

Youth Voice - Online Experiences

AN INSIGHT INTO LOCAL STUDENT
EXPERIENCES OF THEIR ONLINE WORLD

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This Youth Voice work was completed in Partnership with East Sussex County Council and e-wellbeing - A Specialist Youth Voice and Participation department who work on internal and external youth voice projects as part of YMCA DLG.

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With thanks to all the students who took part and the six Secondary Schools across Sussex who hosted this project.

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EXECUTIVE SUMMARY

This report outlines the voices and experiences of local children online experiences and their recommendations to inform East Sussex Council's planned policy updates, and online support intervention for children and young people across Sussex.

Overall Aim: Provide a safer experience for CYP when accessing online

Sub aims:

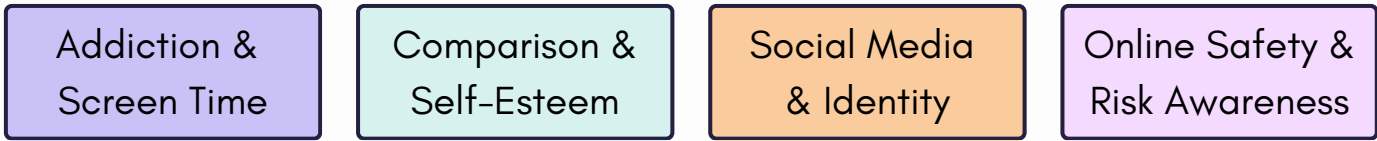
- Gain insight from experts by experience regarding the harms and benefits of their online usage
- Create tips for younger generations to help form East Sussex online policies
- Empower young people to have voices heard and have impact in services provisions

E-wellbeing conducted 'online experience' sessions with 50 Secondary age students across 6 Secondary Schools in Sussex:

- **East Sussex:** Seaford Head School, Robertsbridge Community College, and St Leonard's Academy
- **Brighton & Hove:** Dorothy Stringer and Blatchington Mill School
- **West Sussex:** Durrington High School

These sessions explored positive and negative online experiences; the impact online experiences have on students' wellbeing and mental health; recommendations and suggestions to improve children and young people's experience of being online.

The report identified key findings under four main categories, each of which contributed negatively to the lives of the children and young people who took part:



Based on the findings of the report, the following recommendations are included:

- Education for parents is needed to support young peoples online experiences
- Peer and experts as educators would be a far more effective way of engaging and passing on knowledge for younger children in primary and secondary school
- Need for practical skills training from a younger age
- Education for children should start earlier in primary school – pre having phone or personal device
- Screen time limits are useful and would help children develop coping strategies at a younger age
- Better resources available for children and young people in classrooms

METHODOLOGY

e-wellbeing are a specialised youth participation team who work in schools and the community on Youth Voice and participation projects. We apply the Lundy Model in our youth voice approach.

The planning for this project incorporated the follow methodology to empower participants to have their voices heard:



Space

Participation was opt in and information was shared ahead of the sessions so students knew:

- What they were signing up for (what was going to happen in the sessions and how)
- Who was going to hear what they had said
- How they would hear it
- What would happen with their voices

The space provided was requested to allow students to feel safe and supported by the YMCA specialist facilitator. Planning of sessions involved multiple activities to allow participants to voice opinions in different ways. Students could choose the method they took part.

Activities were designed based on years of youth voice of what works and what doesn't, Youth Ambassadors in YMCA DLG tested resources and created resources pre-sessions.

Voice

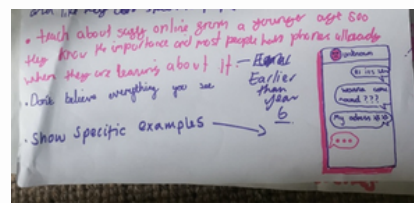
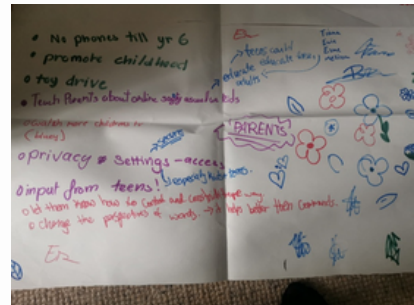
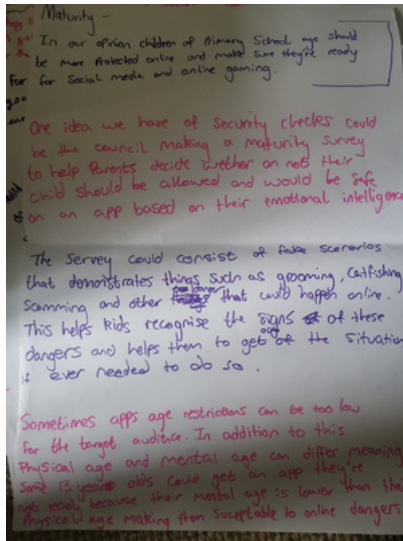
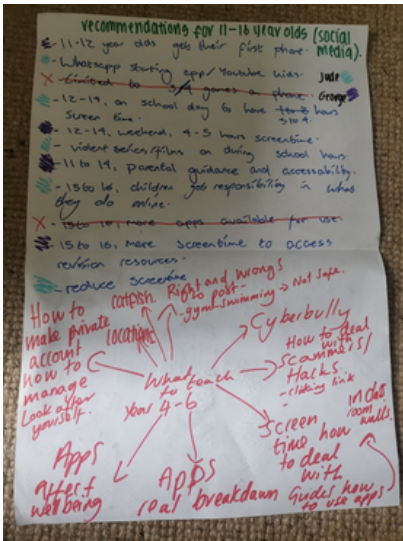
Accessibility requirements were captured before each session to allow facilitators to apply needs to session.

Participants were provided with fidget toys, food, movement breaks, multiple methods of recording voices to ensure they had the tools they needed to allow them to share their opinions.

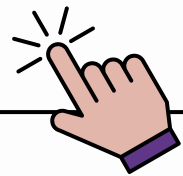
Participants chose to write, speak, film and draw their views as different means of sharing their voices.

Participants developed a co-produced session needs to allow sessions to support their requirements to take part.

Materials created followed accessibility frameworks to ensure every participant could gain the knowledge needed to be informed and share an educated opinion.



Audio recording of participants' insights and suggestions: [LISTEN HERE](#)



Audience

Participants knew who their voice was being shared with and how they would be informed of progress and how they could take part in sharing their voices.

Participants have reviewed the final report to ensure it fits with what they were expressing and can opt in to take part in presenting their findings to 'decision makers'.

East Sussex Council committed to hearing and enacting on Youth Voice at the start of this project and following through with streams of work based on the Youth Voice findings.

Influence

In the planning stage dissemination of Youth Voice findings by East Sussex Council took place.

East Sussex Council committed to being responsible for ensuring youth voice findings were shared and enacted upon to make changes within policy and potential interventions.

Participants will be invited to co-produce these and put their ideas into action.

Students' experience of these sessions was recorded to allow e-wellbeing to act on any improvements and recommendations.

Results from Student Feedback Forms:

Feedback Form

How would you describe your gender identity (e.g. girl)? _____

I am _____ years old

Tick the number of stars you would give to each of the sentences below.
1 star means 'I strongly disagree', and 5 stars means 'I strongly agree'.

SPACE	★	★★	★★★	★★★★	★★★★★
I was listened to from the start				5 students	45 Students
I felt comfortable giving my feedback			1 Student	1 Student	48 students
I felt safe giving my feedback				7 students	45 students

VOICE	★	★★	★★★	★★★★	★★★★★
I got the chance to give my feedback			2 students	5 students	45 students
I got enough information to help me give my feedback				2 students	48 students
I got support to have my voice heard			1 student	11 students	58 students
I understood what was being discussed				1 student	49 students
I could give my feedback in whatever way I wanted			7 students	20 students	25 students
I had enough time to talk				3 students	47 students

More on the next page

AUDIENCE	★	★★	★★★	★★★★	★★★★★
I know who wants to hear my feedback			5 students	10 students	35 students
I know why they want my feedback			7 students	5 students	38 students
They were honest about what they would try to do with my feedback			1 student	2 students	47 students

INFLUENCE	★	★★	★★★	★★★★	★★★★★
I know where my feedback is being used			6 students	15 students	29 students
I know how I will be told about what happens with my feedback		2	2 students	3 students	43 students
I think what I said today will be taken seriously				6 students	44 students

Anything else you would like to add?

"Being able to share opinions was really good and talk about this stuff"	"I liked being taken seriously"	"I am really happy that they care about what we think"	"Harriet listened to what I had to say"
"I want to do more of these"	"The activities made it easy to talk"	"No, but it was a great experience"	

What is one thing you think could improve the session?

"It was a big group so a bit awkward at the beginning but then was good"	"Maybe a smaller group"
--	-------------------------

How would you rate the session overall from 1-5?	★	★★	★★★	★★★★	★★★★★
1 = terrible, 5 = amazing				6 students	44 students

FINDINGS

The Start of Their Online Journey

Students were asked about the start of their online journey and the experiences they had, including what age they first had online access, what type of access, and their general experiences of the online world.

Students shared their feelings that young children of primary age are 'missing out' on childhood as when they receive their first phone their experiences of being a 'child' dramatically changes.

Many students felt this was associated with a feeling of ‘loss’ of fuller experiences, relationships and connections. They expressed this was a time where the nature of their friendships and relationships started to change into online and a sense of sadness about not being able to experience ‘being outside’ ‘having fun’ started to change to an online world as soon as they were given a device or more typically this change happened when they were given their own personal phone.

Many of the participants were also part of the ‘COVID-19 Generation’ where they were given access online during lockdowns, which meant that a lot more of their interactions were online.

Students generally received their first mobile from Years 4 – 7, although some had access to tablets or family devices earlier than this. The overwhelming majority of students expressed that younger-aged children should not be allowed access to online, especially social media, when in primary school.

They also commented that education regarding how to manage social media, how to stay healthy and happy online, and how to manage screen time should be more prominent during this time. Students felt that young children should be allowed access to devices, but it would have been useful to have a far slower transition and more education to empower them, before having their own personal device in secondary school.

The map below outlines the participants’ main reasons for going online, the activities they spend time on, and the amount of time they are spending. The larger text signifies the more common answers given.



Largely the reasons given for going online was 'boredom' and 'something to do'. Those participants were often individuals who spent most of their time online scrolling or on social media.

Parental Controls & Gradual Access – Many young people described parental restrictions on phone and app usage, especially when first receiving a device. This experiences was not universal although it was a far smaller number of students who experienced full access to everything all at once.

Types of restrictions that commonly happened:

- Time limits and app blocking (e.g., TikTok, Instagram).
- Block inappropriate apps for younger users (e.g. TikTok, Instagram, Snapchat)
- Parental monitoring (e.g. app checks).
- Gradual loosening of restrictions with age – mainly decided by parents and peer experiences.
- Some children received phones primarily for safety reasons (e.g., commuting to secondary school), not for social use.

Emotional Response: Mixed

- Some felt protected, concerned of young people experiencing 'things' they shouldn't see at a young age, wasting their time on social media, losing their concentration, inappropriate content.
- Others felt frustrated or jealous of peers with more freedom. Peer pressure to have the latest apps or features.
- Feeling left out of social conversations or trends (although many felt left out, on reflection they still thought having restrictions was good for them and would not have changed it.)

Student quotes:

I felt jealousy because everyone else had access and I didn't. I was just texting friends all the time and kind of went away from my family. Then I realised that's not a good thing.

My mum's got an app on my phone. I can't go on any games or anything until 7 o'clock. That's when I start getting ready for bed. It's a good thing because you gradually get used to what you see on apps.

I'll show you the app my parents got to control my phone. I've got parent control but I can find ways around it, I know how to use it better than my parents.

KEY THEMES

Themes 1 - 3 highlight the areas they felt had the biggest impact on their wellbeing and issues they struggled with in their online usage.

Although impact is nuanced with each individual student, the below themes were overwhelmingly the most frequently experienced and caused the most issues for students across every session.

Theme 1: Addiction & Screen Time

A strong awareness and feeling of digital addiction and its impact on daily life.

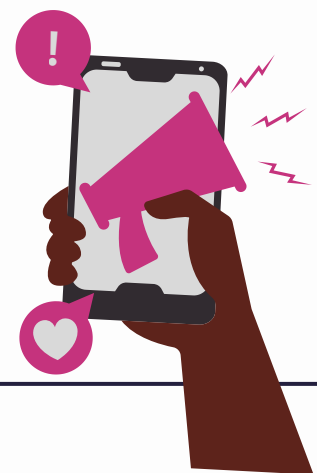
Students expressed one of the biggest struggles experienced with their online usage was the amount of 'wasted time' spent scrolling through content and videos. In particular, students who went online with no particular 'purpose' expressed spending hours online and struggling to disengage with content.

Students who did have a 'purpose' for going online also commented they often would get trapped in a cycle of hours of viewing without realising time had past. In particular, this linked with students who were using social media apps like TikTok, Snapchat or YouTube.

Students expressed they did not 'enjoy' or feel 'rewarded' by this usage, but instead it often made them feel negative about themselves and they associated this time as a 'waste', 'pointless' or a feeling of being 'lazy'. Meanwhile, most students whose time online was spent gaming did not feel that their time online was being 'wasted'.

ISSUES EXPERIENCED:

- **Loss of time** and productivity due to scrolling
- Staying up late leading to **disrupted sleep**, impacting mood and wellbeing the next day
- Feeling emotionally dependent on the online world and **struggling to disconnect**
- Negative **impact on relationships** with family
- Feeling they should be doing other things instead of **being 'lazy'**
- **Lack of purpose** when online; main reason for usage was boredom
- Hiding online usage from parents due to **shame or fear of being judged** or punished
- Sense of **pressure from apps** (e.g. Snapchat) to use them more through rewards and rankings for interactions



Student quotes:

I don't do my homework and that stresses me out because I'm just messaging and scrolling.

Like four hours has gone by and I haven't done anything but looked at videos.

You just keep getting more stuff and it's making your screen time worse until you end up sitting on your phone all day and don't get anything done.

Kids will just be sitting on their phone constantly all night... it affects their mental health, school...

I'll go to bed really early... and then I'll just start watching something. And then by the time it ends, I'm like, oh, it's really, really late.

Theme 2: Comparison & Self-Esteem

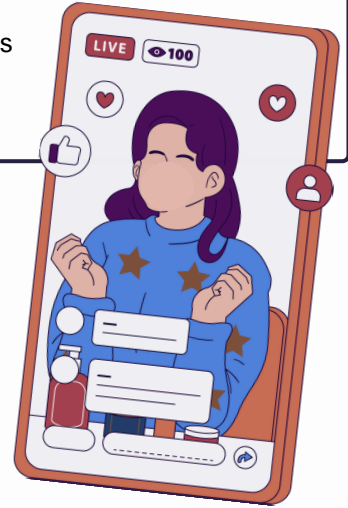
A recurring high concern across all groups was social media and online content, which impacted participants self-esteem and wellbeing.

Closely linked to Theme 1 and as an outcome of spending long hours online, participants highlighted a powerful feeling of their lives not being good enough in comparison to what they were seeing online and the deep hold this has over their sense of self-worth. All groups expressed this as a common negative aspect of their online experiences and as having a high impact on their mental health.

Examples from some male participants revolved around - gym pictures, images of mansion and cars. Some of the female members of the groups also mentioned gym pictures and experiencing lots of beauty comparisons and the 'ideal' female.

ISSUES EXPERIENCED:

- **Comparison to others** leading to insecurity, particularly when watching videos (e.g. reels)
- Feeling pressured to conform to unrealistic **beauty standards**
- Social media **contributes to anxiety** and fear of judgement from others
- Sense of pressure to present **'idealised' versions of self**



Student quotes:

I think a lot of people scroll and look at other people's lives instead of dealing with their own. It can make people ungrateful, especially toward their parents who are doing the best they can.

I think it's really good to have inspiration to do things, but there's also a really big bad side. You look at someone and see how pretty and skinny and famous they are, and it makes you want to change. But that's not who you are, and who they are is probably fake.

TikTok is really bad not just for what's on it, but for your life outside of it. When you're scrolling, you lose your attention span. People start becoming impatient and anxious because things aren't moving as fast as they want.

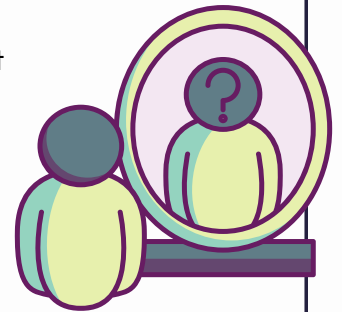
This element of online experiences was not only common in every session but also was the main theme through much of the sessions. When students started a new activity or question often answers and thoughts would still feature the pressure they feel in comparing themselves online and the affect this had on their wellbeing.

Theme 3: Social Media & Identity

Most groups talked about the impact online messaging has on influencing identity formation and expression (including the treatment of protected characteristics online).

ISSUES EXPERIENCED:

- Experiences of **discrimination and stereotyping by multiple groups** but particularly high for those from ethnic minorities, religious identities, LGBTQ+ and neurodiverse people.
- Concerns from participants of the spreading of misinformation about people's identities and **young people acting and believing harmful misinformation**.
- **Desire for acceptance** which leads to diverse identities being treated as 'other'.
- People of certain races or sexualities seem to experience **high levels of discrimination and misrepresentation online**. This has a negative effect on their wellbeing.
- Positive feedback included that the online world **offers an environment for people who don't feel they 'fit in'** in school. Online can be a very good way to find 'Your people'.
- YouTube was viewed as good for **helping to explore interests and forming an identity** if the person does not feel represented in everyday life.



Student quotes:

It feels like you can't be yourself sometimes online and you get so much hate...mostly in comments sections. Some of the things said are so wrong and hurtful.

There is so much stuff about race that is horrible. It is way worse for people who aren't white. I'm white but you look at what people say and it is so horrible. I know it's wrong and not OK.

There was a kid who got really beaten up for being autistic. Someone filmed it and posted it like it was funny. It went viral. He had multiple broken bones and almost died.

Everyone should be treated the same, race shouldn't be such a big thing but so many people believe the lies and hate.

Themes 1-3 were self-identified areas that were highlighted by students as their main issues or worries with online use. Students were also given activities that encouraged them to explore safeguarding and risk awareness experiences.

Theme 4: Online Safety & Risk Awareness

Participants described the feeling of being aware of safeguarding issues and identified areas that they experience and are of concern. Many students expressed an understanding of risks, although recognised that it is still easy to be 'tricked', which is embarrassing to admit to family.

ISSUES EXPERIENCED:

- Platforms like TikTok, Snapchat, WhatsApp, and Roblox are seen as risky due to **grooming, inappropriate content, and unsafe interactions** (voice chat on Roblox was flagged as a major risk).
- Grooming attempts and inappropriate messages (participants agreed this can happen on all sites, but this was not perceived as a major concern **as many felt they have learned lessons** and understand now when it is happening).
- Unsolicited content and spam make **WhatsApp group chats unsafe**.
- **Exposure to inappropriate content** (e.g., sexual, violent).
- Fear of judgment or punishment, which **prevents them from reporting harmful experiences**.
- Concerns about being **scammed or 'catfished'** due to lack of education and awareness.



Student quotes:

You are always being approached by strangers asking you to do things.

I overthink things... I'm scared my parents will report it or get the police involved.

I was on voice chat the other day... this guy just came on and was like 'Hi girls'... and we just froze. Having that at nine years old, not really knowing what's going on, it's terrifying.

Students also ranked risk based on common apps used (most safe to least safe):

Platform Overview	Platform Key Issues
<p>1 - YouTube Consistently seen as the safest and most age-appropriate platform. Participants noted its algorithm keeps content relatively safe and that it's easier to avoid harmful interactions.</p>	<p>Safer with YouTube Kids, but still risks. Comments on older platform particularly bad for misinformation but good for exploring interests and supporting with homework.</p>
<p>2 - Minecraft/Roblox Seen as generally safe, but with potential for toxicity and discrimination.</p>	<p>Creative and fun, but also bullying and inappropriate roleplay. Voice chat poses grooming risks. <i>"There are games that look innocent but are really sexy or scary. You could easily get groomed."</i></p>
<p>3 - Facebook Perceived as not particularly harmful.</p>	<p>Outdated and mainly used by older people.</p>

<p>4 - Pinterest Generally positive but some exposure to inappropriate content.</p>	<p>Sexual content, as well as unhealthy body images and lifestyles being sold as 'healthy'.</p>
<p>5 - WhatsApp Considered safe due to its reliance on phone numbers for contact.</p>	<p>Unsafe group chats, inappropriate GIFs, spam. <i>"You get added to group chats with strangers... and then it's just spam and inappropriate stuff."</i></p>
<p>6 - Snapchat Viewed as one of the most problematic, especially regarding grooming, spam, and unsolicited contact. Participants expressed concern about its lack of privacy controls and the ease with which strangers can connect.</p>	<p>Location sharing, unsolicited messages, grooming risks. <i>"Location sharing is dangerous... some people don't even know it's on."</i></p>
<p>7 - TikTok Seen as mixed – entertaining but potentially harmful due to 'doomscrolling' and exposure to negative content.</p>	<p>Highly addictive, emotionally impactful, unsafe content. Distressing content, addictive design, and emotional manipulation. <i>"It's so addictive... you just keep going. And then you see animal abuse or violence."</i></p>
<p>8 - X (Twitter) Was and identified as a platform with high exposure to violent and disturbing content however not used by many young people.</p>	<p>Inappropriate and distressing content without restrictions. <i>"You can literally watch gore videos, which is absolutely wild. It's disgusting."</i></p>

ADDITIONAL INSIGHTS

Insight 1: Would an 'Ideal World' include the internet?

Students were asked at the end of the session: if in an 'ideal world' would they prefer a world where the internet did not exist? Overwhelmingly students responded that they would prefer it, because it would mean no one would use it. The response generally concentrated around feelings that life would be 'better' without the pressure of social media and all the negative elements that come with this (as highlighted above). But at the moment, they can't not use it because of fear of missing out.



Throughout all sessions there was a constant conflict between the reality of 'missing out' and the desire to be free from social media. With students suggesting younger years should not have social media and high restrictions for online usage whilst not wanting to come off of their own social media. Some felt their age (Year 8, 9 and 10) was appropriate to allow freedom online whilst also expressing the negative impacts this has on their wellbeing.

Insight 2: When are issues with online usage most prominent?

Students expressed that year 7 and 8 were times were they felt most problems happened online. With a general feeling that this is the time were problems really started and where online habits started to be really embedded.

Student quotes:

I was asking my mum, "can I have Snapchat?" nearly everyday.

Year 8, they are very online. You always see them on Snapchat, their stories are up all the time.

Insight 3: Advice for primary-aged children

Groups were asked if you could give advice to a Primary school student about being happy and safe online, what would it be?

Most advice revolved around the idea of being 'kind to yourself' or finding a healthy balance that meant online was only a part of your day and not your main activity.

Many students discussed the idea of making sure online time was reduced from what most of them actually do. Some students in older groups (Year 10) had restricted themselves with online usage at the weekend and opted to join a sports club or find something that filled the time instead.

Student quotes:

Don't go online.

Don't waste time comparing yourselves to other people.

What you see on social media is most the time not real, people post only what they want you to see, rather than what is actually going on.

Find a balance and don't be so focused on being on your phone.

Don't get addicted to Roblox.

Try and find hobbies away from your phone.
Go outside, touch the grass.

REFLECTIONS & RECOMMENDATIONS

Reflections



All students were asked what ideas they thought would help or improve online experiences for young people? Students in all sessions ideas for recommendations focused quickly on two areas: their **education in school** and **supporting parents**. These were not prompted and came naturally out of their conversations with each other.

Advice for Being Online

- Students felt most of their safety advice came from parents, though many felt parents lacked understanding of modern platforms. A consistent call from students was to equip parents with clearer advice and better education. Many students wanted parents to have practical toolkit to help them decide when their child was ready for the online world (see audio recording video).
- Some students discussed online usage with parents and found this a good and helpful way to interpret what they were experiencing online. While advice was not always fitting, they were able to navigate issues by talking with parents. No student said they would discuss their online needs or concerns with a teacher.
- Students often felt they can tell when teachers are not confident or have little understanding of the reality of the online world, and this causes students to 'switch off' in lessons. Students overwhelmingly felt they would have gained more from experts by experience, or external knowledgeable peers or educators.

Self-Taught Skills

- Many participants learned safety practices through experience or peers, rather than formal education. Some students noted they felt it was harder when they didn't have older siblings as this might mean they have less people to ask for help.

Lack of School-Based Education

- Participants felt schools focus too narrowly on cyber-bullying and neglect broader digital safety topics. Participants expressed a strong desire for better online safety education.

REFLECTIONS & RECOMMENDATIONS

Recommendations



Area 1: Education in School

Earlier Teaching

- Online safety teaching should start earlier (prior to having a phone). In general, the feeling was that Year 4 would be a good time to start preparing students about how to have a 'happy' online experience.
- It was felt parents should get more guidance and support from Years 2-3 to help set them up for their children being online.

Education for students

- Strong feelings that teachers do not have good insights into online safety and they quickly switch off in lessons as teachers know less than them.
- Teaching should be from external experts, lived experience or peers. These are much more impactful.
- More education about online risks and emotional impact. Participants wanted to 'deep dive' into these topics rather than just being told "don't do this, don't do that". Practical examples with exit scripts and visuals would be helpful.
- Emphasis on teaching what is appropriate to post, especially around body image and revealing content.
- Participants suggested role-play scenarios and interactive lessons to teach safe online communication. Rather than being told don't do this, don't do that which often feels like being told off. Instead some in depth scenarios which really helps openly talk about issues and allows them to gain the tools to navigate risky situations.

Better Resources

- Ideas included classroom posters, guides for app safety, and more engaging lessons starting in Year 4.

Area 2: Support for Parents/Carers

Age-Appropriate Access

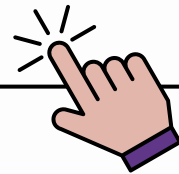
- Suggested access to WhatsApp from age 11-12, Snapchat from 16, and limited games for younger users. More guidance for parents would have been useful to help avoid certain harmful apps.

Screen Time Limits

- Proposed 1-2 hours on school days for ages 12-14, with flexibility for educational use.
- Many young people proposed structured screen time limits (e.g., 7-9 PM) to protect mental health and learning.

Better Resources

- Students shared their insights in this audio recording: [LISTEN HERE](#)



Student quotes:

They only talk about grooming and cyberbullying... but they don't teach how to talk to someone online without sounding sketchy.

We could have scripts and read them, ask what's going on, and act out the scenario.

Most of my safety advice comes from my parents... but it's mostly just "don't do this, it's dangerous" rather than a conversation.

I think schools should show you how to make a private account.

"Put guides on classroom walls - we read what's around us.

CONCLUSION

Young people across Sussex voiced clearly that their experiences of the online world include elements that impact their lives negatively. Although students acknowledged safeguarding and risk factors, they shared that screen addiction and comparison to others online have the most significant impact on their wellbeing. These factors have a negative impact on their self-esteem, identity, and confidence in their 'worth'.

While young people highlighted that digital platforms offer connection and exploration, they also voiced that their experiences online contribute to emotional distress, relationship issues, and exposure to risks. Students feel that the current education and parental guidance about online safety are insufficient, and they call for earlier support that is more practical and peer led.

There is a strong need for age-appropriate access to apps, screen time boundaries, and better resources in schools to help young people navigate the online world in a safer and more positive environment.

APPENDIX

Appendix 1 - Flyer advert for students to sign up for Online Experiences focus group sessions, distributed to participating schools

Have your say about online safety with e-wellbeing and East Sussex County Council!



e-wellbeing will be running a session in your school where you can share your voice about keeping safe online. We want to hear your views about the **benefits of online platforms** (e.g. social media), and **your suggestions** for making it a safer place for everyone.

What to expect in the session:

- The session will be run by e-wellbeing (part of YMCA DownsLink Group), who work with young people everyday to make sure their voices are heard by organisations across Sussex
- You will be asked some questions about the good and bad things about being online, and you can share your views in whatever way you feel comfortable (e.g. writing, drawing, speaking)
- The session will be audio recorded (no names or faces, just voices) – this is to make sure all feedback is included, and nobody gets missed. The recording will not be shared with anyone outside the project team
- You'll have the option to give a quote or short video with your suggestions for staying safe online, which would be shared with East Sussex County Council. This is **OPTIONAL** and you do not have to do this if you don't want to.



How to sign up to the session:

- Speak to the teacher who gave you this leaflet and they will get you signed up for the session. We are looking forward to meeting you and hearing your views!

Appendix 2 - Debate statements used within focus groups

GOING ONLINE IS GOOD FOR YOUR MENTAL HEALTH



IT IS EASY TO BE SAFE ONLINE



THE WORST THING SOMEONE CAN DO ONLINE IS CYBERBULLYING



IT IS HARD TO LIMIT HOW MUCH TIME I SPEND ONLINE



PEOPLE THAT GET SCAMMED/ CATFISHED ONLINE ARE JUST TOO TRUSTING



PARENTS HAVE THE RIGHT TO MONITOR EVERYTHING THEIR CHILDREN DO ONLINE



ONLINE FRIENDSHIPS AREN'T REAL FRIENDSHIPS



GOING ONLINE MAKES ME FEEL BETTER ABOUT MYSELF



Appendix 3 - Focus group handout

Online experiences - your voice

An environment where your opinion matters most to make a change!

What to expect...

In this session we wish for you to be as open and honest as you feel comfortable being. We will be asking a variety of question which are NOT mandatory to answer if you do not wish to. However we will be incredibly thankful if you do choose to speak out. If you feel the moment has passed there will be many more opportunities to talk.

Your rights!

We value everyone! Here are some rights and boundaries we want to respect while you are with us.

- 1) **Anonymous** - We will not use peoples names for anything said in the session.
- 2) **Honesty** - Our intention is to be clear and open with you and for you to feel safe
- 3) **Fairness** - We aim to be fair in the sense everyone has what they need to succeed

Therefore...

- Everyone will be heard
- You may bring anything with you that makes you feel comfortable (headphones, a friend, fidget toys, food)
- Free will! - anyone may walk about, stand up etc. if they wish

Your safety - We will not ask you to share anything personal. If we have concerns for your safety we will make sure we take steps to make you safe.

SUPPORT INFO



Complaints

If you have any issues or complaints about this focus group please let us know or you can contact us at harriet.peach@ymcadlg.org

Crisis Services:

SAMARITANS 116 123 (open 24/7)

childline 0800 1111 (open 24/7)

PAPYRUS 0800 068 41 41 or Text PAPYRUS to 07860 039967

NHS Sussex Partnership Sussex Mental Healthline 0800 0309 500 (24/7)

General Support:

For emotional wellbeing: e-wellbeing.co.uk

For help with eating disorders: beateatingdisorders.org.uk

For young people and families: youngminds.org.uk

Text Services:

For under 25s: Text THE MIX to 85258

For help with self-harm: Text SUSSEX to 85258

For info and advice: Text YM to 85258

IN CASE OF EMERGENCY: Call 111 or 999, or go to your nearest A&E

e-wellbeing

Thank you for taking part!

Appendix 3 - Focus group handout

Doodle space

Here is a section for you to doodle or draw as you would like.

Questions/Answers

Thank you for taking part!