

June 2020

# Digital Resilience

## Digital Activity

\*Half of ten-year-olds now own their own smartphone.

Between the ages of nine and ten, smartphone ownership doubles - marking an important milestone in children's digital independence as they prepare for secondary school.

\*Use of smart speakers among children aged 5-15 has doubled over the last year. This means that, for the first time, they're more widely used than radios.

\*More children watch video-on-demand (VoD) than watch live broadcast TV. Viewing of VoD has doubled over the last five years. One in four children do not watch live broadcast TV at all.

[Children and parents media use and attitudes OFCOM 2019](#)



## Barnet Resilient Schools Programme



## What is Digital Resilience?

As digital citizens, children and young people are not passive consumers but are online content creators and curators. Young people are adopting, transforming and developing new cultural forms of online environments and engagement. With such fast paced change it is important we shift away from risk avoidance to building resilience.

**L.B.Barnet's Public Health Team defined digital resilience as:**

*"the empowerment of children and young people to become and remain online healthy and online safe: Having the know how to explore, interact with friends, have fun, critically judge between true and false information and bounce back from negative communication and imagery on various digital platforms with confidence."* (Whitefield focus group 2017)

**The Digital Resilience Working Group (The UK Council for Child Internet Safety) defined it as:**

*"Digital resilience involves having the ability to understand when you are at risk online, knowing what to do if anything goes wrong, learning from your experiences of being online, and being able to recover from any difficulties or upsets."*

## COVID- 19 -Digital Inclusion

*"The internet is a critical means for children not in school to access education – not to mention a way of combatting boredom, physical inactivity, mental ill health and enabling children to keep in touch with friends and family members"* a statement from the [Childrens Commissioner](#) highlights the new importance to universal access to digital resources and the internet. Yet over 60,000 children and young people in the UK do not have any internet connectivity in their home. A further 700,000 lack a laptop, desk top or tablet and may only have shared access to a mobile phone.

Providing digital access is not the whole story and over this time there has been a great deal of effort to ensure the right input from teachers to make it an effective remote learning tool.

Alongside this is the need for advice for parents to best enable them to support their children and protect against the online harms.

The Childrens Commissioner goes on to state:

*"In addition, children should be given a flexible, digital-based programme to help them learn over the summer, with a few dates set aside where children will be expected to submit some work. This programme would be specifically designed to help children catch up from the effects of full*

## Staying safe online

Children are seeing more hateful online content than they used to, and several children in our Media Lives research reported seeing violent and other disturbing content online.

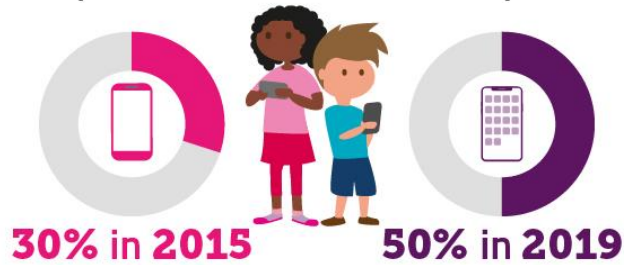
Parents are also increasingly concerned about their child seeing self-harm related content online and some elements of online gaming.

There have also been increases in the proportion of parents of 12-15s worried about in-game spending (from 40% to 47%) and game-related bullying (32% vs 39%).

Fewer parents feel that the benefits of their child being online outweigh the risks compared to five years ago. However, there are indications that more parents are talking to their child about online safety (85% of parents of 5-15s), than compared to 2018 (81%).

[Children and parents media use and attitudes OFCOM 2019](#)

## 10-year-olds who own a smartphone



[Children and parents media use and attitudes OFCOM 2019](#)

## Impacts and risks- some pointers!

- Links to mental health vulnerability is inconclusive- those with mental ill health likely to turn to internet (Young Minds 2016)
- FOMO- online stress from the “feeling of missing out”
- Mental health vulnerability more linked to cyber bullying and harassment
- Risk correlates with level of digital literacy of parents
- Gaming moving towards user direction and collaboration
- Socio economic disadvantage relating to access of internet changing due to use of mobile technology
- Amount of time on line is a proxy for level of risk
- Excessive time impacts on their self and others
- Obsessive comparisons with others – setting unrealistic expectations of body image
- Online gambling and debt
- Viewing harmful content
- Pressure to behave in unacceptable unhealthy and risky ways from “people they know”
- Information in social media can misrepresent and mislead
- Recognise nature and consequence of discrimination and cyber bullying
- Online and off line considered in consequential to young people as on line friends (whether or not they have met them) are not considered as strangers
- Siblings may act as “tutors and controllers”

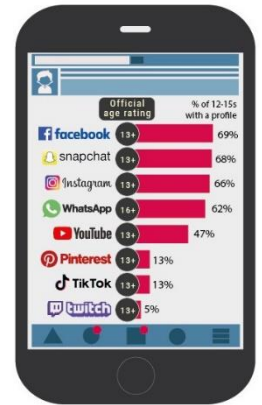
### [Coronavirus \(COVID-19\): keeping children safe online](#)

Advice and guidance to help parents and carers to keep children safe online during the coronavirus (COVID-19) outbreak.

New information on apps to help children stay safe online [here](#) .

## Online attitude and behaviours

### Popular platforms



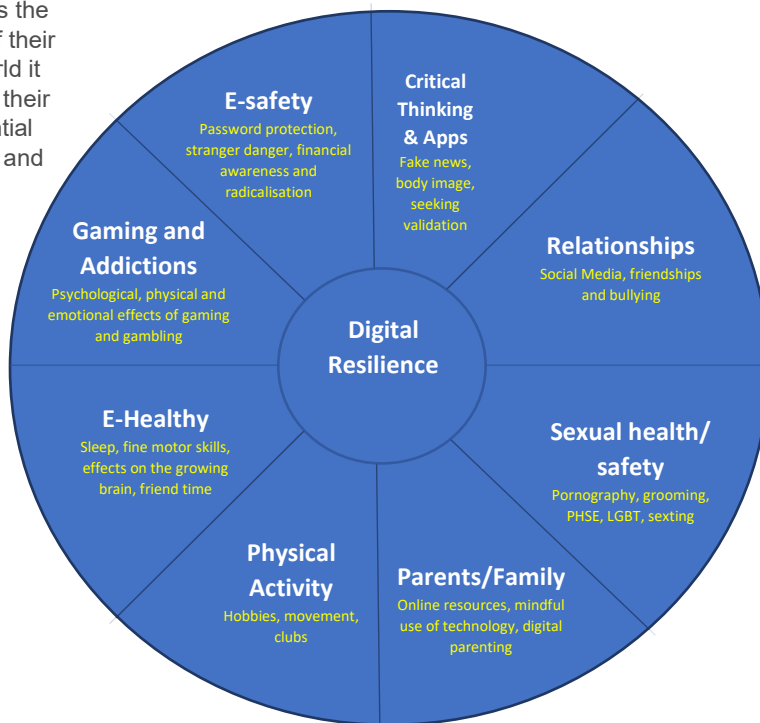
\*YouTube remains a firm favourite among children. 5- to 15-year-olds are more likely to pick YouTube as their platform of choice over on-demand services such as Netflix, or TV channels including the BBC and ITV.

• Children’s social media use is diversifying. WhatsApp in particular has gained popularity over the past year, joining Facebook, Snapchat and Instagram as one of the top social media platforms used by children.

• Newer platforms such as TikTok and Twitch are gaining popularity. TikTok is used by 13% of 12- to 15-year olds – up from 8% in 2018 – while Twitch is used by 5%. • Girl gamers are on the increase. Almost half of girls aged 5-15 now play games online – up from 39% in 2018.

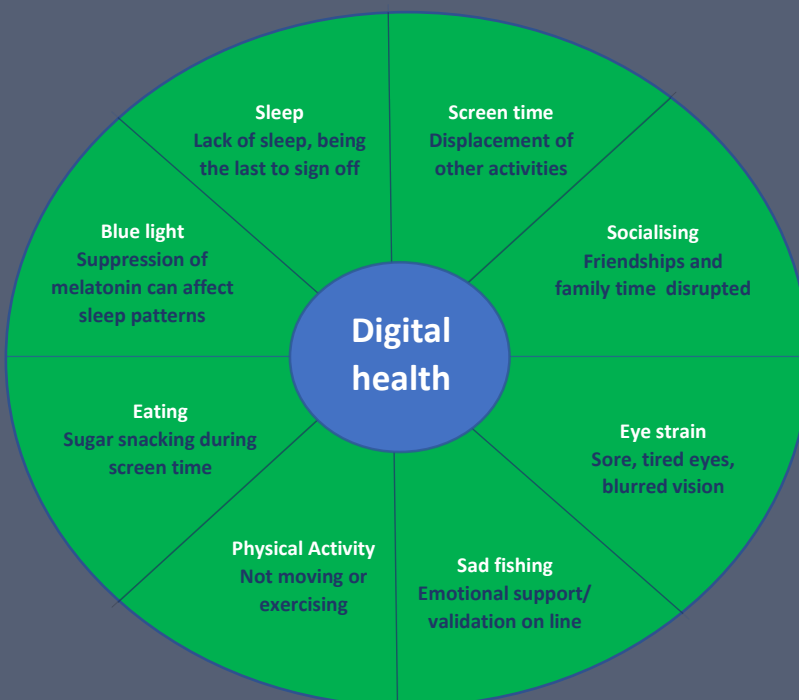
# Key Knowledge and Skills

If a young person lacks the tools to make sense of their increasingly digital world it has a direct impact on their vulnerability and potential harm from information and



## Healthy Online Balance

Addressing the digital health risk factors is important for a healthy balance. A report from DAUK 2018 shows that there is an increasing trend for young people to achieve a healthy balance with their on line life and to regulate their own time on line.



## Positive Impact

Social media has many potential positive influences on young people's lives, such as increasing social connections, helping with homework and enabling teenagers to develop their identities and share creative projects. Studies have identified some evidence of a beneficial impact on wellbeing, and young people recognise the value of opportunities to connect online. Teenagers with mental health problems or concerns are also able to seek support on the internet, either through social media networks or through online provision of advice and counselling support.

*Emily Frith*

*Education Policy Institute 2017*

Young people are best placed to offer solutions for how best adults can support them (UNICEF on e-safety). The digital platforms can also offer opportunity for solutions and education. Delivering well-being interventions via the internet has the potential to enhance accessibility and sustainability as well as providing a range of other advantages, such as personalisation, tailoring, multi-media options, interactivity, reliability, convenience, anonymity and consumer empowerment. The impacts of internet interventions may be short-lived.

*Positive psychology and the internet: a mental health opportunity (Mitchell et al.,*



## laptops and tablets to children

Local authorities are responsible for ordering and distributing laptops and tablets to:

- care leavers and children with a social worker
- year 10 pupils in maintained schools, including voluntary aided schools, who do not have a social worker

Local authorities should work with schools to assess which pupils require a laptop or tablet.

Academy trusts are responsible for ordering and distributing laptops and tablets to some year 10 pupils.

Find out more [here](#)

## Further Information

- [Digital Resilience Framework](#)  
A tool for organisations schools and policy makers to embed digital resilience into their education and services.
- [Teaching online safety in schools](#)  
Guidance supporting schools to teach students how to stay safe online
- [Education for a connected world](#)  
A framework to equip children and young people for digital life
- [Children and Parents: media use and attitudes OFCOM 2019](#)  
Evidence report on childrens media use, attitudes and understanding
- [Tech control digital life lesson plans and videos](#)  
A series of classroom resources designed to promote healthy and positive use of technology.
- [Childnet online health and safety resources](#)  
Infographics explaining the physical activity needed for general health benefits  
Resources for use with young people to help keep them safe on line
- [Internet matters .org resources for schools](#)  
Online resource hub for use in the classroom.
- [Childrens commissioner – Digital 5 a day](#)  
Based on the NHS's evidence-based “[five steps to better mental wellbeing](#)”, the digital 5 a day campaign gives children and parents easy to follow, practical steps to achieve a healthy and balanced digital diet.
- [Rise Above campaign \(Social Media\)](#)  
Resources to support students to look after their health on and off line.
- [Rise above online stress and FOMO](#)  
Resources to support students to look after their health on and off line.

### Local Contacts:

Resilient Schools Programme: Jayne Abbott  
[Jayne.abbott@barnet.gov.uk](mailto:Jayne.abbott@barnet.gov.uk)

Health Education Partnership: Tania Barney  
[tania.barney@healtheducationpartnership.com](mailto:tania.barney@healtheducationpartnership.com)