



BEDFORD
BOROUGH COUNCIL

ONLINE **SAFETY** **REPORT**

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1 EXECUTIVE SUMMARY

In March 2017 Bedford Borough commissioned E-safety Training and Consultancy to work together with the Early Help team to examine children's use of technology and the associated risks across the Bedford Borough area.

Children and young people aged between 10 and 17 and parents and carers across Bedford were asked a series of questions through a survey, which aimed to highlight the following:

- Their use of technology
- The most popular social networks and social media apps
- The risks and issues they face
- How they respond to those risks
- The education they have received
- The education and support they would like to receive

Two hundred and sixty six responses were received from children and young people and three hundred and eighty three responses from parents and carers. Professionals took part in focus groups.

Highlights from surveys and focus groups

- The most popular activity for children and young people online was social networking and listening to music, and when asked parents agreed that this was the most popular
- Children's use of social media was high and they were very familiar with lots of the most popular social networks and apps – Snapchat, Instagram, Music.ly and YouTube
- The thing that they **were most worried** about was online bullying with **44%** of them highlighting this as a concern
- The area that children and young people were **least worried** about was seeing violent content online
- In comparison parents and carers were **mostly worried about** their children having too much screen time – **54%**

For a full breakdown of the survey see pages 8 – 14.

Conclusions and recommendations

Parents and carers:

- Support at appropriate 'touch points' – ensuring that parents and carers can access support at the most appropriate times for them e.g. at point of sale, in health centres and supermarkets
- Community access – ensuring that support is provided in the community
- Applied support – most likely to seek support from schools – ensuring that those most in need get the support they require at the right time
- Balanced and not scary or patronising – ensuring the messaging is positive and non patronising for their children

Schools:

Schools need to be supported to ensure that they have implemented best practice approaches in relation to their policies and practices; infrastructure and technology, education and training, and standards. In order to develop this further it's imperative that all schools have an increased awareness and are offered support, consultancy and training.

Children and young people:

- Seek support from one another – therefore they need appropriate training and support
- Promotion of referral routes – ensuring that children and young people know where and how to report
- Empowering and realistic messaging and an educational programme, especially around 'nudes' – understanding the motivations for children sharing nudes and what might prevent the behaviour

2 WELCOME AND INTRODUCTION

This report highlights young people's experiences of using the internet, and the risks that they are open to. The report consists of a combination of feedback from young people, parents and professionals, and includes recommendations for how we collectively work together in reducing the risks for young people in Bedford Borough.

This report has been prepared over a series of six months and presents a current picture of a range of online safety challenges and issues.

The work was commissioned by Bedford Borough and was delivered in partnership with Charlotte Aynsley, E-safety Training and Consultancy, and the report was informed by a set of surveys with children and young people, parents, carers and focus groups with professionals, parents and children and young people.

It has been prepared over a series of six months and presents a current picture of a range of online safety challenges and issues across the Bedford Borough area.

3 BACKGROUND AND RATIONALE

In September 2016 a report was produced by the Early Help Team following on from a piece of research that was completed across all Bedford upper/middle schools.

The previous report was based on alcohol and illegal drug use among young people, and how much knowledge and education they have around these issues.

The findings revealed that a lot of young people either under the influence or not were using social media in a very risky way. There were many comments regarding sharing ‘nudes’, which are pictures of someone naked or partially naked, and ‘waking and baking’, which meant someone waking up and smoking drugs and sharing this image on social media.

This prompted further discussions about how to address this issue of online safety, and who should be involved. Following a presentation of the report by Early Help at the Local Safeguarding Board Forum, an online safety sub group was formed. The group consisted of a range of professionals such as police, child sexual exploitation services, public health, young people’s participation and engagement team, and Early Help.

The key focus for the group was to work together to plan further research across Bedford to inform the development of an online safety strategy.

The following points were agreed:

- To create surveys for young people in upper and middle schools in Bedford
- To create surveys for parents with children attending school in Bedford
- To follow up the survey work with separate focus groups for parents and young people and school staff

This offered the opportunity for the collection of qualitative and quantitative data collection to ensure that we gained as full a picture as possible.

The purpose of the surveys and focus groups for children and young people was to understand the following:

- Children’s use of technology
- The most popular social networks and social media apps
- The risks and issues that they face
- How they respond to those risks
- The education they have received
- The education and support they would like to receive

For parents and carers the surveys were linked and aimed to establish:

- What parents understood about their children’s use of technology
- The risks and issues that their children faced
- What support and advice parents offered to their children
- What support and advice they need to better support their children

Whilst there was no additional survey for professionals, professionals were invited to attend a focus group to understand from their perspective the risks that children and young people face. This is explored in more detail in the focus group section.

All secondary and middle schools across Bedford were invited to take part in the surveys. Four schools took part in the focus groups.

4 CHILDREN’S ONLINE LIFE

Nationally Ofcom consider children’s use of the internet on an annual basis through their media literacy tracker survey. The survey examines children’s use of the internet, their device ownership, the activities that they do online and how long they spend online.

20 HOURS
spent online per week

BY THE AGE OF **11** children own at least **3 DEVICES** including a mobile device

Children are spending on average **20 hours a week online** doing a variety of activities – watching YouTube, playing games, doing homework and messaging friends and family. Many children own, or have access to at least **three devices on average** – a games console, a phone, a tablet or a laptop. Their activities on these devices are often quite delineated – children playing games on games consoles, messaging on phones, watching YouTube on tablets and doing homework on laptop computers.

Being online is now the favourite past time for children and young people and due to the mobility of the many devices

that children now use, supervision and protecting them from harm can present challenges to parents and schools. They are able to access information from their mobile devices at any time and most children have a **mobile device by the time they are 11**.

Many of the favourite activities of children involve using services that have not been developed for them and are age inappropriate e.g. social networks and social apps. This means that they can be exposed to age inappropriate content and risks that they are not yet cognitively ready to manage and deal with.

5 THE RISKS TO CHILDREN AND YOUNG PEOPLE

For the most part children and young people have fun online and they don't feel danger. There is a strong link between children's risk taking behaviour and their level of resilience, however where they experience real risk e.g. grooming or online bullying their interactions can be significantly affected and the psychological and emotional impact can be severe.

The risks in the online context are often characterised by the table (right). As children mature and develop the risks they experience may change depending on their level of maturity, access, education and parental support. Younger children tend to be exposed to more content related risks whereas older children are more likely to engage in contact and conduct risks. This includes risks like chatting to people they don't know, uploading and sharing explicit material and downloading movies and films which might be illegal.

It's important that for every context the risks are fully understood. Schools ought to be considering the risks to their students so that they can fully plan their risk mitigation approach and better protect children.

Table: London School of Economics 2008

	COMMERCIAL	AGGRESSIVE	SEXUAL	VALUES
CONTENT (child as recipient)	<ul style="list-style-type: none"> • Adverts • Spam • Sponsorship • Personal information 	<ul style="list-style-type: none"> • Violent/hateful content 	<ul style="list-style-type: none"> • Pornographic or unwelcome sexual content 	<ul style="list-style-type: none"> • Bias • Racist • Misleading information and advice
CONTACT (child as participant)	<ul style="list-style-type: none"> • Tracking • Harvesting personal information 	<ul style="list-style-type: none"> • Being bullied, harassed or stalked 	<ul style="list-style-type: none"> • Meeting strangers • Being groomed 	<ul style="list-style-type: none"> • Self-harm • Unwelcome persuasions
CONDUCT (child as actor)	<ul style="list-style-type: none"> • Illegal downloading • Hacking • Gambling • Financial scams • Terrorism 	<ul style="list-style-type: none"> • Bullying or harassing another 	<ul style="list-style-type: none"> • Creating and uploading inappropriate material 	<ul style="list-style-type: none"> • Providing misleading information/advice

6 RESPONSES FROM THE SURVEYS

Surveys were disseminated through key channels to children and young people and parents and carers in the Bedford Borough.



Over 500 responses were received from parents and carers and children from across Bedford. Responses from children were drawn from the secondary and middle schools and parental responses were drawn from online responses.

The surveys were a combination of open and closed questions and presented parents and carers and children and young people with options to choose from. The surveys that were presented to children and young people were facilitated by the Early Help team and the respondents were from year 7 to year 11 (11-16 year olds).

7 HIGHLIGHTS FROM THE CHILDREN AND YOUNG PEOPLE'S SURVEY

The information below details the highlights from the children and young people's survey.

266
RESPONSES

58% FEMALE | **42%** MALE

25% of the responses came from **year 10 students.**

Years 9-11 were the most popular years to respond to the survey.

How they spend their time online (% of more than one hour per day)

- **73%** social networking
- **57%** browsing the web
- **25%** gaming
- **24%** shopping
- **70%** listening to music
- **26%** using chat rooms
- **26%** sharing photos
- **2%** writing blogs
- **50%** watching TV/movie clips
- **70%** researching

Overwhelmingly the most popular activity online was social networking followed by listening to music and researching.

The children and young people were using the following social media apps/networks:

- Facebook
- Instagram
- Snapchat
- Music.ly
- YouTube
- WhatsApp
- Facebook Messenger
- Flickr
- Kik
- Pinterest
- ooVoo
- Skype
- Tumblr
- Twitter
- Viber
- Vine
- Yik Yak
- Tinder
- LinkedIn
- Yellow

- The most popular were **Facebook, YouTube, Instagram, Snapchat, Facebook Messenger, Skype** and **Twitter**. The least popular apps/social networks were **LinkedIn** and **Yik Yak**.
- The most popular device for a child to have access to was **a desktop**, the most popular device for them to have sole access to was **a mobile phone** and the device that they said they used the most was **a mobile phone (58%)**.

58%
said a mobile phone was the device they used most.

The most popular social media apps were Facebook, YouTube, Instagram, Snapchat, Facebook Messenger, Skype and Twitter.

Children and young people were given a list of risks to consider and they were asked which risk they worried about the most:

- Online bullying
- Talking to strangers
- Spending too much money
- Seeing explicit/sexual content
- Sharing sexual content
- Seeing violent content
- Being groomed by an adult online

7

HIGHLIGHTS FROM THE CHILDREN AND YOUNG PEOPLE'S SURVEY | CONTINUED

ONLY 15%

of children or young people told an adult, their parent or their teacher if they saw something that upset them online.

43%

of children or young people said that they always felt safe online.

- Online bullying was the risk that they most worried about (**48%**), second was spending too much money online (**44%**) and third was being groomed by an adult online (**40%**). Seeing violent content online was the risk that they worried least about (**24%**).
- Across all of the risks they thought that **social networking environments** would be the place most likely for **these incidents to take place**.
- They were asked if they 'felt safe' online – **43%** of them said that they always felt safe, **46% of them said they feel safe most of the time**.
- They were asked in which online environments they felt most or least safe – watching clips/movies online is where they felt most safe (**87%**) and chatrooms (**53%**) is where they felt least safe.
- Most children (**49%**) had not seen anything that had upset them however if they had they were asked to list what they had seen. They listed things like suicide, nudes, the news, animals being hurt, bullying and terrorist attacks.
- Children and young people were asked how they would respond if they saw something that upset them online most of them said **they would leave the website, they ignored it or they spoke to their friends. Only 15% of them told an adult, their parent or their teacher.**
- **44% of them had been asked to share a nude image, 17% of them had shared a nude image of themselves, 78% of them hadn't shared a nude and 5% didn't respond.** They were also asked if they were aware of any of their friends being asked to share nudes – **56% of them said that they knew friends who had shared a nude.**
- **52%** of them said they would **tell their parents/carers** if they were worried or upset by something they saw online, **they were least likely to talk to online support services/Childline.**
- **75% of the respondents said that someone had spoken to them about staying safe online in the last year, most of that (75%) came from school, 36% came from home.**
- That information came mainly from **assemblies (76%) and lessons (34%).**
- **68%** of the respondents said their parents and carers had spoken to them about staying safe online in the last year, **27%** of them said their parents had blocked people in the last year **and 22%** of parents had put filters on devices.
- **78%** of respondents had put privacy settings on their social networking accounts and **77%** of them had private accounts.
- The final question asked respondents to relay any online safety advice to other young people. Common themes included – **don't send nudes; keep things private; be safe; stay safe; don't talk to strangers; tell your parents.**

8 HIGHLIGHTS FROM THE PARENTS AND CARERS SURVEYS

The following information details the highlights from the Parents and Carer's survey.

383

RESPONSES

83%
FEMALE

It was specified in the preamble that they needed to have children of school age.

17%
MALE

49%

of the parents had at least two children.

Most of the parents had children **in years 9 and 10.**

Parents and children's internet use

- **50%** of the parents used the internet for **more than two hours a day.**
- **55%** said their children used the internet for **more than two hours per day.**
- **47%** for more than **one hour per day.**
- **77%** of parents said they used the **internet for work and leisure.**

Children's use of the internet

- **Social networking** was the most popular activity that parents thought that their children did online with **41%** of them saying that they thought their children were social networking for more than two hours per day.
- **Shopping online** was the least popular with **70%** of parents saying that they thought their children were shopping online less than once per week. Some parents commented that their children use the internet for homework.

8

HIGHLIGHTS FROM THE PARENTS AND CARERS SURVEYS | CONTINUED

The most popular social network for parents was Facebook.

79%

of parents said their children had **sole access to a mobile phone**.

Social networks and apps

The most popular social network for parents was **Facebook (91%)** of parents said they used it. **99% of parents thought that their children used Music.ly**. Other popular ones for their children included **Snapchat, Instagram, YouTube, Facebook Messenger** and **WhatsApp**. Parents also used **LinkedIn** and they had **never heard of the app ooVoo**.

Children's access to devices

79% of parents **said their children had sole access to a mobile phone** (the most popular), **85%** of them had access to a desktop and a mobile phone was the device that parents thought that their children used the most.

Parents and carer's worries about their children online

Respondents were given a list of areas:

- Online bullying
- Talking to strangers
- Too much screen time
- Spending too much money
- Seeing explicit/sexual content
- Sharing sexual content
- Seeing violent content
- Being groomed by an adult online
- Other, please specify

- **54%** of parents said that the thing they worry about most was **too much screen time**.
- **Seeing explicit/sexual content** was something that **46%** of parents worried about.
- **39%** worried about their children **talking to strangers** and **only 2%** worried about them **spending too much money** (this is in contrast to the children and young people).

- Parents reported that they were worried about their children **being bullied in social networking environments and having too much screen time and spending too much money in gaming environments**.
- Parents felt that their children felt **most safe when they were watching videos/online clips and chatrooms were the least safe environments**.

Children reporting upsetting content and seeking support

- **90%** of parents felt that their child would tell them if they were worried about something they had seen online.
- **52%** felt that they would tell their friends.
- **12%** said that they thought their child would report it on the website.
- **87%** of parents said that someone had spoken to their child about staying safe online in the last year.
- **88%** said it came from the school and **76%** from the home.
- In terms of the type of support **77%** of parents said they had conversations with their children, whilst **65%** said they had an assembly at school.
- **93%** of parents said they had a conversation with their child about online safety in the last year, **62%** had set time limits for children's use, **55%** had used filters and **55%** had set boundaries for their children.
- **56%** of parents said they would seek further help online and **47%** would seek help from the school.

90%

of parents felt that their child would tell them if they were worried about something they had seen online.

9 FOCUS GROUPS

Several focus groups were held at schools facilitated by Charlotte Aynsley, Julia Gardier and Chris Lee.

Separate focus groups were held with students directly, parents and carers and professionals to help inform the surveys and to delve further into the issues.

Highlights from the focus groups include:

Children and young people

- All of them use the internet everyday.
- Most of them use the internet for more than five hours per day.
- Lots of use of Snapchat.
- When they were presented with the list of apps there were not any others that they said they were using.

Worries and issues

- They said they had learnt how to deal with online bullying issues.
- Some of them had more than 50 friends on Snapchat.
- They said that school didn't get involved with bullying issues outside of school.

- Some of them had received nude images but had not shared a nude image.
- They mentioned seeing local gang related violence online.

Protection from parents and carers

- 9/10 of the students were on their phones after 11pm.
- Some students said that there were no parental controls on their phones and sometimes they were on devices after 12am.
- They said their parents have access to their phones but they do not check them.

Support and help

- Students mentioned that they would not go to teachers for help.
- They would block and ignore.
- Only if it got really bad would they inform parents.

Parents and carers

- Parents were concerned about chat facilities in online gaming environments.
- They are not always aware of all of the social media apps and networks.
- At the point of sale is when they set up the devices and received the most support.
- Where there had been incidents e.g. online bullying the school wasn't quick enough to respond.

Professionals

- They see lots of issues around the use of mobile phones in and out of school.
- Years 7 and 8 are using social media as a platform to be mean.
- They advise parents to delete accounts.
- It brings what is happening outside of school into school.
- A few students are talking to people they don't know online.
- There has been incidents of sexting and professionals are concerned that

students were becoming desensitised to imagery.

- It is very difficult to get parents to remove a child's device – they don't want the argument.

Professional development for teachers and education for students

- Teachers are currently using CEOP resources for students.
- They feel that teaching should start earlier and it should be age appropriate.
- There is no identified professional development in place currently.
- They highlighted that providers, particularly social networking providers, should take more responsibility for age appropriate services.

10 CONCLUSIONS AND ANALYSIS

The unique insight into children's use of the internet and technology, the risks they face and the education and support they would like to receive provide a basis for Bedford Borough to support young people, parents and carers and schools to better protect children online.

Students identified that they would turn to one another and only in extreme cases would they turn to teachers and parents.

There are a range of recurring risks that children are facing and they do require additional support from one another and also from their parents and carers and schools.

Students highlighted that they had assemblies on online safety and some lessons but did not identify robust support in an educational setting. **In addition they identified that they would turn to one another and only in extreme cases would they turn to teachers and parents.**

10

CONCLUSIONS AND ANALYSIS | CONTINUED

For the most part children and young people feel relatively safe in the online world.

10.1 USE OF THE INTERNET AND DEVICE OWNERSHIP

Children and young people in the Bedford Borough spend a significant amount of time online – they mainly use it for social networking and listening to music, they like to use social media apps like Snapchat and Instagram and they mostly access the internet through their mobile phone. They have access to a significant number of devices e.g. desktop, tablet and games console.

10.2 RISKS AND ISSUES

Bullying is the issue that most children and young people worry about whilst they are online followed by spending too much money and being groomed by an adult. In contrast parents and carers worried about their children having too much screentime, seeing explicit sexual content and their children talking to strangers. The worries on behalf of children and their parents were not in sync.

There is an additional consideration that for the **most part children and young people don't feel the risk**, they feel relatively safe in the online world and that both parents and professionals find it challenging to both manage their access and support them as children are only really asking for support when things go terribly wrong, for the most part they are sorting out their own problems.

1 / **3** of the children said that they had been spoken to at home by their parents.

Again, this contrasted with parents as most of them said that they had conversations with their children.

10.3 EDUCATION AND SUPPORT

When experiencing any kind of risk in the online environment children and young people said they would turn to their parents if they were really worried and most of them had been given online safety lessons at school. About a third of the children said that they had been spoken to at home by their parents. Again, this contrasted with parents as most of them said that they had conversations with their children.

There was a disparity between the number of parents who said they had spoken to their children and the number of children who said that their parents had spoken to them. This could be in part due to the samples (e.g. we have no way of determining how the parent sample is related to the student sample), in addition children, especially as they get older, tend to seek help and support from peers rather than parents and carers or professionals.

Most children and young people said they had put privacy settings on their accounts and they were mainly set to private.

Most children and young people in the survey and the focus group had online safety lessons in schools and this came from assemblies and lessons, their parents had also spoken to them about online safety.

Professionals in the focus group were frustrated about children's use of technology and levels of parental intervention. They felt that parents weren't doing enough to protect children and allowing them too much freedom online and this was often spilling over into the school context. Parents were also going to them to provide additional support for incidents, which they felt frustrated about as they weren't also getting the help and support they need.

11 AN APPROACH TO MITIGATING RISKS FOR SCHOOLS AND COLLEGES

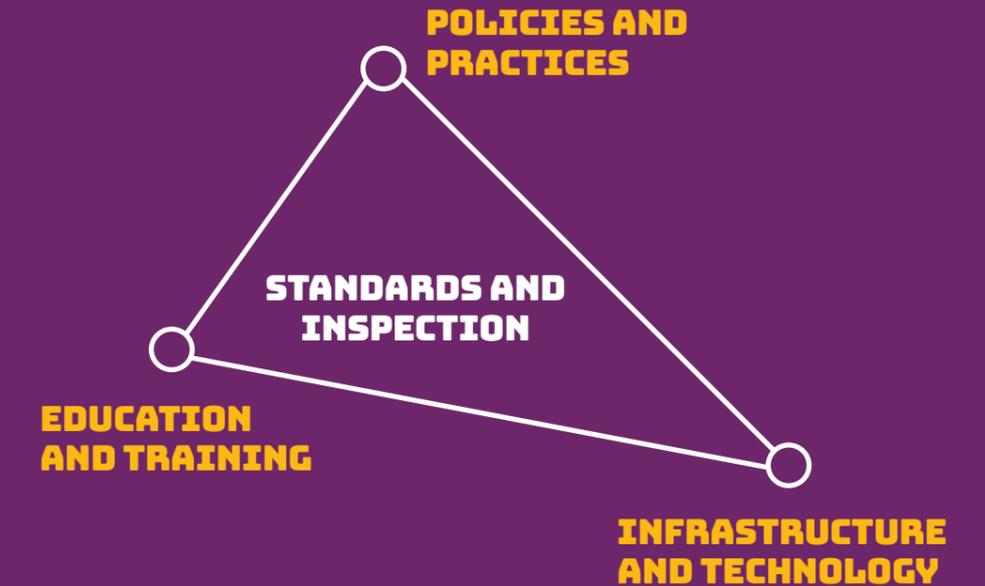
It's essential that all organisations and contexts that promote and provide access to the internet and technology mitigate risks to children and therefore reduce harm. The established model, highlighted below is a long established model for mitigating risks to children online.

Its approach consists of:

- **Policies and practices** – this highlights the policies and practices that an organisation should have in place e.g. acceptable use policies for students; staff and parents and the appropriate sanctions that should be in place if the rules are breached.
- **Education and training** – the education for students and the training and support for parents and carers.
- **Standards and inspection** – the external standards that are imposed to measure success e.g. Ofsted and their own internal standards of success.
- **Infrastructure and technology** – the technical solutions that should be in place to better protect children e.g. the filtering and monitoring software.

If all of these are in place this will help to mitigate risks to children and to help them to develop the skills to be more resilient and better able to manage the risks.

Supporting all schools in Bedford Borough to become more familiar with this model and to adopt it is a crucial element in supporting children and young people to stay safer online.



Supporting all schools in Bedford Borough to become more familiar with this model and to adopt it is a crucial element in supporting children and young people to stay safer online and to ensure that there are robust processes in place.

- A review of the current provision in schools against this model should be conducted. The model should then be promoted to **all schools** and support put in place for schools against each of the elements of the model.
- Schools should be supported in ensuring they have effective and robust policies and practices in place e.g. acceptable use policies, social media policies and professional conduct policies.

They should be supported in ensuring they have effective infrastructure and technology in place and in accordance with Keeping Children Safe in Education they should have effective monitoring and filtering in place.

- Schools should be supported in ensuring they have access to professional development support services for teachers and an accredited member of staff. They can support parents and provide a progressive curriculum regarding online safety to all students.
- Schools should monitor their provision and ensure they meet the standards around online safety set out in the Ofsted framework.

11

AN APPROACH TO MITIGATING RISKS FOR SCHOOLS AND COLLEGES | CONTINUED

From the surveys it is clear that children and young people look to one another for support.

11.1 SUPPORTING PARENTS AND CARERS

Parents play a crucial role in protecting their children online and they need to feel supported in engaging with their children and offering practical advice when things go wrong. It is clear they are worried about their children's activities and they are worried about them spending too much time online.

Ensuring that parenting online is a key element of existing support mechanisms to parents will help to break down some of the negativity associated with the online environment. Parents need their confidence built up around this issue in a non patronising way. They are also looking to schools for support in terms of having conversations and also to support them when things go wrong.

- An initial review should take place to examine where online parenting messages could link into existing parenting approaches e.g. the Triple P programme.
- Parents should be supported at crucial 'touch points' and not just in formal settings e.g. when they purchase a device; children's centres; schools and health centres.
- Schools should offer specific support in terms of awareness raising and support. The message should be balanced and non patronising.

11.2 EDUCATION FOR CHILDREN AND YOUNG PEOPLE

From the surveys it is clear that children and young people look to one another for support only when they have exhausted other options do they turn to parents or teachers. However it's crucial that education from the primary stage equips them for the online world and that parents reinforce the boundaries for their children so that as they mature they are more resilient and able to cope with the online world, and that they know where to go for support.

Children highlighted that they had been supported through assemblies but online safety education should be progressive across the curriculum and should be relevant to their age and stage and embedded across subjects and the PSHE curricular.

In addition peer support plays a crucial role in helping children and young people tackle the online challenges that they face.

- An audit should be conducted to examine what kind of support is currently available to children and young people.
- A peer mentoring and support programme should be instigated across secondary schools.
- Primary schools should be provided with key educational resources.
- Training and support should be offered to teachers across the Bedford Borough.

12 NEXT STEPS AND RECOMMENDATIONS

In order to ensure that children and young people are protected it is crucial that Bedford Borough consider the recommendations and next steps:

The next steps to consider to ensure that children and young people are protected.

1. MAPPING ALL CURRENT PROVISION IN RELATION TO ONLINE SAFETY

Examining all of the activity that is currently taking place in schools, the community, for parents and children and young people.

This work should start from December 2017 until March 2018 to ensure that a new programme of work can commence from April 2018.

2. SCHOOLS

After the initial mapping all schools in the Bedford Borough should be provided with the risk mitigation approach highlighted in section 11 to ensure they are meeting the requirements set out by Ofsted and Keeping Children Safe in Education. This means they should be supported in developing robust policies; technology and infrastructure; education and training and standards. This work should include training for schools on key topics e.g. sexting.

This work should commence from April 2018.

12

NEXT STEPS AND RECOMMENDATIONS | CONTINUED

Key online safety messages should be built into existing campaigns and programmes where appropriate to develop parents' confidence and to ensure there is a focus on parenting in the online world.

3. PARENTS AND CARERS

Key online safety messages should be built into existing campaigns and programmes where appropriate to develop parents' confidence and to ensure there is a focus on parenting in the online world. Where there are no appropriate campaigns or programmes new ones should be developed to ensure that parents can access support at the appropriate touch points – communities; schools' health.

This work should commence from April 2018.

4. CHILDREN AND YOUNG PEOPLE

As part of the work with schools the education and training element should ensure there is a progressive curricular around online safety for schools. Schools should be provided with the support.

In addition a peer mentoring support scheme should be established for students across the Borough.

This work should commence from April 2018.

5. AN ADVISORY AND WORKING GROUP

To support the ongoing work around online safety an advisory and working group should be established to fit within the existing structures to review and agree the work going forward. This should be cross agency.

This should be set up immediately and should be ongoing.

13 FURTHER FIGURE HIGHLIGHTS

75%

said someone had spoken to them about staying safe online

75%
came from
SCHOOL

36%
came from
HOME

27%
said their parents had
BLOCKED
people online

22%
said parents had put
FILTERS
on their devices

55%
of parents said they had used
FILTERS

78%
had put
PRIVACY SETTINGS
on their accounts

77%
had
PRIVATE ACCOUNTS



ONLINE SAFETY REPORT

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