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THE LONDON SCHOOL  
OF ECONOMICS AND  
POLITICAL SCIENCE



# Contextualising cyberbullying in relation to other online risks of harm to children

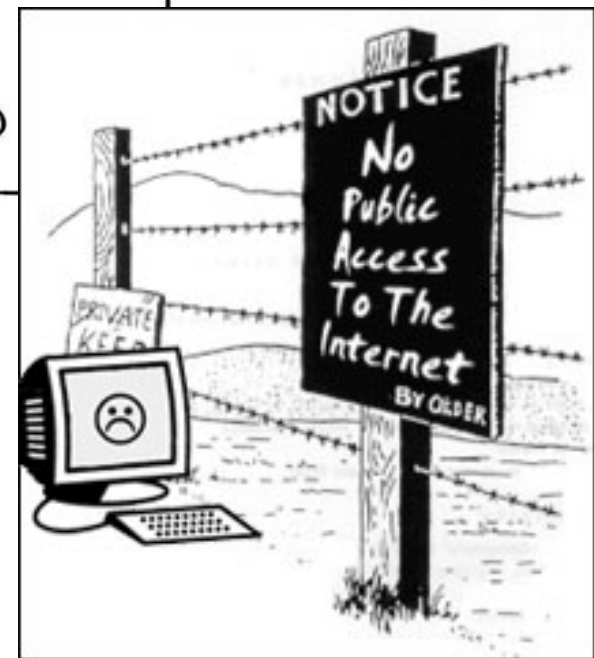
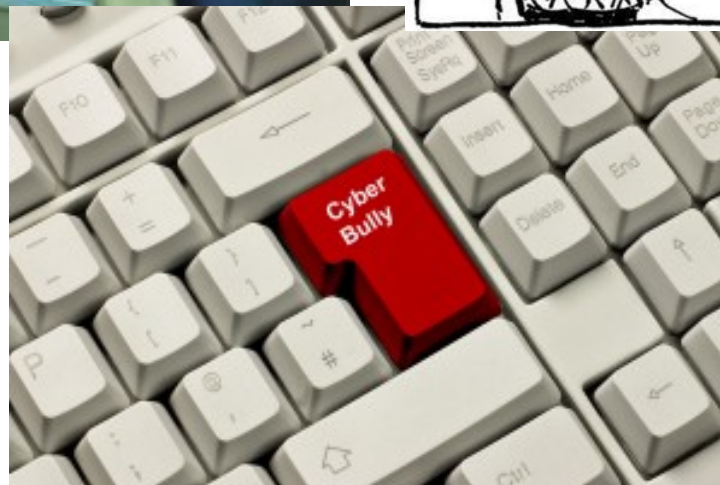
Sonia Livingstone, LSE

*Presentation to the International Conference on Cyberbullying,  
COST IS0801, Sorbonne, Paris, 29 June 2012*

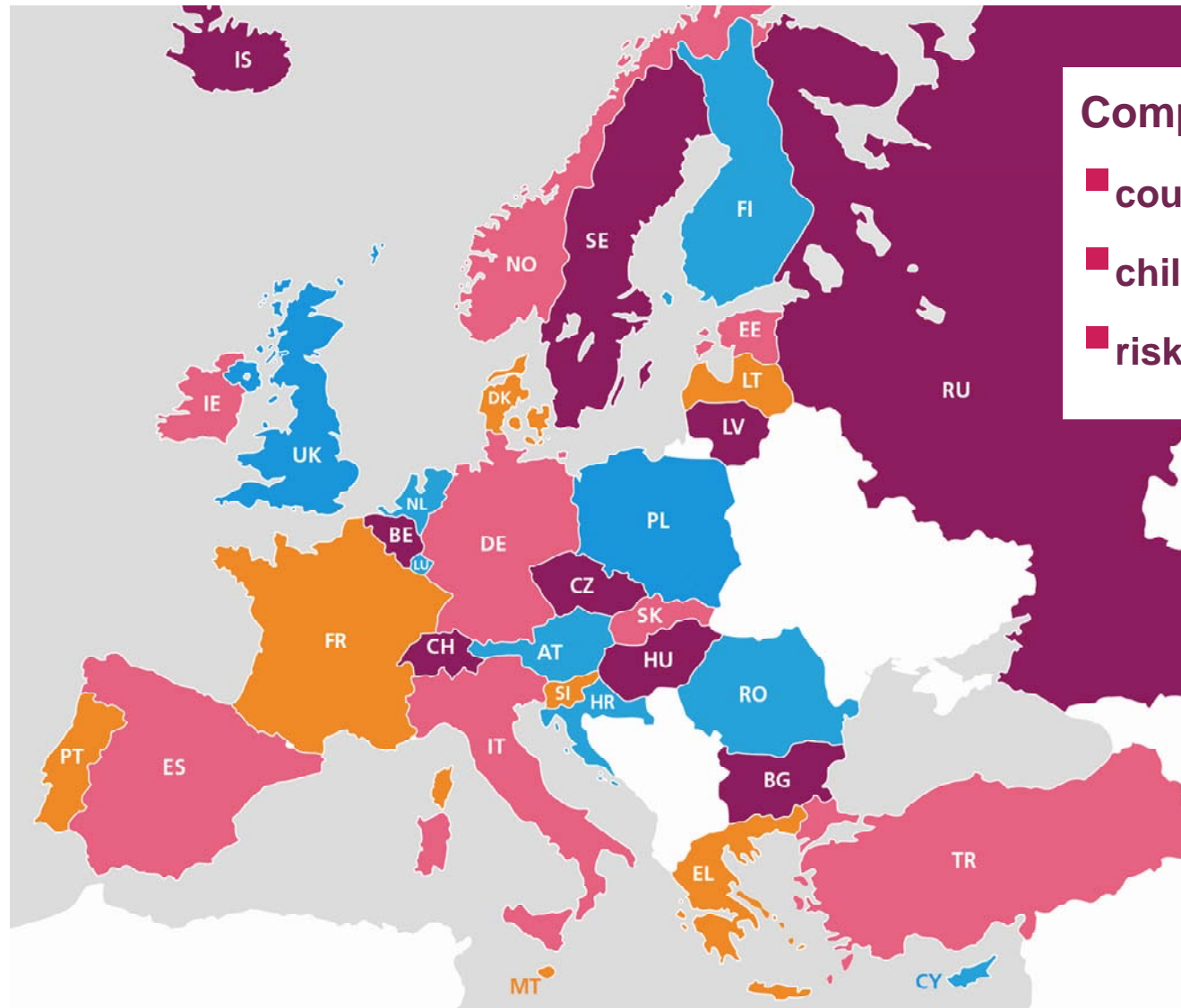
# The EU Kids Online network



# A context of public anxieties



# Three phases of work



Comparisons across -

- countries
- children and parents
- risks



# What's on the internet that bothers people your age?



*"All kinds of bullies, who can hurt person with words"*  
(girl, 14, Estonia)

*"When human beings are killed; when human beings are hurt while other people are watching"*  
(girl, 10, Germany)

*"If people put your secrets on the Internet. If people take pictures or videos of you and put them on the Internet when you don't want them to"* (girl, 9, Ireland)

*"Obscene scenes with naked people, men with men or men with women, saying rude words, hitting, whipping"*  
(boy, 12, France)

*"When I am playing games with my older sister on the internet, naked people pop up and it is very bad"*  
(girl, 15, Turkey)

*"Kids bullying each other and being cruel and nasty. Sending nasty rumours about them to other people"* (girl, 16, UK)

# Classifying risks (exemplars)



	<b>Content</b> Child as receiver (of mass productions)	<b>Contact</b> Child as participant (adult-initiated activity)	<b>Conduct</b> Child as actor (perpetrator / victim)
<b>Aggressive</b>	Violent / gory content	Harassment, stalking	Bullying, hostile peer activity
<b>Sexual</b>	Pornographic content	'Grooming', sexual abuse on meeting strangers	Sexual harassment, 'sexting'
<b>Values</b>	Racist / hateful content	Ideological persuasion	Potentially harmful user-generated content
<b>Commercial</b>	Embedded marketing	Personal data misuse	Gambling, copyright infringement

# Defining bullying

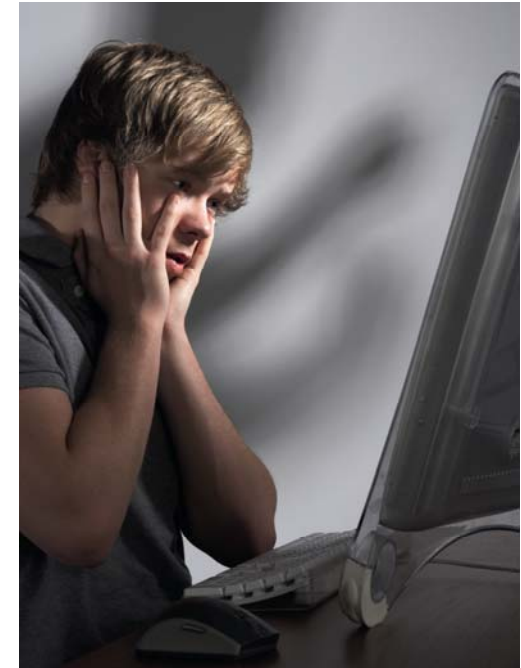


Saying or doing hurtful or nasty things to someone. This can often be quite a few times on different days over a period of time, for example. This can include:

- teasing someone in a way this person does not like
- hitting, kicking or pushing someone around
- leaving someone out of things

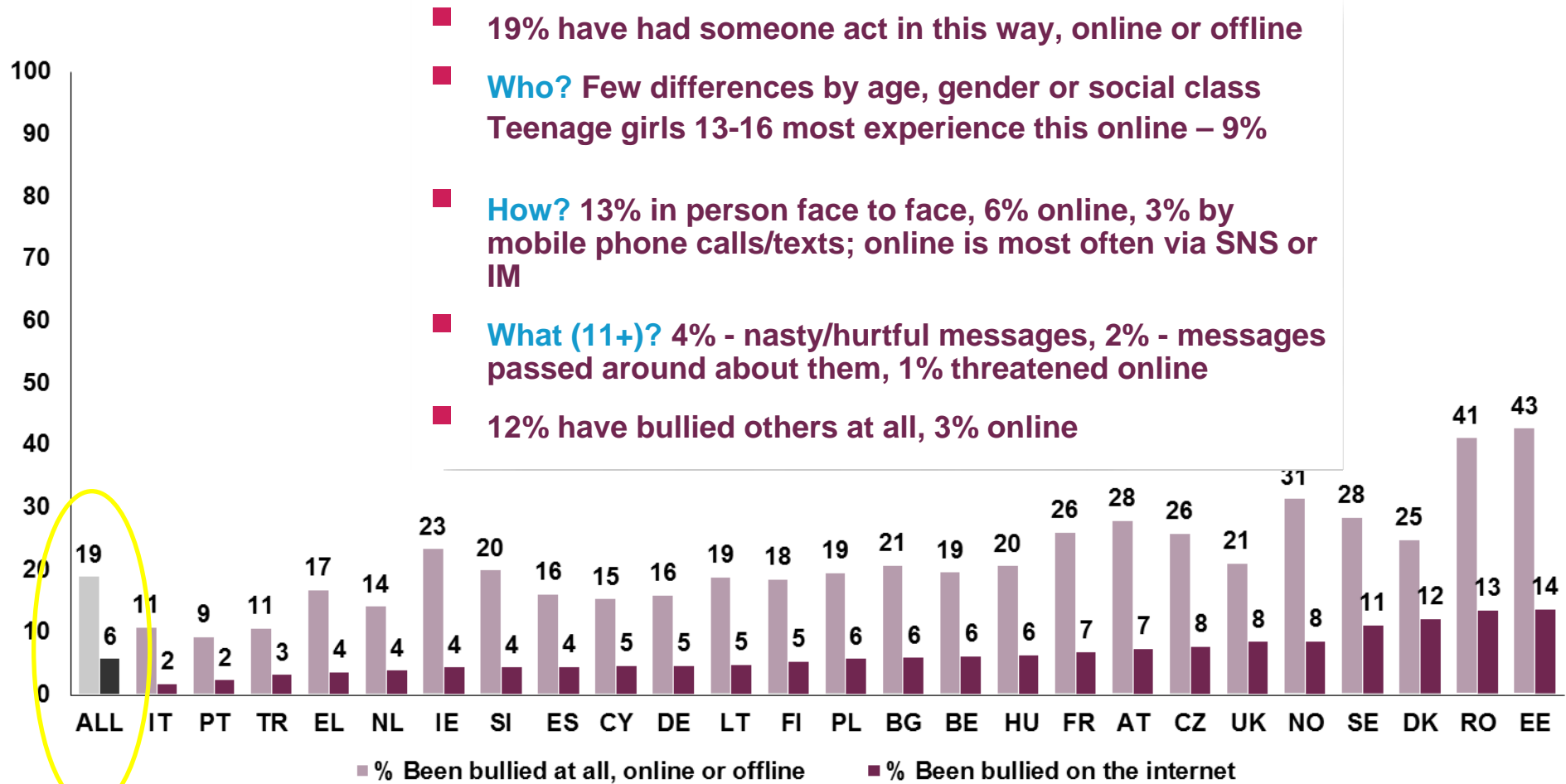
When people are hurtful or nasty to someone in this way, it can happen:

- face to face (in person)
- by mobile phones (texts, calls, video clips)
- on the internet (e-mail, instant messaging, social networking, chatrooms)



Asked in a private, self-completion part of the survey

# Child has been bullied online or offline in past 12 months, by country



Base: All children who use the Internet

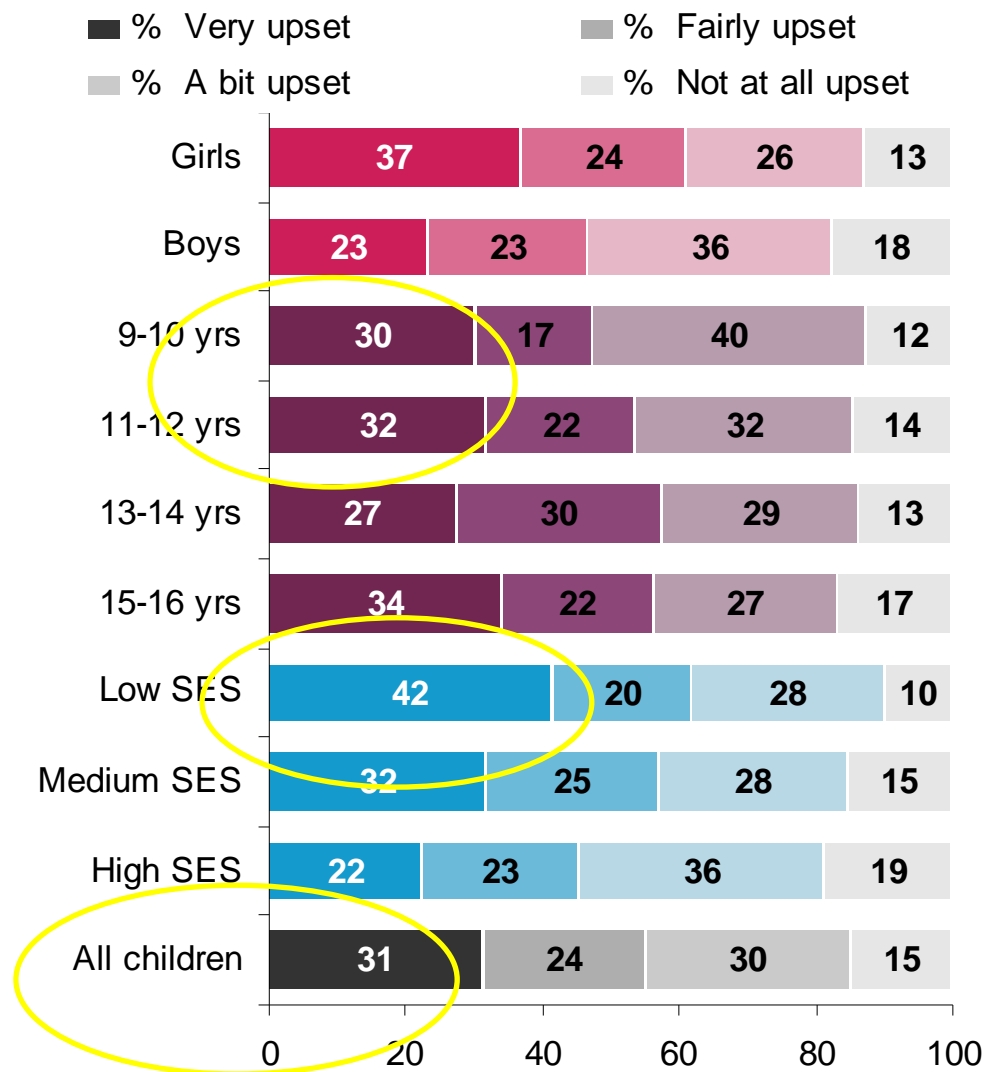


# From risk to harm?

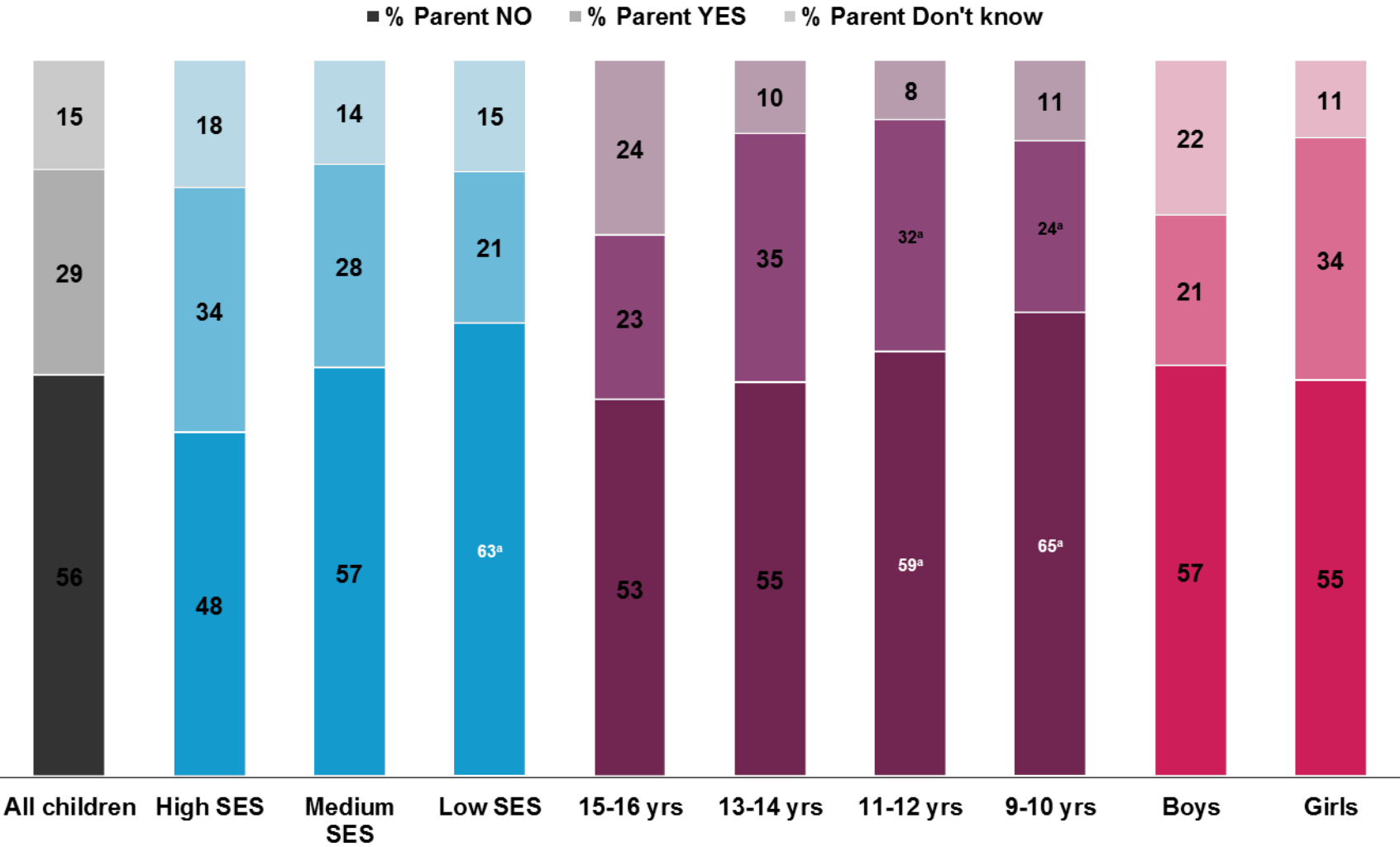


Among the 6% who have been bullied online, on the last time this happened:

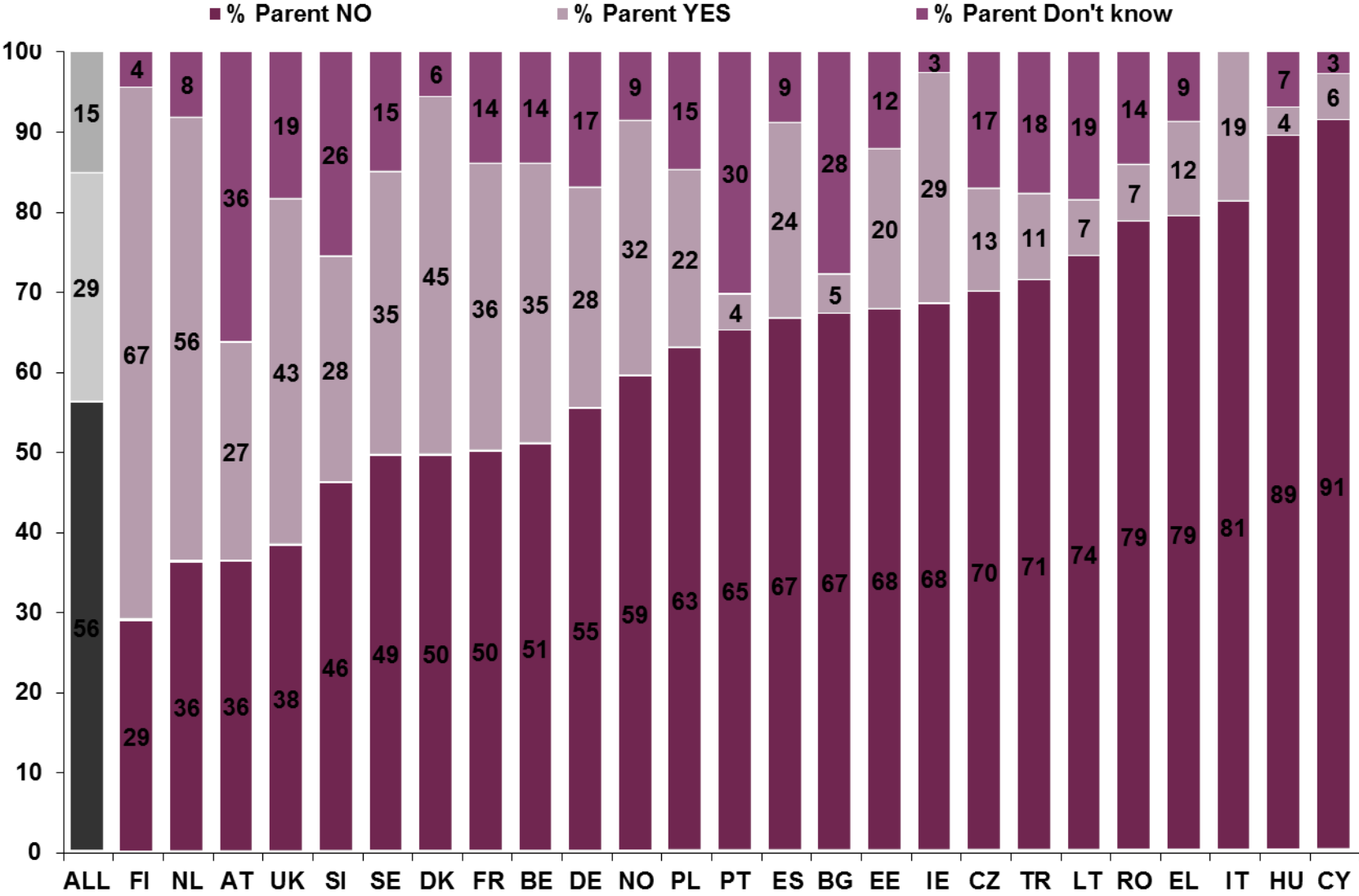
- 30% were a bit upset, 24% fairly upset, 31% very upset
- Who was more upset?  
Younger, girls, low SES homes
- How long did this last?  
Most (62%) got over it straight away, 31% still upset a few days later and 6% still upset a few weeks later



# Parents: has child has been bullied online? (only children who have been bullied online)



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# Coping strategies

Just those who encountered online bullying and were upset by it



## Who did they tell?

77% talked to somebody

52% friend

42% parent

14% sibling

9% another trusted adult

7% teacher

2% someone who works with children

## What did they do?

24% hoped it would go away

36% tried to fix it

16% felt guilty

## Online help?

46% blocked person

41% deleted messages

20% stopped using Internet for a while



# What makes a bully a cyberbully?



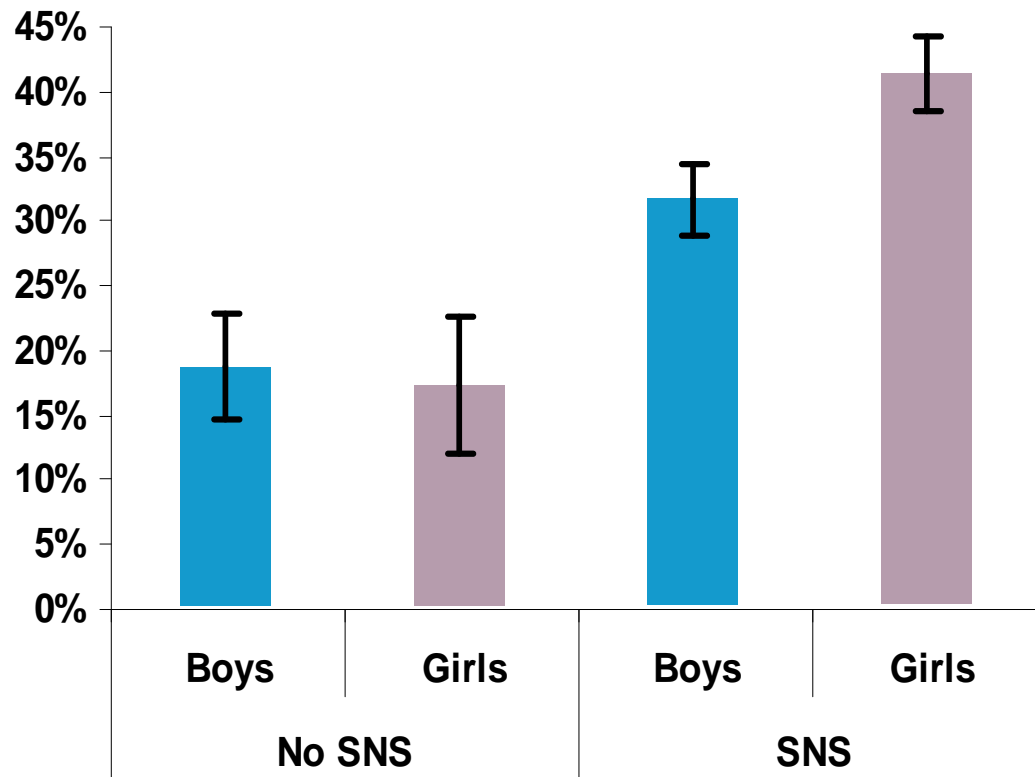
**Children who bully others via the internet or a mobile device differ in several ways from those who bully others face-to-face only:**

- Cyberbullies (all else being equal) are four times as likely to engage in risky online activities, ( $OR=4.24, p<.001$ )
- Twice as likely to spend more time online and to find it easier to be themselves online, *time online* ( $OR=2.05, p<.001$ ), *online persona* ( $OR=2.05, p<.005$ )
- Almost twice as likely to have a higher internet self-confidence ( $OR=1.88, p<.005$ ),
- 1.6 times more likely to be female ( $OR=1.57, p<.001$ )

# SNS use makes a difference



% Cyberbullies among bullies



■ Girls who bully are more likely to do so via internet or mobile phone as opposed to boys who bully

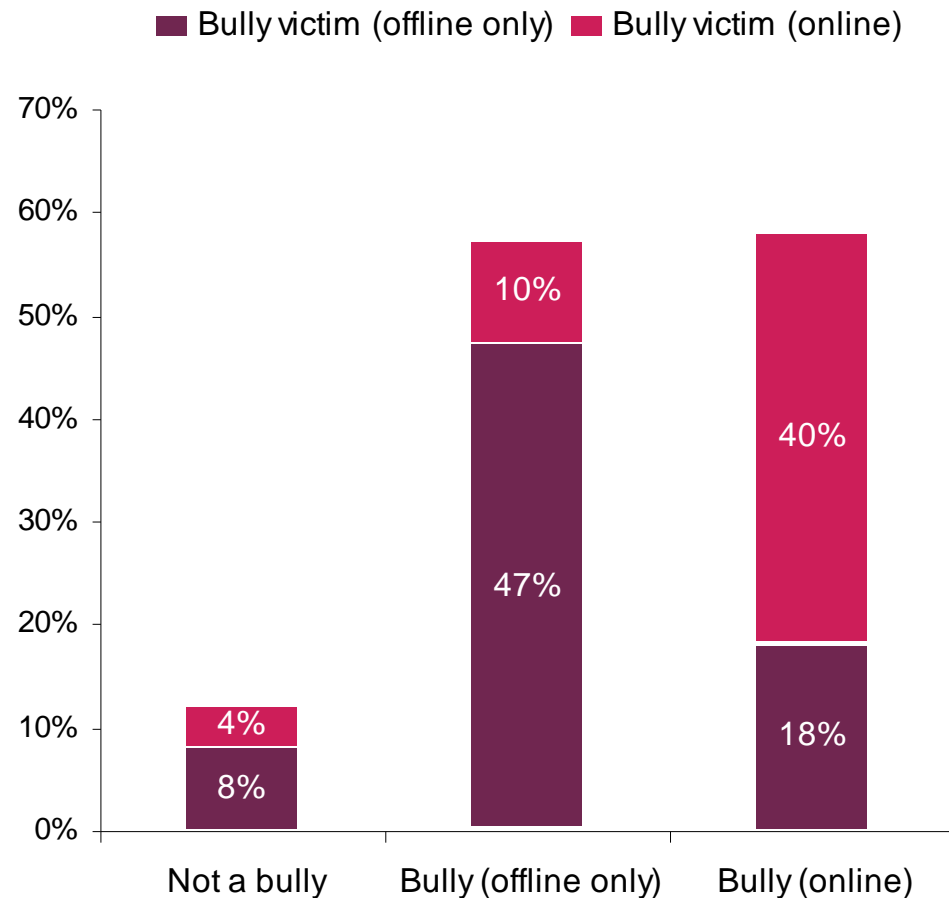
■ This gender difference only occurs among those with an SNS profile

# Victims and perpetrators intersect



- Those who have bullied others **offline** only, and those who have bullied others **online** are equally likely to have been bullied themselves ( ~60%)
- Those who bully offline are more likely to be bullied offline
- Those who bully online are more likely to be bullied online

Whether a child is victim of bullying, by whether the child bullies others



# EU Kids Online findings



	<b>Content</b> Child as receiver (of mass productions)	<b>Contact</b> Child as participant (adult-initiated activity)	<b>Conduct</b> Child as actor (victim / perpetrator)
<b>Aggressive</b>	Violent / gory content	Harassment, stalking	Bullying  6%
<b>Sexual</b>	Pornographic content 14%	Meeting 'strangers'  9%	'Sexting'  15%
<b>Values</b>	Racist / hateful content 12%	Ideological persuasion	Potentially harmful user-generated content 21%
<b>Commercial</b>	Embedded marketing	Personal data misuse  9%	Gambling, copyright infringement

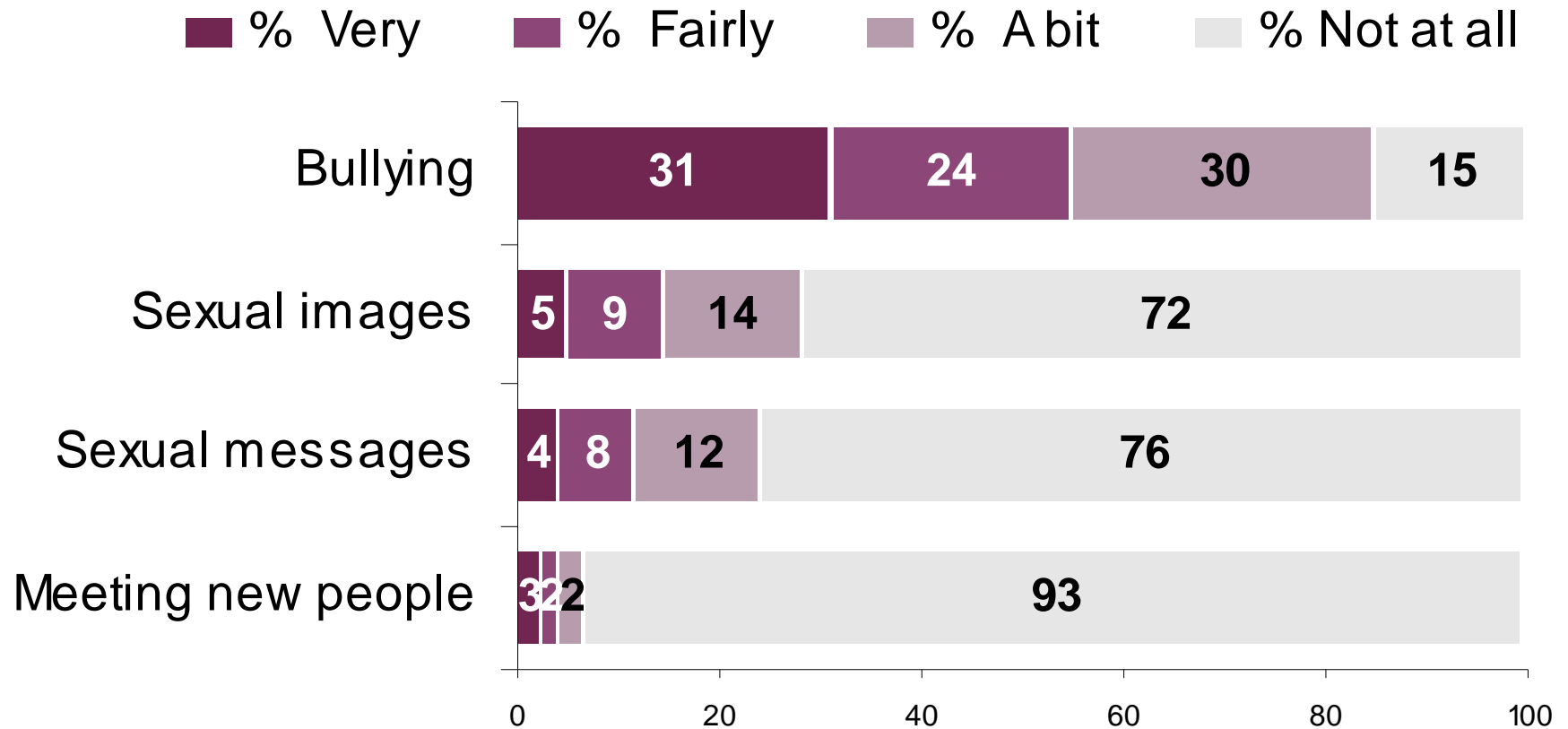


# Did this bother or upset you?



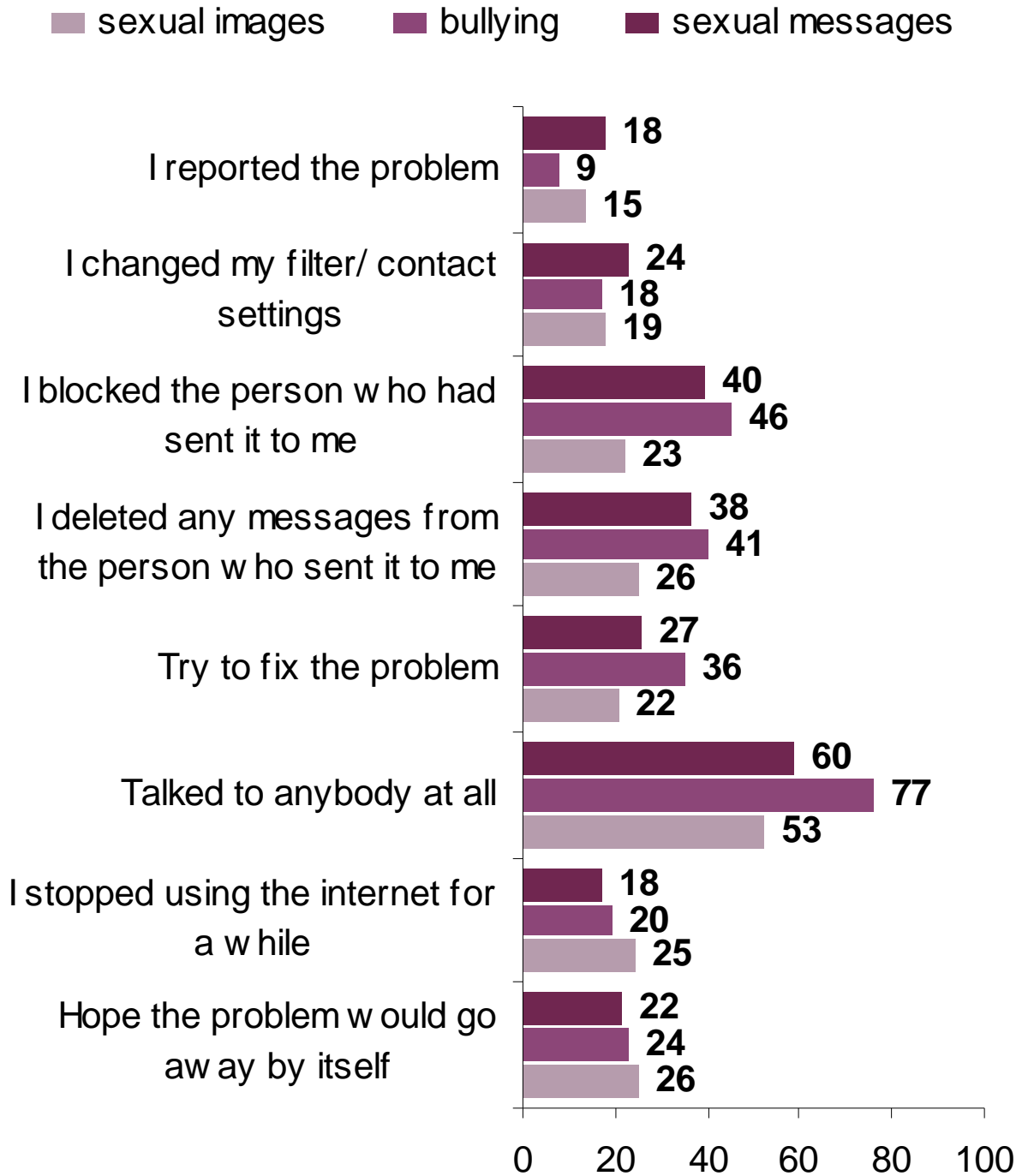
	<b>Content</b> Child as receiver (of mass productions)	<b>Contact</b> Child as participant (adult-initiated activity)	<b>Conduct</b> Child as actor (victim / perpetrator)
<b>Aggressive</b>	Violent / gory content	Harassment, stalking	Bullying  4 in 5
<b>Sexual</b>	Pornographic content 1 in 3	Meeting a 'stranger' 1 in 9	'Sexting' 1 in 4
<b>Values</b>	Racist / hateful content	Ideological persuasion	Potentially harmful user-generated content
<b>Commercial</b>	Embedded marketing	Personal data misuse	Gambling, copyright infringement

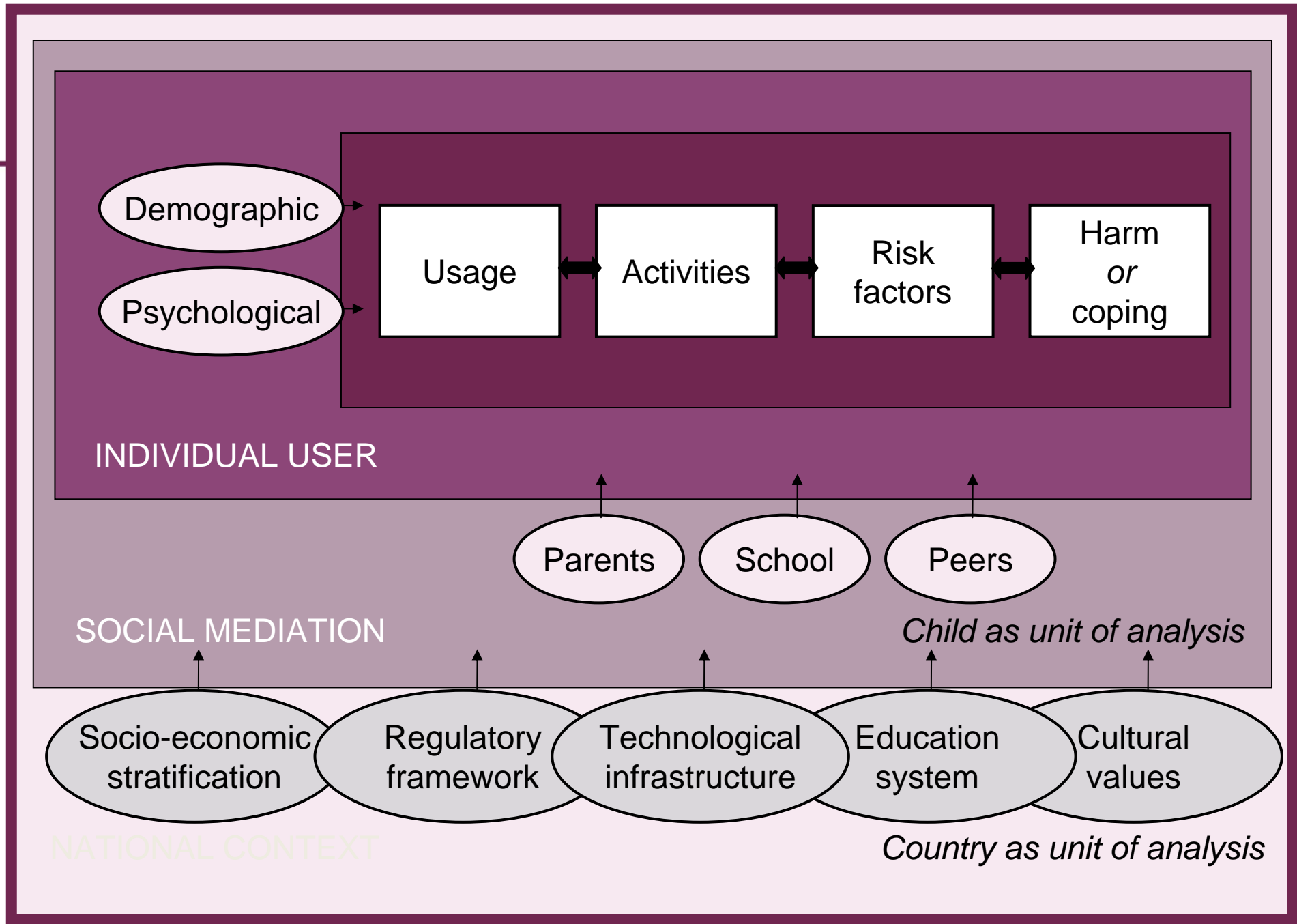
# Comparing harm from risks



# Coping strategies compared

(among those upset by the risk)







## Children are not all the same

### Low risk novices

This group includes many younger children, and averages 11.1 years old. They use the internet rather little, focusing mainly on schoolwork, watching video clips and reading/watching the news. Few have an SNS profile and they do few risky online activities. Although they encounter few online risks, when they do, they tend to be upset.

### Risky explorers

Averaging 13.5 years old, these children spend almost two hours a day online and do the widest range of activities, including some more advanced and creative activities on the ladder of opportunities. They also do more risky online activities. Although not the oldest group, they encounter the most risk online but are the least likely to be upset.

### Intensive gamers

These children are on average 13.6 years and more often boys than girls. They are online for the longest of all (around 3 hours per day) and have a fairly wide range of activities. They like playing games against the computer and watching video clips, and they do relatively little schoolwork, news or creative activities. Their exposure to risk is quite high but lower than that of the 'risky explorers'; some use the internet excessively.

### Young networkers

These children are about one and a half years older than the first group (average 12.7 years) and more often girls than boys. They are less likely to use the internet for schoolwork or news and more likely to use SNSs. They also encounter online risks though they tend not to find these upsetting.

### Moderate users

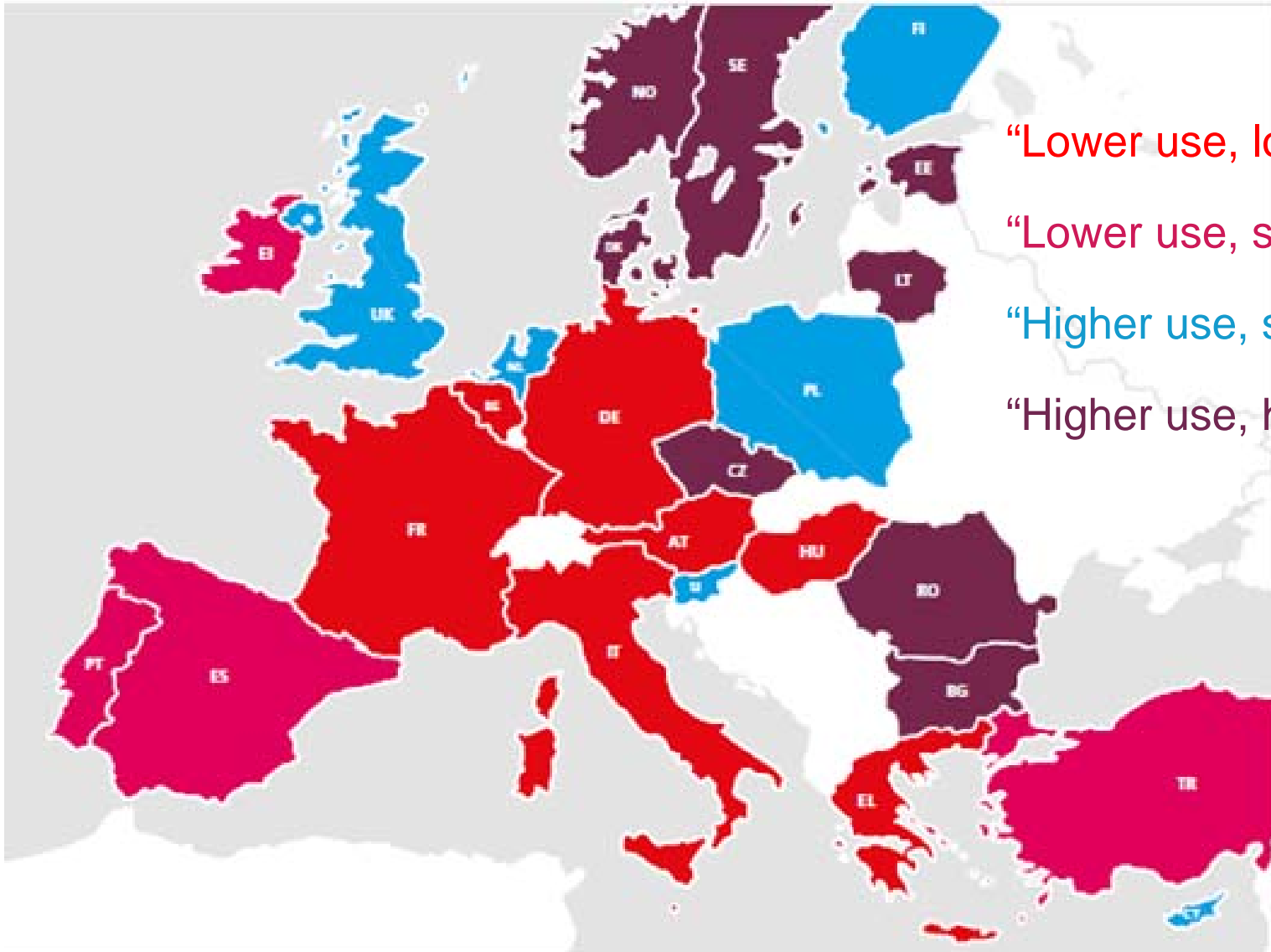
Being of similar age as the second group (13.1 years on average), these children spend about the same time online, but have a much wider range of activities. They are less likely to encounter online risks linked to online communication, although their level of risk is similar to that of the 'young networkers'.

### Experienced networkers

This is the oldest group (average 14.1 years), with more girls than boys. They use the internet for less than two hours but do more activities (especially social networking, though less gaming) than the average. They also read/watch news, use instant messaging, post photos or music and write blogs. They encounter a similar level of risk to the 'intensive gamers' but relatively low harm (though they seem particularly sensitive to bullying).



# Comparing countries



- “Lower use, lower risk”
- “Lower use, some risk”
- “Higher use, some risk”
- “Higher use, higher risk”

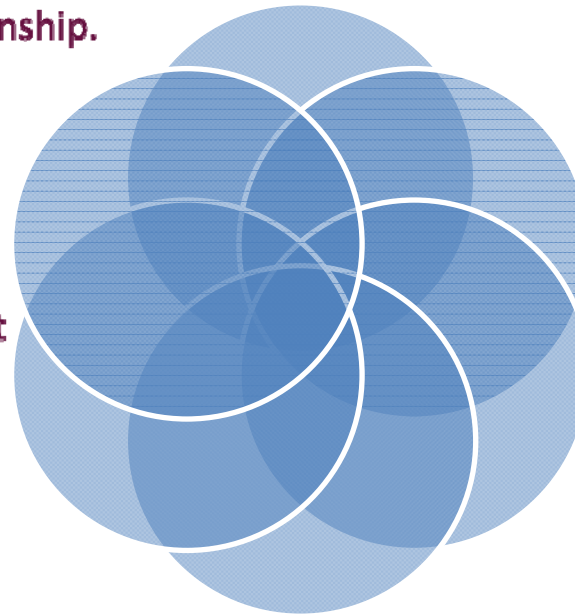
# Multi-stakeholder recommendations



**Children** - encourage children to be responsible for their online behaviour/ safety if possible, promoting empowerment and digital citizenship.

**Industry** - efforts needed to support usability and take up of internet safety tools to support blocking, reporting and filtering of other users if needed without jeopardizing children's access and participation.

**Government** (and others) – target resources and guidance where particularly needed: on ever younger children/ newer users and those who are vulnerable.



**Schools** - digital skills is vital for coping, demanding a continued emphasis and updating to ensure all children can locate help, gain resilience and enjoy creative uses.

**Awareness-raising** to alert parents, teachers and children's workforce to the risks children may encounter online while encouraging adult/child dialogue (especially for sexual risks).

**Parents'** preferred sources of information on internet safety are the child's school, so greater efforts should be undertaken by the education sector.



# Findings and dataset available



- Our multi-national collaboration has produced two books:



- Reports, methods and data are at: [www.eukidsonline.net](http://www.eukidsonline.net)



- See especially:  
Görzig, A. (2011) Who bullies and who is bullied online? A study of 9-16 year old internet users in 25 European countries.

<http://eprints.lse.ac.uk/39601/>

- ESDS QUALIDATA, UK DATA ARCHIVE  
[www.esds.ac.uk/qualidata](http://www.esds.ac.uk/qualidata)  
*SN 6885 EU Kids Online: Enhancing Knowledge Regarding European Children's Use, Risk and Safety Online*  
<http://www.esds.ac.uk/findingData/snDescription.asp?sn=6885&key=/&flag=true>