% of males and 10% of females said they would tell no-one.



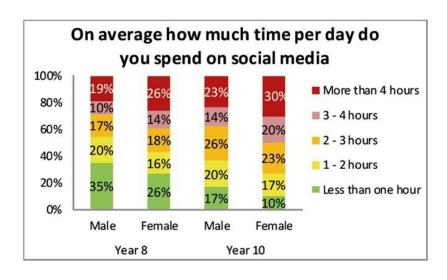
Online harms

 53% of males and 64% of females said they spend an average of at least '2-3 hours on social media per day; 21% of males and 28% of females said they spend more than 4 hours on social media.

Harmful content

 30% of males and 45% of females said they would inform a responsible adult if they were sent something online that upset or embarrassed them.

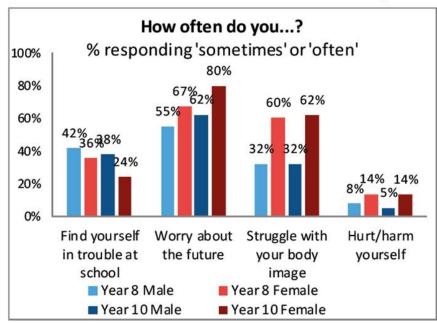




Emotional Health and Wellbeing



- 58% of males and 73% of females said they at least 'sometimes' worry about the future.
- 32% of males and 61% of females said they at least 'sometimes' struggle with their body image.
- 7% of males and 14% of females said they at least 'sometimes' hurt/harm themselves; 73% of pupils said they 'never' do.



What young people told us



 YMCA Downslink commissioned ran 6 workshops across secondary schools in Sussex on experiences of 50 young people aged between 12 – 15 years around online usage, and what they would like to be different for young children.

What young people told us



1. Parental controls and gradual access

- Many young people described having parental restrictions in place
- Mixed feelings with some feeling protected and others feeling frustrated and left out

2. Addiction and screen times

- Strong awareness and feeling of digital addiction, with impacts on productivity, sleep and emotional wellbeing
- Shame about amount of time spent online and feeling that apps like Snapchat encourage usage

3. Negative mental health and emotional impact

- Insecurity from comparison with others was one of main concerns
- Exposure to distressing content and lack of reporting from fear of judgement/punishment

What young people told us



4. Social media and identity

- Pressure to present idealised versions of self, and high levels of discrimination around race and sexuality.
- Can be a good way to find 'your people' and to explore interests.

5. Online safety and risk awareness

- Common experience of inappropriate messaging across all platforms but not a major concern (as understand when it is happening due to lessons on it).
- Easy to be scammed or 'catfished', shame around this.

6. Platform specific experiences

- YouTube seen as safest; Snapchat worst for grooming and spam.
- X (Twitter) noted as high exposure to violence and disturbing content (though not used by many young people).

Reflections and Recommendations



- Most safety advice from parents (although their understanding was limited) and most self-taught safety practices or from peers
- More guidance needed for parents on age-appropriate apps and boundaries around screentime

Recommended improvements to school learning:

- Should start earlier and include parents (from Y2-3)
- More focus on online risks and emotional impact
- Should include what is appropriate to post online
- Include role play scenarios and interactive lessons
- Should be from external experts or peers- need to know more than students to be impactful!

Next steps for this work



- Sharing full results at event with young people in November/ December
- Co-production of recommendations with CYP and schools
- Further work programme following this event

Support for Schools – more information on the tables

- Thriving in Education Mental Health and Emotional wellbeing offer to schools
- Horizons (Includes formerly named Multi-agency Mental Health in Education Triage) to help <u>identify and respond to presentations</u> of children in school which might progress to the point of a mental health crisis, self-harm, or potential risk of suicide.
- Safeguarding in a Digital Age Training WSSCP
- <u>Self-harm and Online Safety Webinars</u> Self-Harm Learning Network
- Keep Children Safe Online: Information, advice, support Internet Matters
- · And WSCC digital safety team



WSCC digital safety support and work in West Sussex

Alex O'Keeffe, Community Safety Manager, lead for digital safety, West Sussex County Council

Claudia Wilson, Digital Safety & Fraud Prevention, Delivery Officer



Digital Safety School Package

Claudia Wilson
Digital Safety & Fraud Prevention
Delivery Officer

WSCC Digital Safety School Package



- Our Digital Safety School Package supports schools with the delivery of key online safety learning and provision as part of the RSHE curriculum.
- The package also enables schools to meet the online safety requirements as set out in 'Keeping Children Safe in Education'.



Curriculum Integration

Covers key RSHE themes



Online friendships & relationships Recognising grooming, exploitation & manipulation

Managing digital footprint & reputation

Understanding misinformation & media influence



Equips staff with knowledge & confidence to support children with online safety

Age-appropriate content



Primary – focus on safe use of internet, boundaries, reporting concerns

Secondary– fexplores more complex topics like: sexting, radicalisation, & cyber-bullying

Staff training & parent confidence









Education for Safeguarding (E4s)

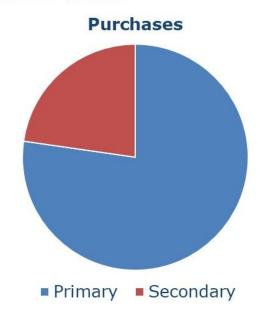


- KS1, Ks2 & Ks3 lesson plans and resources available
- Resources & book packs
- Links to further training and information
- e4s@estsussex.gov.uk



Package Purchases for 2025









WSCC Digital Safety School Package & Parent Webinar



The WSCC 2024/25 Digital Safety School's package is available to purchase on WSSFS.

Core package offer £129 per annum:

1x staff session via webinar – 1.5hrs to cover online risks and teaching resources 1x live parent webinar session that can be booked onto via a private link. (4 dates to choose from)

Staff resources document to compliment the training Seasonal eNewsletter for parents – 1 per quarter

Additional options available:

In person staff session in place of webinar
In person parent session
Assembly (choice of 6 set topics) – primary or secondary level
Assembly (bespoke to meet school's requirements)





Financially motivated sexual extortion - Response to sextortion

Alex O'Keeffe Community Safety Manager



What is financially motivated sexual extortion?



 Victims are contacted online, often via social media or sharing platforms and are encouraged to send videos or pictures of an explicit nature. The criminals then threaten to post them online or send a copy to friends or family unless



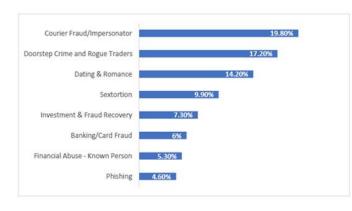
they are paid money.

This is a form of blackmail known as sextortion.
 'Sextortion' is the short name for 'financially motivated sexual extortion'.

The local fraud picture and sextortion data



- Quarterly fraud data April to June 2025
- £54.09K was lost this quarter
- Sextortion accounting for 9.9% of reports
- 43.3% victims aged 0-29 years
- 13.3% of victims were female & 86.6% were male
- 44.4% payments methods were iTunes vouchers
- 16.6% Victims contacted via Instagram



Op Signature sextortion data breakdown – April to June 2025



Sextortion Project

 Engagement with Crawley schools

Survey created

898 visits, with 346 total participants

Literature Review

We worked with Public Health and conducted March 2024 – understand the full extent of this fraud type.



Sextortion project - Focus groups

- Posters
- Bus shelter campaign
- Train stations
- Further work with schools
- Project group
- Sharing best practice



Thank you. Any questions?







Questions and discussion



Impact of online line harms on children young people and schools: Sussex Police

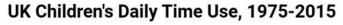
Daniel Sykes, Cyber Protect Officer, South East Cyber Team

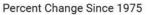




Background







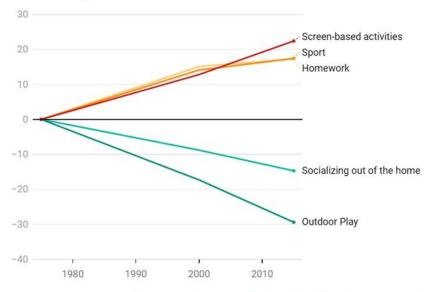


Chart: Zach Rausch • Source: Mullan 2019 • Get the data • Embed • Download image • Created with Datawrapper



52

%

Expert Cyber presentations to Students, Parents or Teachers from the Police.

At No Cost.















Email - cyberprotect@serocu.police.uk













Offenders and Victims

- · OCGs
- Nation States
- Even Children?!?

Anyone can be a victim

Everyone can massively reduce the chances of becoming a victim.







Passwords and 2FA



- Use 3 Random Words + Special Charges
- Use separate passwords
- Use a Password Manager/Notebook!
- Two Factor Authentication Be the Key





nh510@gmail.com

- Unexpected



- Poor quality images or logo

- Poor spelling or grammar

Dear Sir or Madam,





- General greeting

Your NHS account is needing a urgent update, please click on the below link to verify your account. Your medical record will be of at risk and you will not be able to make appointments with doctors until we can verify account

- Call for Urgency or ScarcityNHS.COM



http://www.nhsaccountfix.com

- Suspicious email address

- Avoid HTTP links/sites



Never Assume, **Always Verify**

Mark as SPAM to your email provider and forward to Report@phishing.gov.uk.

Digital Footprints





Don't give ammunition to Cyber Criminals

Protect your children's Digital Footprint
Check your privacy settings

Crypto-Currency

- Highly volatile Digital Currency. Favoured by Cyber-Criminals and promoted young people as a get rich quick scheme.
- Devastating losses.
- Unregulated.







Critical Thinking Skills are essential
Social Media fuels the lesser parts of our
nature. Algorithms syndicate misinformation
like wildfire.

"The problem with quotes on the internet is that it is hard to judge their authenticity" – Napoleon, 1866.





Influencers and Gaming



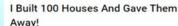
Lets Play

Influencers have unprecedented influence over children

Do you know who your children watch online? Do you know where they play online? Can you, monitor it?







98M views · 2 weeks ago

Doomscrolling





Be mindful of short form media

Apps are engineered for dopamine and addiction.

Social Media – Be Aware





- Invisible scars can cut deeper
- Comparison is the thief of joy
 - Your mind is a garden
- Leave but a whisper in the digital world
- While the phone glows, other lights can dim

Parental Controls





What can you do to manage your child's

devices?

Check out the NSPCC for more information

See what your IS

NSPCC







Enable Location Services and activate Find My iPhone.

Enable Notifications: Go to **Find My** app, select **Me** then tap **Customize Tracking Notifications** to ensure notifications are on.

Google "South East Cyber Eventbrite





Empresor Visuanti Online Safety for Beginners







Mor Digital Should: Cyllan for Women and Dirts







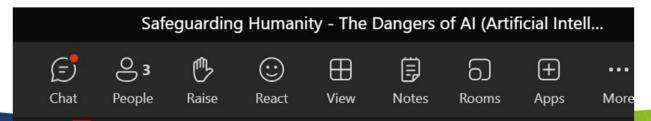


daniel.sykes1@surrey.pol



Any Questions?

We kindly request everyone to complete survey posted in the chat or scan the QR code on the left.





Hearing from Primary Schools

North Mundham Primary School

Online Harm in our setting







LACK OF FOCUS AND ATTENTION FOR PUPILS OF ALL AGES.



WHAT IS THE ROUTE CAUSE?



WHAT ARE WE SEEING?



WHAT CAN WE DO ABOUT IT?



Parent workshopnew parents with children just starting school.

Looked at our environment

Looked at the screen time in school

Gathered pupil voice

Behaviour











GAMES

CONTACT ONLINE

POTENTIAL GROOMING SITUATIONS

SHARING OF INFORMATION



Threaded online safety through our PSHE and assembly programme

Made our Acceptable use polices working and learning documents

Used pupil's experiences to support each other

Have an open and honest culture- positive relationships

Used newsletter to communicate with parents



Increase in issues of children not sleeping- reported by parents

Residentials highlighted this

Lack of sleep affecting school



Workshop

PSHE

Conversations with parents

Relationships





Arunside PrimarySchool

2 form entry Primary School in Horsham

What we used to do / what we now do.



- Children in Year 5 and 6 who walked to and from school were permitted to bring a SMART phone to school (kept in the teacher's cupboard during the day)
- Now:
- We are a SMART phone and watch free school. Children may bring in a phone with dial and text capability. We made this decision in the summer term 2025 and it came into force in Sept 2025.

Why? The school's experience:



- Friendship issues and online bullying being brought into school.
- WhatsApp messages being sent at 2.30am
- Sexting and inappropriate images being shared
- Information such as 'how to commit suicide' being shared
- Angry / concerned parents wanting the school to resolve issues outside of school.
- ➤ Inappropriate use of Tik Tok and other social media platforms.

Why – the statistics



I read the book 'The Anxious Generation' by Jonathan Haidt.

- Whilst the data collected is from the US, it is undoubtedly transferable to young people in the UK.
- The central claim of the book is that there are 2 trends: '- overprotection in the real world and underprotection in the virtual world are the major reasons why children born after 1995 became the anxious generation'.

Between 2010 – 2020 (The period JH refers to as 'the great rewiring')

- Increase in major depression for 12 17 year olds girls = 145%, boys = 160%
- Increase in Emergency Room visits for self harm girls = 188%, boys = 48%
- Increase in Suicide rates girls = 167%, boys = 91%

What we did not do.



Survey or consult with parents. Survey or consult with the children.

This was difficult because instinctively as a Head you want to work with your community and bring your parents on board.

But, what I was hearing from parents anecdotally was the FOMO was driving the decision for their child to have a phone, not because they actually wanted them to.

Sometimes (in the absence of explicit direction from the Government) you have to be prepared to show bold leadership and do what you believe is right with the information that you are presented with.

The feedback - Parent:



Dear Mrs Jagger,

I just wanted to say thank you for the new policy on SMART phones and watches for Years 5 and 6. I really appreciate the time, thought, and research that clearly went into making this decision.

It's reassuring to know the school is listening to families, staying informed by the evidence, and prioritising children's wellbeing and focus in such a proactive way. Allowing basic phones for essential use feels like a sensible balance, and I'm sure this change will make a real difference.

Thank you again for leading on such an important issue—Arunside is setting a great example.

Feedback – a member of the public



 May I start off by congratulating you on your bold leadership with regards to Smartphones at your school. I'm sure you are receiving a variety of emails from parents! Firstly this email is one of support, but secondly is an offer of help, if you think it might be useful.

Year 6 staff



Hi Donna,

Since the start of term, we have not experienced any 'phone dramas' that we usually see in Year 6. There were often regular reports of friendship issues over WhatsApp and inappropriate language being used in chats which would then impact on the start of the day. In some cases, this has been so serious that parents have had to be contacted. It has been refreshing that this has not yet occurred or brought to our attention. We have also noticed how children are walking out of school, talking to each other, rather than checking their phones.

Negative feedback:



What next?



- Working with the member of the public that contacted me to provide information and workshops to our parents.
- Working with our locality of schools to agree a way forward with all schools so that parents are informed and we are safeguarding our children from becoming another statistic in the anxious generation.
- Review what we are doing and collect qualitative data around the changes we are observing and how the new policy impacts the younger children over the next few years.



Hearing from Secondary Schools

Davison CE High School for Girls



Current Policy

Phones in classrooms with permission

Phones at break and lunch in identified spaces

Phones before and after school

Phones in corridors

Phones in eating spaces







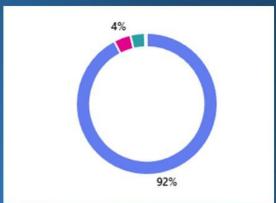
Mobile phone survey September 2025

- 666 parent responses
- 669 student responses
- 117 staff responses





What should the policy be? – Student view :D

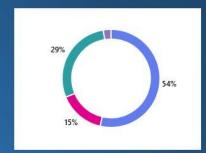


	n rooms and outside at break classrooms for learning with	618
Allowed to use in clas permission but not at	srooms for learning with all socially	26
Not permitted at all. T or lockers during scho	o be kept switched off in bags ool hours	22
Not permitted at all. N	Not to be brought to school.	3



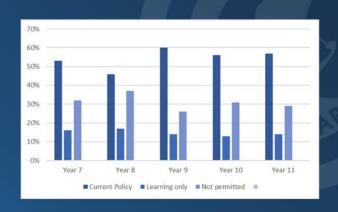


What should the policy be? - parent view



Allowed to use in form rooms and outside at break and lunchtime and in classrooms for learning with... Allowed to use in classrooms for learning with permission but not at all socially Not permitted at all. To be kept switched off in bags or lockers during school hours Not permitted at all. Not to be brought to school.

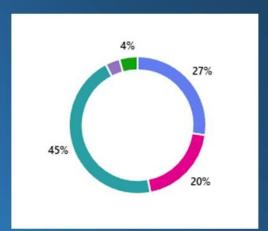
Year group breakdown



DAVISON CE High School for Girls



What should the policy be? – staff view



Allowed in form rooms and outside at break and lunch and in classrooms for learning with permissio	32
Allowed in classrooms for learning with permission but not at all socially	23
 Not permitted at all. To be kept switched off in bags or lockers. 	53
 Not permitted at all. Not to be bought into school. 	4
• Other	5





Parent views

"My daughter has autism and can get extremely anxious during the school day, she often text or calls me for reassurance, her not having her phone on her would cause her and myself a lot of worry"

"My daughter gets the train to school. Her phone allows me to see she had arrived safely. She also uses it to ask for help when trains are cancelled or to ask for permission to stay on after school (to use weights room in year 7 for example). I feel this gives her enhanced responsibility and freedom"

"I dont think my daughter should be able to use her phone during school hours except when directed by a teacher for learning. She spends a lot of time on it at home and I dont think extra opportunities should be given during social times at school"

"Tech is the future. Especially with Al making some roles redundant in the near future. If the girls can feel confident using their phones for multitasking, calendar reminders, communication, as a learning tool etc then they will be ahead of the game"

"I feel that education on the risks of cyberbulling and harmful online content is more important than banning phones"

"Phone policy is no longer inline with difficulties encountered online"

"I would strongly support the introduction of a phone ban during the school day. My child's smartphone is fully locked down but she is still being exposed to content on other pupils' devices that I feel is inappropriate".

"I think phones are part of our future and children need to be educated to use them responsibly. Taking them away is not the answer".

"I strongly support a ban and it's looking that this is backed by more and more evidence. The advantages are vastly outweighed by the disadvantages".

"We felt pressurised to give our daughter a phone to bring to school in Year 7 after it became clear that some lessons seem to require students to use them"

CE High School for Girls



Staff views

"Many of our students are horrified at the idea of not having their phones at school; however the reasons that most give aren't to do with accessing social media or messaging at school but are around not being able to contact their parents if they need to or the parents not being able to contact them. This actually seems to be a lack of independence we may have perpetuated by allowing them the current level of access. They don't understand a world where they can't reach out to a parent if they need to at any point".

"From a safeguarding perspective, I would worry that banning phones completely in school could allow negative or risky online behaviour to go unnoticed for longer"

"I think we need to move away from letting students use the phones in class for learning all departments have Ipads for this and if we do not have enough I think that would be a good investment" "I think our current policy is out of touch with current research"

"I don't see how we can morally justify allowing students access to their phones at school and hand on heart say that we prioritise student wellbeing with our current policy".

"I really do think that mobile phones are having a negative effect on the girls' social skills, and on their ability to focus for extended periods of time. They should not have phones on them because they will keep anting to check them and they will not be able to fully concentrate on classwork or use their brains fully".

"I think all students phones should be turned off and put in their bags before they enter the school premises, and only turned back on at close of day. This would reduce their risk of cyberbullying, encourage communication with peers and keep them 100% focused on school work"

"Having 35 hours of non phone time a week would be really beneficial for the girls".

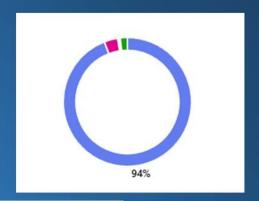
"I don't think that total prohibition will be seen to work. I think there will always be ways around that"



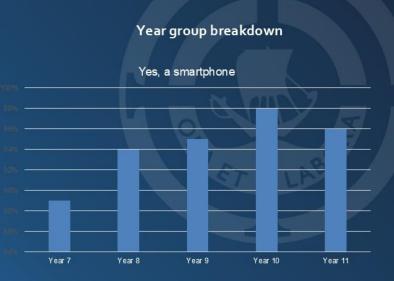


Does your child currently bring a phone to school?

Whole school











What we have decided to do

"Our study suggests that school policies are not the silver bullet for preventing the detrimental impacts of smartphone and social media use".

- In bags from 8.40am until 3.20pm
- Use in class with permission if teacher has deemed this to be the most appropriate tech
- Increase our 'parent curriculum' around the use of devices

"I can pick up my kids from school ... and keep them safe all the way. But once they're online, it's as though I've effectively opened their bedroom door to anybody who can reach in." Tom Tugendhat





Questions and discussion



Voice of the Youth Cabinet

Reema Ahamed, Chair Maya Mutero, Secretary Liubov Manzarkhanova, member Fathima Ashfa Ameer Saval, member



DIGITAL HARM

Experiences, statistics, Q&A

Representing young people's voices and views



Presented By:

The Youth Cabinet

08.

THE YOUTH CABINET

WHAT WE DO

- Represents the voices of young people across West Sussex
- Campaigns on issues that matter to young people
- Shares young people's experiences and feedback with decision-makers





WHAT ONLINE SAFETY MEANS TOUS



- Feeling emotionally safe not judged, pressured, or harassed
- · Privacy, consent, and control over what we share
- Spaces where we can express ourselves freely
- When we can speak without being attacked
- · When mistakes don't turn into shame



REAL EXPERIENCES County Council



- Seeing hateful comments
- · Misinformation or fake accounts
- · Being targeted online
- Receiving inappropriate messages
- · Accounts being hacked or impersonated
- People expecting instant replies





WHAT YOUNG PEOPLE WANT

- Trust is key not surveillance
- . Want balance freedom and protection
- . They want support without being blamed
- Transparency knowing how our data and images are being used



STATISTICS

west sussex county council

10- to 15-year-olds' Crime Survey for England and Wales

- 92.6% of children went online daily March 2023
- 58.1% spending three or more hours a day online on an ordinary school day
- Increase from 47.6% since Lockdown
- 8.5% had shared their location publicly
- 35.0% of children accepted a friend request online from someone they did not know
- 4.4% met up in person with someone they had only spoken to online
- Almost 1 in 10 children received a sexual message
- 847,000 children experienced an online bullying behaviour
- 32.8% did not tell they were bullied

DIGITAL HARM

Q&A

WITH THE
 YOUTH CABINET



Thank you



Before you go, for the evaluation and interest in next steps please go to:

https://www.menti.com/alxjd7fntv3w QR Code

