



Has lockdown made online platforms more dangerous?

26th February – 05th March 2021

Sample of 7,037 voters

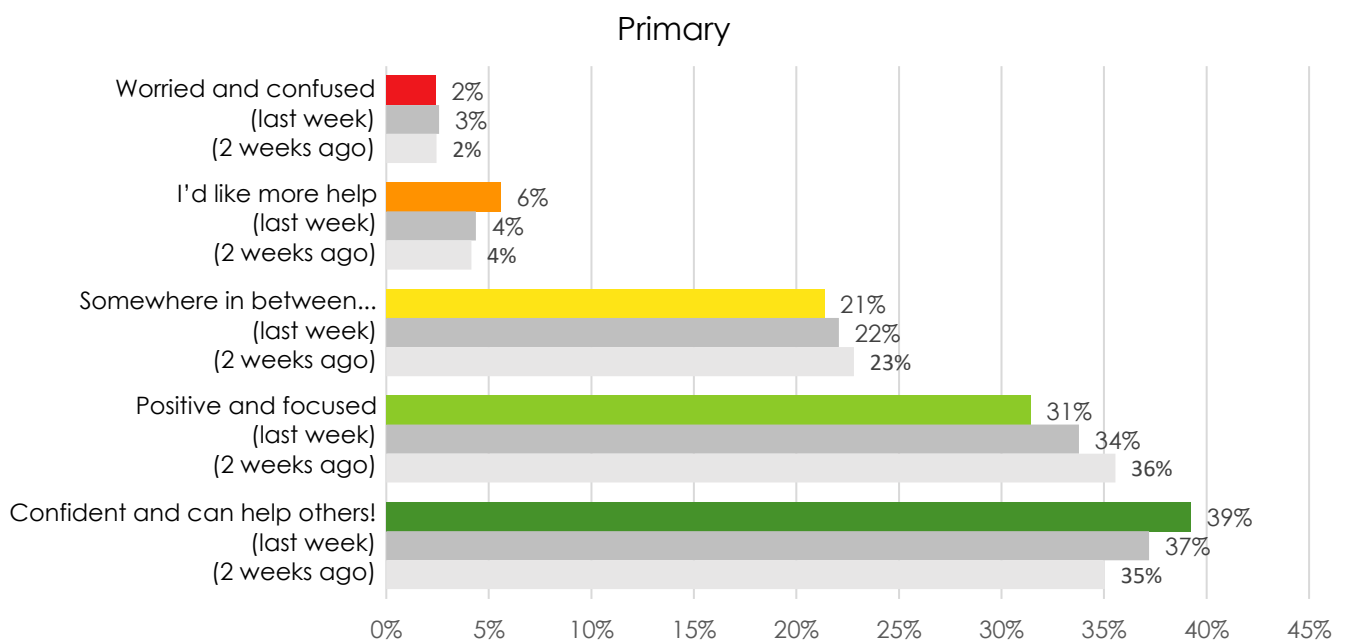
If you want more information of the exact split of the sample size across the different categories below, please contact us at lara@votesforschools.com.

Please Note: The sample size featured reflects the number of pupils and students that cast their vote on this topic during the week in which this vote was held. This sample size does therefore not reflect the number of pupils and students who discussed this VoteTopic but did not get a chance to participate in the voting.

This VoteTopic was discussed by voters amid a national lockdown due to the ongoing Coronavirus pandemic and Voters mainly engaged with our content from home.

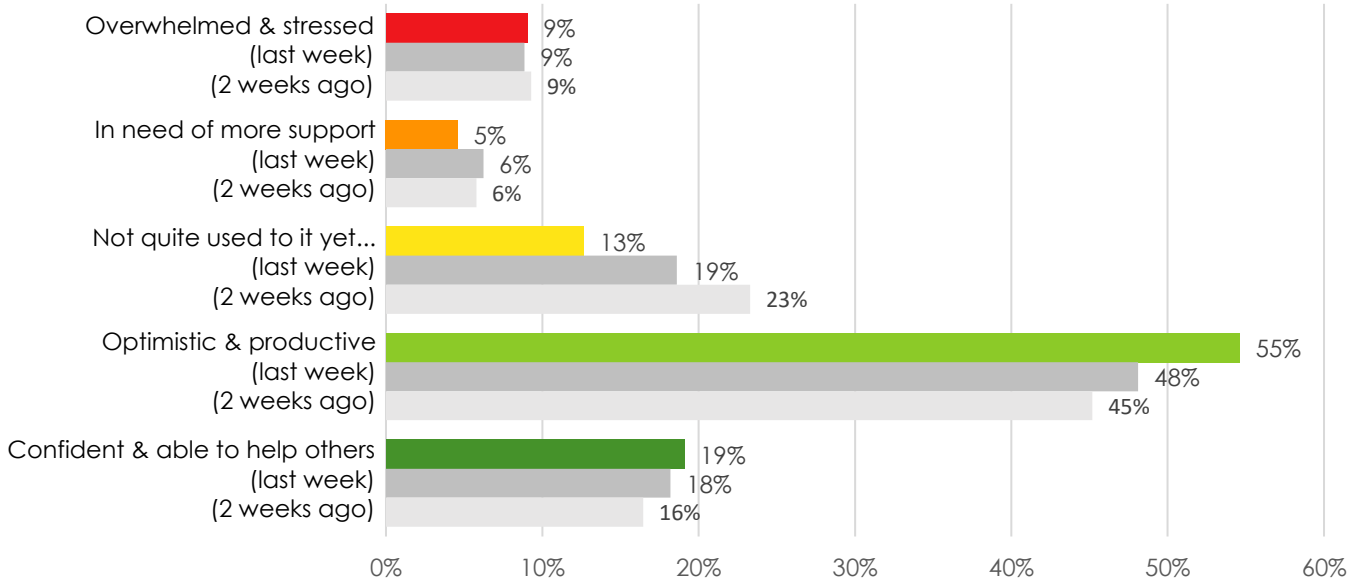
As part of their responses, we asked voters to share how they were feeling about learning from home with us. **Please note** that the above sample size does not apply to the data of how voters feel about learning from home.

Here is an insight into what they said compared to the previous weeks:





Secondary



VoteTopic Overview:

Question Primary:

“Has lockdown made the internet more dangerous?”

Question Secondary:

“Has lockdown made online platforms more dangerous?”

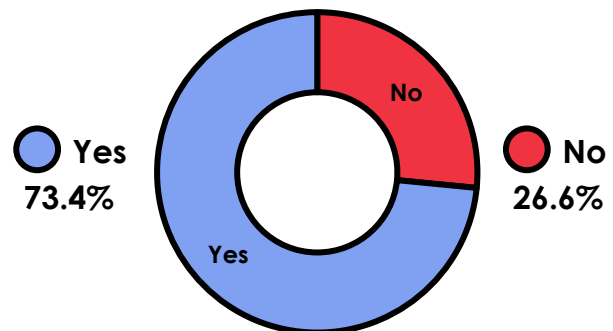
Question Secondary 16+ & College:

“Has lockdown made online platforms more dangerous?”

Grand Total

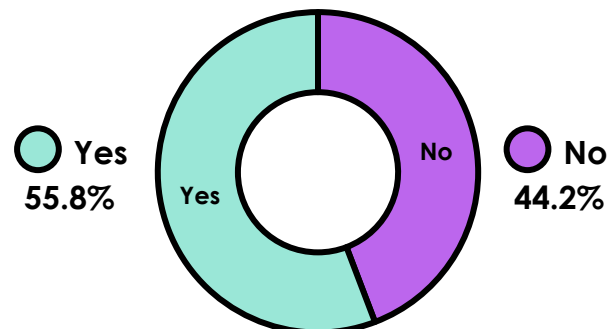
Primary:

| | |
|-----|--------|
| Yes | 73.45% |
| No | 26.55% |



Secondary:

| | |
|-----|--------|
| Yes | 55.79% |
| No | 44.21% |



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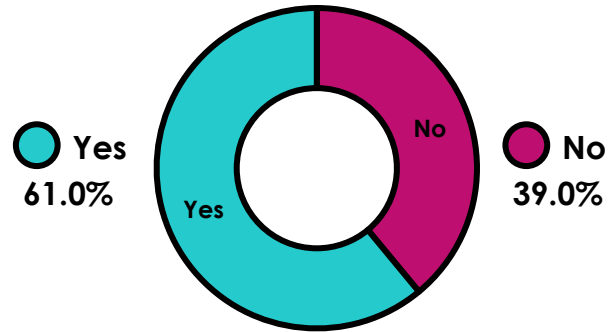


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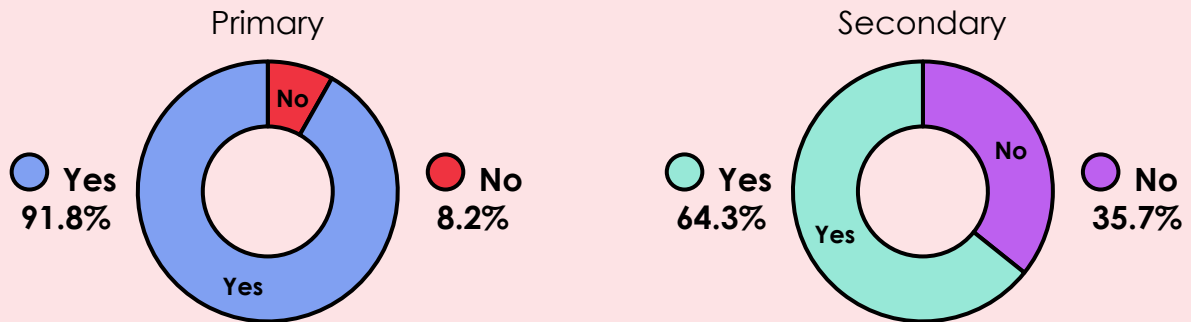
Secondary 16+ & College:

Yes 61.00%
No 39.00%



How does this compare to previous VoteTopics?

Earlier this year, during the week of 05th – 12th Feb, we asked **Primary pupils** “Is cyber security important to you?” and **Secondary students** “Do we take cyber security for granted?”. This were the results four years ago:



Gender

Primary: “Has lockdown made the internet more dangerous?”

| | Yes | No |
|----------|--------|--------|
| Female | 76.40% | 23.60% |
| Male | 70.93% | 29.07% |
| Diverse* | 67.92% | 32.08% |

Secondary: “Has lockdown made online platforms more dangerous?”

| | Yes | No |
|----------|--------|--------|
| Female | 60.43% | 39.57% |
| Male | 52.12% | 47.88% |
| Diverse* | 49.07% | 50.93% |

16+ & College: “Has lockdown made online platforms more dangerous?”

| | Yes | No |
|----------|--------|--------|
| Female | 65.63% | 34.38% |
| Male | 58.10% | 41.90% |
| Diverse* | 58.56% | 41.44% |

*Votes collected as “Diverse” include students that identify as gender diverse, as well as students that wish not to disclose or were not able to specify their gender.



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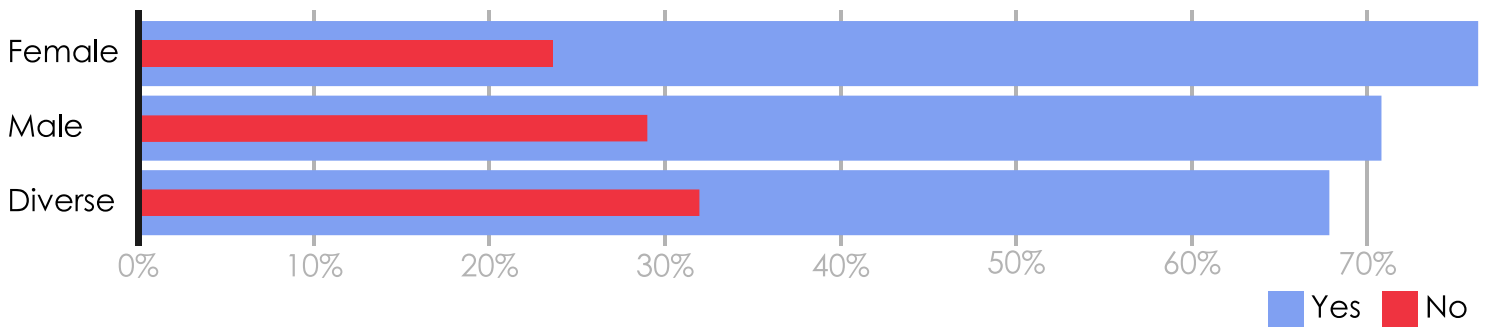
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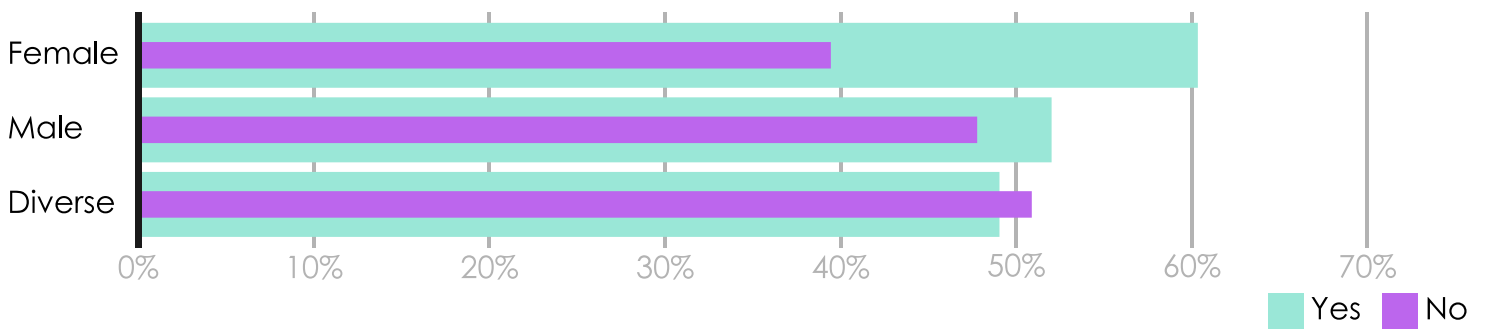
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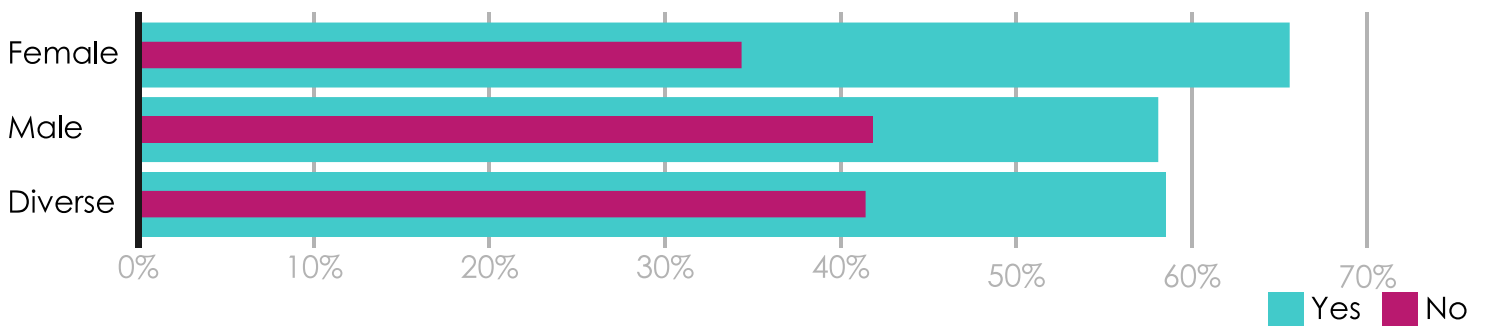
Primary: "Has lockdown made the internet more dangerous?"



Secondary: "Has lockdown made online platforms more dangerous?"



Secondary 16+ & College: "Has lockdown made online platforms more dangerous?"



Across all school types, amongst Primary, Secondary and College voters, **females represented the biggest percentage of Yes Votes.**

In Primary schools, 76.40% of female pupils voted Yes, putting **female Primary pupils 2.95% above the average of all Primary Yes votes** combined.

In Secondary schools, 60.43% of female students voted Yes, putting **female Secondary students 4.64% above the average of all Secondary Yes votes** combined.

Amongst Secondary 16+ and College students, 65.63% of female students voted Yes, putting **female Secondary 16+ and College students 4.63% above the average of all Secondary 16+ and College Yes votes** combined.

Amongst Primary and Secondary schools, **female voters were followed by male voters**, leaving diverse students to represent the smallest percentages of Yes votes. It is worth noting that Secondary diverse voters represent the only group where more students voted No (50.93%) than Yes (49.07%).



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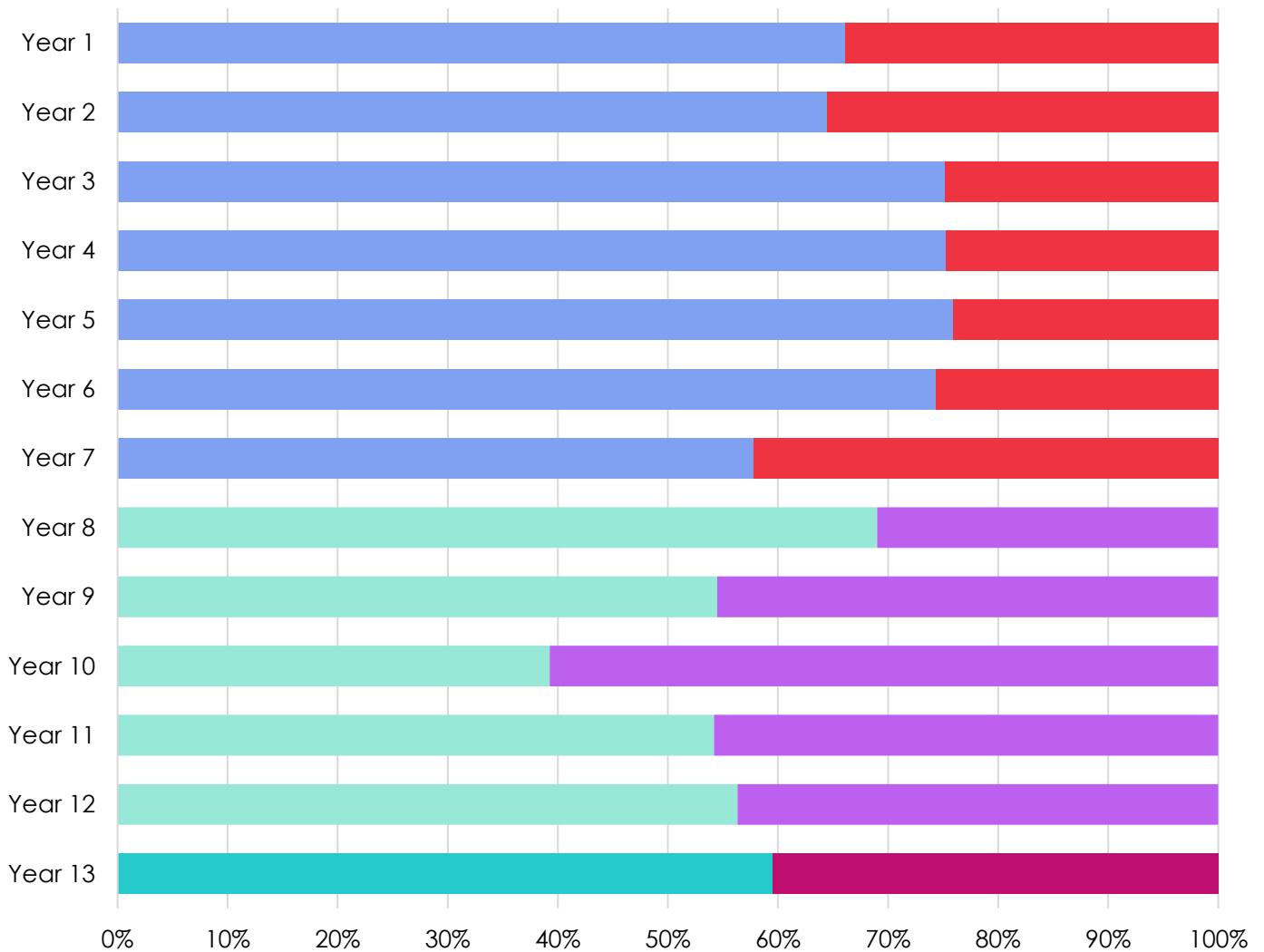


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Age

| Year Group | Yes | No |
|----------------------|--------|--------|
| Reception | 100% | 0.00% |
| Year 1 | 66.10% | 33.90% |
| Year 2 | 64.44% | 35.56% |
| Year 3 | 75.16% | 24.84% |
| Year 4 | 75.21% | 24.79% |
| Year 5 | 75.94% | 24.06% |
| Year 6 | 74.37% | 25.63% |
| Year 7 | 57.76% | 42.24% |
| Year 8 | 69.01% | 30.99% |
| Year 9 | 54.47% | 45.53% |
| Year 10 | 39.27% | 60.73% |
| Year 11 | 54.20% | 45.80% |
| Year 12 | 56.33% | 43.67% |
| Year 13 | 59.49% | 40.51% |
| Vertical Tutor Group | 85.71% | 14.29% |



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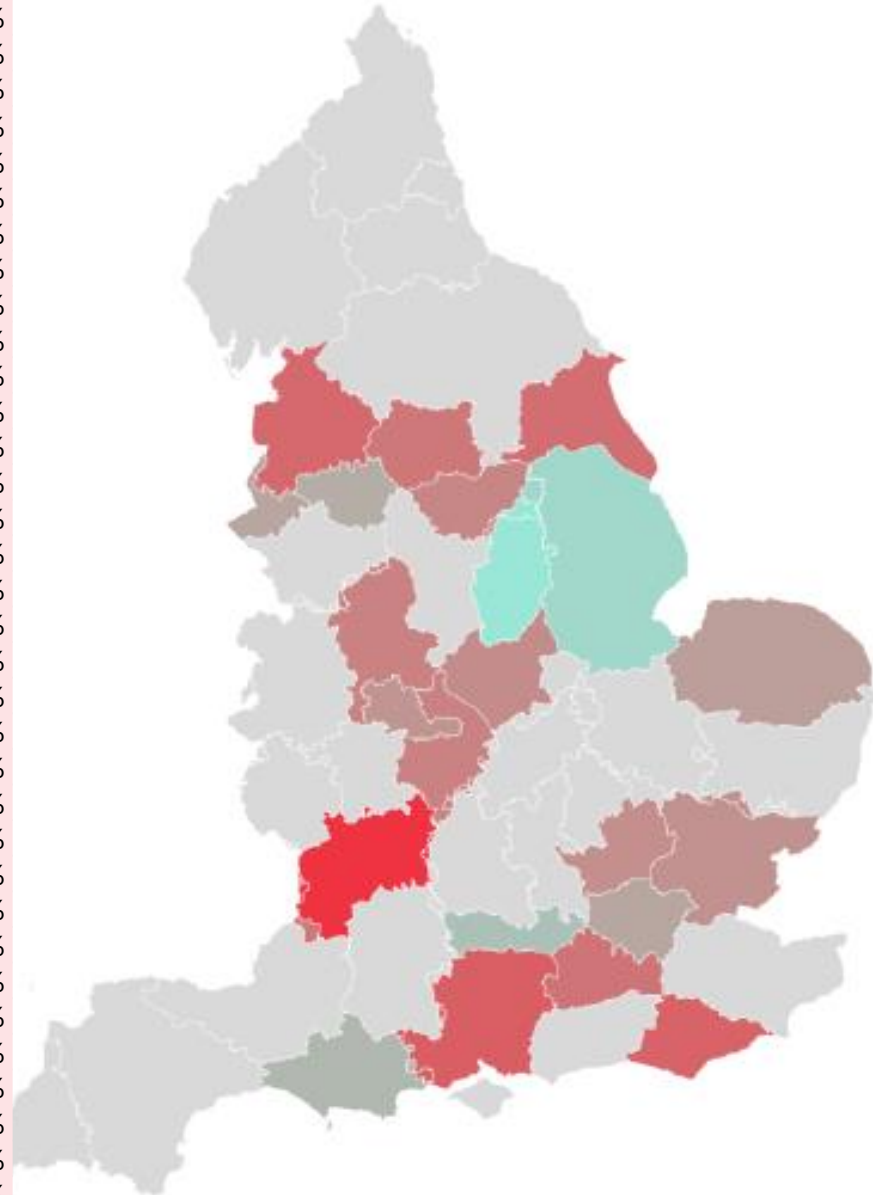
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Location

Total Primary, Secondary & College:

| | Yes | No |
|--------------------------|--------|--------|
| Herefordshire* | 100% | 0.00% |
| Northamptonshire* | 100% | 0.00% |
| Wiltshire* | 100% | 0.00% |
| Wrexham* | 100% | 0.00% |
| Blaenau Gwent* | 100% | 0.00% |
| Cornwall* | 100% | 0.00% |
| Shropshire* | 100% | 0.00% |
| Worcestershire* | 100% | 0.00% |
| Cambridgeshire* | 100% | 0.00% |
| Nottinghamshire | 85.71% | 14.29% |
| Lincolnshire | 81.67% | 18.33% |
| Greater London | 80.36% | 19.64% |
| Berkshire | 75.37% | 24.63% |
| Dorset | 72.73% | 27.27% |
| Greater Manchester | 70.16% | 29.84% |
| Merseyside | 67.90% | 32.10% |
| London | 66.94% | 33.06% |
| Bridgend* | 66.67% | 33.33% |
| Durham* | 66.67% | 33.33% |
| Flintshire* | 66.67% | 33.33% |
| Norfolk | 65.98% | 34.02% |
| West Midlands | 63.17% | 36.83% |
| Essex | 62.55% | 37.45% |
| Buckinghamshire* | 62.50% | 37.50% |
| North Yorkshire | 62.50% | 37.50% |
| Hertfordshire | 61.54% | 38.46% |
| Leicestershire | 61.08% | 38.92% |
| Derbyshire* | 60.00% | 40.00% |
| South Yorkshire | 59.32% | 40.68% |
| Staffordshire | 58.06% | 41.94% |
| Warwickshire | 57.96% | 42.04% |
| West Yorkshire | 55.21% | 44.79% |
| Bristol | 54.90% | 45.10% |
| Surrey | 54.44% | 45.56% |
| East Riding of Yorkshire | 52.88% | 47.12% |
| Lancashire | 51.20% | 48.80% |
| Ynys Mon (Anglesey*) | 50.00% | 50.00% |
| East Sussex | 49.59% | 50.41% |
| Hampshire | 48.39% | 51.61% |
| West Sussex* | 44.44% | 55.56% |
| Gloucestershire | 36.36% | 63.64% |
| Kent* | 33.33% | 66.67% |
| Devon* | 25.00% | 75.00% |
| Cheshire* | 20.00% | 80.00% |
| Carmarthenshire* | 0.00% | 100% |
| Newport* | 0.00% | 100% |



Yes (max. 86%)  No (max. 64%)

*Regions with fewer than 10 votes are not displayed on this map. These regions are marked with a * in the table.



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Students' Comments:

"People are **more at home**, so they go online and play games which are not safe, and **you talk to people you do not know.**"

Primary School, Berkshire

"Even though the internet was dangerous before, with the pandemic and the vaccines being rolled out, **rumours about them can spread quicker than ever.**"

Primary School, Merseyside

"I am using the internet **a lot more** now."

Primary School, Surrey

"Some young people have been **more vulnerable**, and as a **way to meet others**, or make friends, have been 'led astray'."

Secondary School, Staffordshire

"There are **many more people on social media and gaming platforms** than there were before, and this could be seen as an **opportunity** to target vulnerable people and pass on extremist views."

Secondary School, West Midlands

"As **more people are trapped indoors** and are unable to talk to their normal friend circles, they are **finding themselves online and influencing others**. Some of these views that go on to influence others are dangerous, **promoting malicious agendas.**"

Secondary School, Essex

"People **replace social interaction with devices** more than ever right now. This means people are on devices more and probably **not mentally great so are more susceptible** to feeling bad after seeing something online."

College, Leicestershire

"Everyone is **feeling some kind of isolation from the world** at home through all the different lockdown rules and changes we have been through [...]. People are **reaching to their phones** to all sorts of **different mediums of social media** with hours wasted tweeting and retweeting, hashtagging or simply scrolling and liking more and more pictures of other people's lives. This is dangerous as it is making people feel more distant, more alone. 70% of new articles on Facebook alone are **incorrect**; the same posts are being shared and reshared, pinging up on so many screens so that **people start to believe it** until their spiral of thoughts will become not ones of their own but ones they have read online."

College, Leicestershire



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"I think they didn't necessarily get more dangerous, people are just **paying more attention to it** and **noticing more** because we're on social media more often."

Secondary School, West Midlands

"Just because more people are using the internet doesn't mean it has become any more dangerous, and **things like high amounts of views isn't something new.**"

Secondary School, West Midlands

"I have seen no indication of increased danger on online platforms. They have been **crucial in allowing young people to continue to engage with their peers** and socialise in at least some form, as well as a **source of entertainment and escapism**, in a difficult time."

College, Leicestershire

"The online environment **has always had its dangers**. We are **taught from a young age how to spot such dangers** and what to do if we encounter them. Perhaps some dangers have increased e.g. more online shopping means that scammers may try to target this. However, **information and procedures to counteract this** have also improved."

College, Leicestershire

"If anything, it has **made us more aware** so that when covid goes away we **will be more understanding of internet safety** because we have been on the internet a lot more during covid!"

Primary School, Merseyside

"There **was already a lot of bad things** happening on the internet to start with."

Primary School, Hertfordshire

"We have been **taught tools** on how to **cope with the dangers** on the internet."

Primary School, Surrey

"Extreme views are **nothing new** and the lockdown hasn't really changed the **danger of these opinions.**"

Secondary School, Staffordshire

"Online platforms are a double-edged sword, in that they **can be equally dangerous and beneficial** at all times. I don't believe that lockdown has made the online platforms any more dangerous; rather, it **has made people more vulnerable and susceptible** to being taken advantage of."

Secondary School, Essex



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