

Student Digital Wellbeing: State of the Nation Report 2024

A report on student digital wellbeing,
online risks, blindspots & school strategies
for thriving in the digital era.



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Introduction

In the digital age, technology plays a central role in the lives of young people, presenting both opportunities and challenges.



As school leaders and educators, it is now imperative to understand and address the evolving landscape of online safety and its impact on student wellbeing.

This white paper aims to explore key issues affecting Australian children today and provide insights into effective strategies for promoting online safety within the school community.

This document is crucial reading for school leaders, pastoral staff, school IT personnel, and anyone with a responsibility or interest in student safety.



1 in 4

young people affected by
Cyberbullying 2.0 during 2023

eSafety Commissioner

Section one

Where Are We Now?

The tipping point

At the start of 2024, schools found themselves at a tipping point. A pivotal moment in time where a true understanding of change is desperately needed to address a key concern that moves from being imminent to imperative.

The digital environment has long been an integral part of young people's lives, shaping their experiences, learning, and interactions. However, with recent emerging technologies escalating the pace of change and, in many cases, outstripping schools' capabilities to keep pace, the time has come to commit to a stronger path forward.

The tipping point for schools now hinges on two critical elements: the ability to cultivate a meaningful pro-technology school culture that supports rich learning experiences and proactively and conscientiously safeguard and support students' digital journeys.

This signifies a decisive shift in mindset and approach, urging schools to not only acknowledge and embrace positive thinking around technology as an inherent part of modern education but to also see it as the antidote to risk. The future demands an acceptance of this reality and embracing it as a strategic imperative so schools can lead their communities into the digital future, safely and responsibly.

eSafety research found that 6 out of 10 Australian teens have viewed harmful content online –including drug taking, suicide, and violent sexual material, but only four out of 10 parents are aware.

Source: Office of the eSafety Commissioner, 2022

With recent emerging technologies escalating the pace of change and, in many cases, outstripping schools' capabilities to keep pace, **the time has come to commit to a stronger path forward.**

In 2023 schools were caught off guard

The fast-paced and often clandestine nature of digital interactions presents a formidable challenge for schools in addressing the myriad of ways in which students engage online.

From social media platforms to chat applications, the breadth of online spaces where students can interact is vast, making it difficult for schools to monitor and fully comprehend the spectrum of student activities and behaviours. Additionally, the emergence of consistent new trends and digital platforms further compounds the challenge, leaving schools in a perpetual state of catch-up as they grapple with the unexpected and often concerning online behaviours among their student body.

In 2023, we saw:

The amplification of cyberbullying through AI

Children have long been victims of cyberbullying, which involves harassment, threats, or social exclusion through digital means. However, the [rise of deepfake technology](#) now means these harms have become more personalised, targeted and hyperrealistic.

It has led to serious emotional distress, feelings of shame and resentment, and damage to the self-esteem of hundreds of children. For some, it even led to self-harm and suicide.

Currently, in Australia and New Zealand, approximately 1 in 4 young people will experience cyberbullying every 12 months, and this figure is expected to rise in 2024. As custodians of children’s physical, emotional, and social wellbeing, schools need to ask themselves how they might detect this type of incident. Important questions to address are whether students are on or off school networks, at school, or at home, and how the safeguarding systems you have in place allow for intervention before the rapid and potentially unstoppable spread occurs.

Misinformation and fake news

Children and young people encountered a significant volume of false information, rumours, and fake news online, which impacted their ability to critically evaluate the information they saw and establish informed opinions. Geopolitical disinformation, conflict, and graphic imagery of war flooded social media, much of it tailored to influence our young people’s perceptions about the state of the world and the political stance on what they saw.

Confronting, explicit, and violent imagery was viewed by young people at exponential rates, with [57% of 9-16-year-olds](#) stating they saw disturbing content and 33% of young people also sharing they had viewed images promoting terrorism. While regulation of social media platforms is an ongoing challenge, schools also need to ask the critical question of the role they play in preventing this type of content from being accessed in the first place, on student devices and at home.

Concerningly, 2023 concurrently saw more teenagers also turning away from traditional media outlets in favour of social media platforms for their news consumption. This shift opened the floodgates for the influencers they follow, at best with skewed opinions or motivations or at worst lacking credibility or evidence to inform their assertions, acting as the key educator for young people in determining right from wrong when it comes to complex and nuanced world events.

Instagram is now the [most popular news source](#) among younger people - used by 29% of teens in 2022 - with TikTok and YouTube close behind.





Online predators

2023 saw predators utilising online platforms, specifically gaming platforms, to groom and exploit children in volumes never before seen. Children and young people were put at significant risk through engagement with strangers in multiplayer chats and games, often unbeknownst to their parents.

The global advocacy agency - We Protect Global Alliance - stated in their 2023 Global Threat Assessment that there was a [360% increase](#) in self-generated child abuse material for children 7-10 years old. This begs the question - where is this occurring, and how can schools equip their parent community to better understand the very real risks to their children within their homes?

Generative AI also played a role, with reports of online predators utilising this as a tool to train, practice and role-play their future interactions with children, fine-tuning their language and messaging to more effectively influence their targets.

Safeguarding young people from those who mean them harm is not an easy feat for schools, as this often happens in places adults don't have access to, especially when they fail to understand the sense of shame attached to incidents like this and the behaviours that follow.

Research shows victims of these crimes are unlikely in early instances to self-report or ask directly for help because they fear being blamed and shamed. Schools now need to move the needle from reactive to proactive in these instances by implementing more robust digital

safeguarding solutions that alert, in real-time, when a child is in harm's way. These solutions need to enable them to gain the visibility they would not otherwise have over online activities, to effectively manage the safety and wellbeing of their students.

Online scams

In 2022 Australians lost approximately [3.1 billion dollars](#) in online scams, and children and young people went from being collateral damage in scams to a primary target. Many fell victim to online scams, including phishing attempts, [buying and selling scams](#) through spoofing or fraudulent websites, and deceptive online strangers targeting young people with sextortion-style scams, leading to financial loss and even identity theft.

Safeguarding students from the escalating threat of online scams stands as a relatively new yet critical focus area for educational institutions. The vulnerability of young minds being misled by digital manipulation, targeted financial exploitation, or social engineering schemes is omnipresent and demands immediate proactive measures.

Addressing deceptive online behaviours ensures schools not only fulfil their duty of care, but also cultivate an environment where students can explore the digital world with increased confidence, foster critical thinking and build resilience in navigating the online landscape.

Loneliness and loss of real-world social skills

Ample research into children and young people's behaviours indicates that in our post-pandemic world, wellbeing levels aren't where they need to be. In the UK in 2022, 1.2 million children were referred to children and young people's mental health services - an increase of nearly [53% since 2019](#).

Loneliness is seen by many to be caused or exacerbated by excessive time spent online. Coupled with reduced face-to-face social interactions, the result being seen in large volumes is the negative impact on children's development of essential communication and interpersonal skills. In 2023 the United States Surgeon General Vivek Murthy also advised that loneliness had become a [public health epidemic](#) causing lasting harm to physical and mental health. Dr Murthy stated that 40% of children and adolescents reported experiencing mild to moderate loneliness, and 10% felt severely alone.

Helping young people manage their time online in a balanced way both at school and at home has never been more important to build the social and emotional capabilities needed to support their wellbeing.

Equitable access to digital literacy & consistent safeguarding

Known in Australia as [the 28%](#), or Digital Divide, these children and young people in regional and remote areas do not have equal access to online resources and opportunities due to disparities in technology availability and digital literacy education. Simultaneously, they are also [more likely](#) to experience online harassment, bullying, and image-based abuse than those in urban areas. Equitable education in online safety and access to technology that can safeguard students truly needs to be proactively addressed by schools so that no child falls through the gaps of the online world.

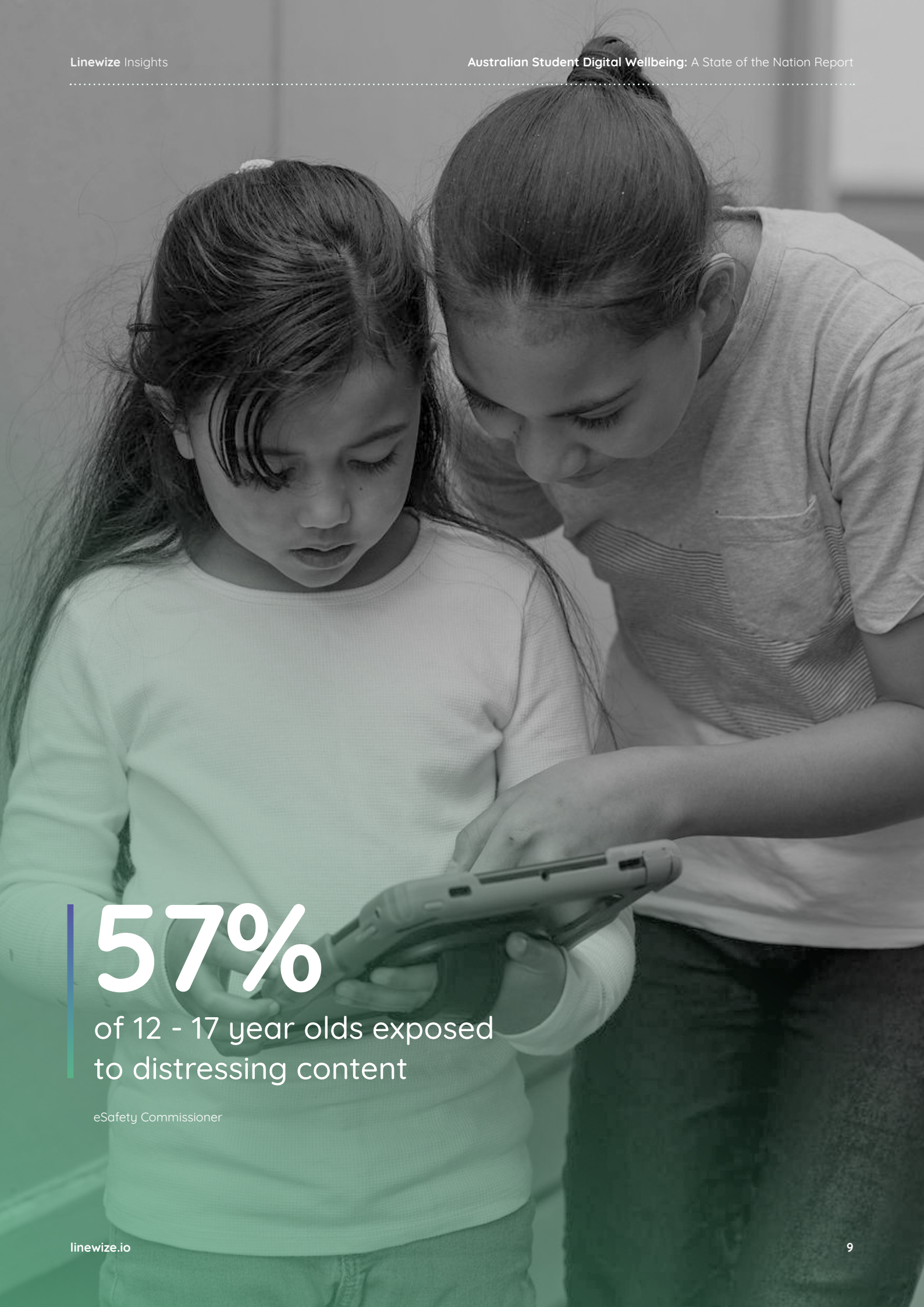
BYOD (Bring Your Own Device) programmes have also been a hotly debated topic in schools in 2023. While many schools have adopted this program to recognise the essential need for digital platforms for learning, the undeniable challenges of a BYOD program have become evident as the use of technology in the classroom has evolved. Different devices mean increased breaches, which can negatively impact a student's digital and academic wellbeing. Without ongoing federal funding to support technology initiatives, schools need to consider the pros and cons of a BYOD program before implementing it.

According to a [recent survey](#), 60% of both higher and lower education providers suffered ransomware attacks in 2021 compared to 44% in 2020.

Schools implementing BYOD programmes, initially drawn to perceived benefits such as cost reduction and student familiarity with personal devices, also faced heightened cybersecurity risks in 2023.

Issues like device incompatibility with school security systems, digital distractions and misuse by students, and the inability of under-resourced IT departments to ensure consistent safety parameters across diverse devices, elevated the risk of successful cyber attacks. Ransomware and malware attacks were of particular concern as students went off the network, and inadvertently exposed their accounts, devices and subsequently their schools to opportunistic cybercriminals.





57%

of 12 - 17 year olds exposed
to distressing content

eSafety Commissioner

Section two

What's Coming?

Why schools need to consider online visibility and digital safeguarding of students as strategic imperatives.

In 2023 globally:

Every

56 seconds

Linewize Monitor spotted a child at potential serious risk.

Every

4 minutes

Linewize Monitor found a child involved in potential serious cyberbullying, bullying or violent incidents.

Every

5 minutes

Linewize Monitor found a potentially vulnerable child.

The continued evolution of emerging risk reflects the challenging nature of digital environments. As we've navigated the online world in 2023, certain patterns have surfaced, shifting and shaping the way schools need to approach student digital safeguarding.

Several noteworthy trends have been identified below, which are not only prevalent now, but are expected to intensify in the next 12 months due to the rapid

development of tools and technology like generative AI, data personalisation and the convergence of immersive and augmented technologies like XR (extended realities).

These trends underscore the critical need for proactive and adaptive strategies to mitigate these escalating risks effectively.



The silencing effect



School filter avoidance



Machine drift



Up-ageing



Deepfake cyberbullying



The silencing effect

The Silencing Effect (TSE) refers to a phenomenon of [self-censorship](#) that occurs when individuals, particularly girls and minority groups, face online harassment, trolling, or intimidation.

Across the world, we have witnessed these groups facing significant and disproportionate targeting. The amplification of harm through tailored and personal methods is expected to increase for these groups.

While minority groups are typically associated with The silencing effect, it is also an experience many children and young people might be faced with on any given day. They are not generally forthcoming about their feelings and are also often unsure about the timing of when situations are “serious enough,” to report. It is imperative that leaders learn to quickly recognise the behaviours associated with student experiences of The silencing effect, and identify ways to intervene early to minimise negative impacts.

Consideration needs to be given to the ways staff can detect and provide opportunities for confidential reporting of online conflict and effective strategies to manage and prevent the escalation of social, emotional, psychological, or physical harm, of which this is an example.



Machine drift

Machine drift is already a growing concern for students, where algorithms and information used to build certain technology inadvertently expose young people to problematic content as they continue to engage with it.

Current research shows machine drift is a relevant and real-time concern for the modern-day student, with a recent example showing that [children are just three clicks away from adult content](#) on platforms like YouTube.

Graphic content driven by geopolitical tensions has also intensified over the past year, weaponising platforms like social media. As user-generated online content continues to grow, machine drift will escalate as an enabler in driving the influence of questionable political agendas, unhealthy trends and disinformation.

While schools must encourage and educate students on the importance of digital literacy, teaching them to analyse and question online content, so too is it imperative to consider the ways to detect and prevent inadvertent access through filtering and monitoring, essentially automating harm minimisation.

Implementing technical solutions that are flexible and customisable, will allow schools to quickly get on top of new or emerging trends throughout 2024 to address the challenges posed by experiences like Machine drift.



Machine drift is when we rely on algorithms for our searches. Allowing this drift poses risks, especially for those who can't discern reality from fake information or ignore extreme content. The greatest danger posed by artificial intelligence is the spread of misinformation and extreme content in society.

Dr Catherine Ball
Scientific Futurist



School filter avoidance

Students attempting to bypass school filters is a tale as old as time. However, the current digital climate has evolved to not only pose greater risks to student wellbeing, but also to schools' cyber security posture.

2023 saw students continue attempts to access content off school networks, exposing them to deception tactics such as the utilisation of spoofed websites and impersonation accounts. The use of strategies like these by threat actors and organisations is expected to increase and evolve in 2024. Coupled with new automation techniques and an increased volume of scam-based activity, unsuspecting young people will be more easily convinced to click on links that jeopardise device security, and subsequently their school's network.

The fallout of victimisation in these instances is now causing significant reputational damage to schools that were not able to demonstrate the practical steps they had taken to effectively mitigate and manage these behaviours in current digital contexts. Robust and nuanced filtering solutions and internet management tools that adapt quickly to security requirements, coupled with education and engagement of students on the consequences of filter avoidance, are crucial considerations for current school communities.

The harm caused by deep fake content, typically targeting victims by [showcasing individuals in pornographic or sexual contexts](#), can result in severe mental health implications for victims and can have a long-term impact on a student's digital footprint.

Cases globally have also raised concerns about the duty of care and the ability of schools to create safe psychosocial environments for teachers following a spate of deepfakes created by students, [targeting the teaching staff at their schools](#). Schools must integrate digital citizenship programs that target new and emerging trends, as well as educate students about the ethical use of technology and the consequences of harmful content creation.



Deepfake cyberbullying

Deepfakes: are synthetic media that have been digitally manipulated to replace one person's likeness convincingly with that of another.

The rise of deepfake technology use among young people introduces new challenges for schools.

Cyberbullying using this type of technology escalated at the end of 2023, and despite in many instances the result constituting criminal or civil offences, it is likely to continue.





Up-aging

According to McCrindle's research, Up-aging is defined simply as "young people growing up faster, at a younger age," and is a significant trend that parents, and subsequently schools, are grappling with thanks to students' increased use and access to digital technologies.

Parents are managing the tension of knowing their children need to develop comprehensive digital literacy when it comes to devices; however, they also understand that their children don't have the developmental skills to be careful and safe.

Many parents and schools have concerns about children growing up too quickly. Nevertheless, as technology becomes more available and important for learning, children are often left to use devices and tools without enough supervision—both at school and at home. This can expose them to inappropriate content, which without sufficient supervision, intervention, or adult engagement, kids may be negatively impacted by content unsuitable for their age.

The concept of up-aging underscores the critical need for tools and interventions to help kids have age-appropriate digital experiences and interactions. Schools should engage and educate parents in conversations about age-appropriate technology use, providing resources and learning opportunities to guide their communities regularly and consistently.

Teachers, in particular, must also be equipped and resourced to address behavioural consequences resulting from premature exposure in schools and to be able to effectively communicate with students on the online safety issues that affect them. When these elements are considered and prioritised, educators can intervene and proactively detect concerns like "up-aging" and address this in a targeted and strategic way.





The global rise in regulation

Escalating concerns surrounding the protection of young people's digital safety have prompted a global shift toward enhanced regulatory frameworks and digital safeguarding

In recent times, governments and regulatory bodies have intensified their efforts to establish comprehensive guidelines reflecting a heightened recognition of the need to balance the benefits of digital connectivity with the imperative to shield young users from potential harm and privacy breaches. The below summary explores the current state of play around the world.

UK Regulation

In the UK, the Department for Education (DfE) has introduced and continues to upgrade its statutory online safeguarding requirements for schools, specifically making monitoring an essential requirement in Keeping Children Safe in Education (KCSIE) 2023 and OFSTED. UK schools are required to have 'appropriate filters and monitoring systems in place and regularly review their effectiveness.'

US Regulation

The review of laws and regulatory restrictions like the GDPR and EU General Data Protection Regulation has prompted further tightening and focus on US online safety and advocacy laws to protect children's personal information and digital safety. To ensure compliance with laws such as the Children's Online Privacy Protection Act of 1998 (COPPA)[5] and the Children's Internet Protection Act (CIPA) [6].

President Biden has also issued an [executive order](#) to manage the responsible development of AI. This action places the highest urgency on governing the development and use of AI safely and responsibly to protect civil rights and liberties, as well as privacy.

Australian Regulation

Basic Online Safety Expectations (BOSE) - Office of the eSafety Commissioner's expectation that tech companies apply more provisions for the proactive detection of child abuse material on their platforms and servers.



3/5

students see loneliness and
isolation as very challenging

Section three

Risk Mitigation Strategies Schools Can Adopt Now

Where to from here?

The importance of visibility in supporting digital wellbeing.

There is a lot for schools to consider when it comes to students' use of technology, and it can, at times, feel overwhelming. Therefore it's important to remember that small and consistent steps in the right direction are what often drive the biggest impact.

So, where should schools focus their attention when there are so many areas to look at?

When it comes down to having true impact, **there is 1 key focus area that will truly move the needle on improving students' outcomes.** That is digital visibility – visibility of children's online interactions (what they do, say, or share online, and with whom). We believe it is one of the biggest barriers to children's digital wellbeing today, and it's a very real blindspot in schools around the world.

"Visibility" is the capacity to see and understand the digital habits, behaviours, and risks experienced by children and young people. It is a crucial element of any successful digital wellbeing strategy because it helps schools mitigate risk by informing preventative measures to protect and support individuals based on their specific needs.

It is good news that a vulnerable child can often be spotted through their digital behaviour.

Gaining visibility can help schools detect problems and respond to issues they were previously unaware of and help students who hadn't been shown to be at risk or struggling. By monitoring online behaviour such as searches and interactions, it is possible to identify patterns and behaviours that may negatively impact wellbeing. Increased visibility also provides greater control over a student's digital environment, fostering online safety.

We believe 'visibility' is one of the biggest barriers to children's digital wellbeing today and **it's a very real blindspot in schools around the world.**

A comprehensive understanding of the workings of devices and services, along with associated risks, enables clear and informed decision-making around their usage and the protection of personal information.

When they have visibility, schools can transition from reactive to proactive online safeguarding practices.

Visibility is crucial in achieving digital wellbeing because:

- It helps schools negate risk by informing targeted preventative measures to protect and support individuals based on their specific needs.
- It can help identify issues, address concerns that were previously unnoticed, and assist students who hadn't been identified as at risk.
- It reduces the need for intervention down the track, by preventing issues from escalating.
- It gives schools more control over the digital environment and promotes online safety.
- It enables schools to make data-driven and well-informed decisions regarding their digital safeguarding strategies and initiatives.



Our young people are increasingly becoming more fluent with technology and exploring different spaces and ways to engage with websites, apps, and games. This is fantastic; however, the visibility isn't always there. That would be the case for students at school but also children at home, even on their devices iPads etc. I would suggest there's far more going on than many people realise for our young people online.

James Wheaton
Deputy Principal, Upper Harbour (NZ).

Making the invisible, visible

Relying on eyes and ears only in the online world is no longer enough...

Historically, many schools have often relied upon the observations and intuition of teachers to determine who is struggling, and why. While the eyes and ears of teachers will always be an indispensable means of spotting potentially problematic situations, it is by no means a catch-all. The ability to see what's happening inside a student's digital life is largely impossible without the aid of technology.

Additionally, relying solely on physical monitoring lacks the capability for pattern building or trend analysis. Addressing a single, seemingly minor incident may be quickly forgotten, however, the connection of multiple online actions can often unveil previously unseen dangers.

Duty of care requirements for schools to handle issues wherever and whenever they arise is omnipresent, so when students step beyond the school gates and encounter online risks, schools still need to be prepared to intervene. While observation is a crucial tool for understanding and supporting a child's wellbeing, it is not sufficient on its own.

Children often conceal their struggles, and some may not be able to recognise or articulate their concerns. Having visibility can help address this.



Keeping our students safe and protected has become harder with the increase and prevalence of technology, so we need to be upskilled and informed as best we can, to come from a place of knowledge to help our young people."

Carrie Scanlan, Director of Students
Kincoppal-Rose Bay, ySafe Partner School

How can schools improve visibility?

To improve students' digital wellbeing, schools need to consider how much visibility they have in three key areas: feelings, intentions, and actions. Three key questions will also help identify gaps in provision and emphasise where a greater or enhanced focus may need to be placed.

1. How can we tell how our students are feeling regularly?

It's essential to check in consistently with students about their emotional state and wellbeing. Their perception of what's going on in their lives is a good indicator, so tracking changes in mood or behaviour can provide useful insights into their wellbeing. Having an effective methodology or system for gathering student feedback and regularly asking them how they're feeling is a good starting point for addressing any concerns and getting on top of things early.

Internationally, schools are progressively adopting focused, technology-driven approaches to gather student feedback. Specifically, they are turning to wellbeing feedback platforms and weekly check-in tools to identify and proactively support individual students and provide schools with actionable data to understand where their students are thriving and what needs work.

Analysis of over 23 million [Linewize Pulse](#) check-ins revealed that one of the main reasons for ill-being for children globally is 'concern over the mistakes they make'.

2. How do we know what they're searching for or looking at?

Understanding what students are searching for online can provide valuable information and patterns that showcase their intentions, interests, concerns, and potential risks. Tracking searches can identify patterns and behaviours that may negatively impact their wellbeing. It can also bring to light overarching trends or issues, typically on an aggregated level.

Filtering technologies have seen significant advancements over the years. However, when considering the most suitable filtering solution to gain better online visibility, schools should prioritise filters explicitly designed for educational environments. Unlike solutions created for corporate spaces, these education-

specialised technologies offer schools the crucial ability to adjust and tailor filtering methods according to observed student behaviours. An effective filtering solution in schools should steer away from a one-size-fits-all approach and, instead, focus on adaptability and personalisation. It should possess the flexibility to accommodate diverse learning needs while safeguarding students from potential online risks.

79% of higher educational organisations surveyed reported being hit by ransomware, while 80% of lower educational organisations surveyed were targeted.

(Source: OXFORD, U.K. — July 26, 2023 — Sophos.)

3. What are they experiencing online and encountering?

Finally, it's crucial to understand the nuanced experiences students are having online. By tracking their digital interactions and behaviour, schools can identify any potentially harmful activity, such as cyberbullying or inappropriate interactions. This insight enables the implementation of tailored preventative measures to protect and support students according to their specific needs.

As a result of the growing pace and scale of online risks, a new era in digital safeguarding has emerged with the introduction of threat detection and digital monitoring technologies. Whilst web filtering is an essential tool for shielding students from harmful and inappropriate online content, it can fall short in revealing the broader context of students' interactions. Digital monitoring goes beyond content blocking. It categorises and alerts designated staff when a student's digital behaviour suggests they are at risk, and provides vital contextual information that includes causative factors.

To help schools in the UK, and globally, continually comply with government regulations, we developed [Linewize Monitor](#), a leading risk detection and monitoring solution.

Every 56 seconds, [Linewize Monitor](#) spotted a child at potentially serious risk last year.

10 key questions schools need to ask themselves today:

In today's modern-day learning environment, ensuring the digital wellbeing of students requires a proactive and purposeful approach from schools.

To identify immediate risks and enhance visibility in the 3 key areas mentioned, schools can utilise the below set of prompts designed to encourage reflection and action.

When schools can see the gaps, they can take affirmative steps to empower themselves in safeguarding their students and to foster an environment conducive to positive and meaningful outcomes in student wellbeing.

The questions below will help identify gaps in your current digital safeguarding strategies. The purpose of this brief exercise is to assist in pinpointing and prioritising actionable areas that you can immediately concentrate on.



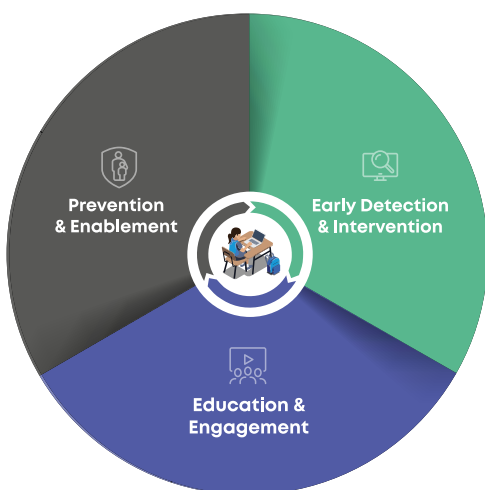
1. Are you using a firewall as a dedicated security solution, or are you trying to use it to block areas of the internet as well? **Y / N**
.....
2. Can you create rules in your filter that allow you to respond directly to observed behaviours for an individual student? **Y / N**
.....
3. Do non-technical staff receive regular reports and real-time alerts about students' digital activities? Do those reports detail behaviours, wellbeing trends, and highlight students of concern? **Y / N**
.....
4. Do your current systems produce false positives or reports that require a lot of investigation? **Y / N**
.....
5. Are your teachers able to determine what can and can't be accessed in their lessons when students are online? **Y / N**
.....
6. Do you have monitoring or reporting systems that allow you to proactively identify students who are using their devices in a way that could cause them to come to harm? **Y / N**
.....
7. Do you have a formal way of measuring and recording data on how your students are feeling regularly? **Y / N**
.....
8. Is your cyber safety education delivered to meet the developmental age, needs, and expected digital experiences of different student cohorts? **Y / N**
.....
9. When you run cyber safety sessions for your students, are you actively considering the learning needs of your staff in this space? **Y / N**
.....
10. Do you have the ability to give your parents access to information about their own child's digital activity? **Y / N**

The Digital Safety & Wellbeing Framework

Success is in the application of new knowledge to address new problems. **Application turns knowledge into a tool and having the right tools is where schools build real-world solutions.**

As shared in this white paper, the dynamic landscape of digital safety and wellbeing demands continuous adaptation and the journey for schools toward meaningful and effective digital safeguarding doesn't just require new knowledge; it requires application. Having gained insight into the prominent trends and risks seen by global online safety experts, schools now need to turn their attention to the strategic efficacy of the solutions they have currently implemented and assess where the gaps remain.

Linewize is here to help schools and their communities effectively navigate these changes and provide solutions that fit the needs of each individual school. We do this with [The Linewize Digital Safety and Wellbeing Framework](#), which is designed to empower school leaders with the insights and solutions necessary to address their unique needs as they apply to the three most common pillars in a digital safety and wellbeing strategy.



Prevention | Intervention | Education

The framework addresses the pressing need for greater visibility in students' offline and online lives. By utilising this comprehensive framework, schools can assess their current strategies and prioritise action areas where more visibility is needed for targeted support, allowing the implementation of proactive interventions that elevate the overall wellbeing of their students.

The right information. Right people. Right time.

Each pillar addresses the key components of an effective digital safety and wellbeing strategy.

- Schools can leverage this framework, backed by our team of experts, to pinpoint their priorities and strategically plan the necessary steps for establishing a more effective, dynamic, and resilient digital wellbeing and safeguarding plan over time.
- Our framework also serves as a practical solution for school leaders to stay informed about the various opportunities offered in the market.
- The framework empowers schools to gain a deeper understanding of both the individual and collective roles they play and how these roles work together to cultivate an effective digital wellbeing culture across the entire community.

But more importantly, for each gap in the framework that your school can address, a more comprehensive view of each child's wellbeing emerges, providing valuable insights to the entire community.

Conclusion

When we look at the digital space, your school plays an important role in mitigating risks and creating a safer online experience for your children. At home, at school - and everywhere in between.

By addressing challenges through a proactive lens in the areas of preventative action, early detection and intervention, and education and engagement, schools can create a safer online environment for their students, fostering a sense of empowerment and control among all stakeholders who guide children's digital journeys.

Collaborative efforts with the right technology, tools, and experts will strengthen the collective response to the multifaceted issue of student online safety.

Get in touch today

Whether you would like to discuss your strategy as a whole or find out more about our individual solutions please get in touch.

Contact: enquiries@linewize.io

Visit: www.linewize.io

We're here to help.



About Linewize

We combine digital safeguarding technology, child psychology expertise, in-depth educational material and awareness initiatives to help schools build positive digital cultures – where students can thrive. Linewize solutions are constantly evolving to meet the requirements of global regulations and guidelines while ensuring schools' unique requirements.

Find out more www.linewize.io
Email: enquiries@linewize.io



About Qoria

Linewize is part of Qoria, a global technology company, dedicated to keeping children safe and well in their digital lives. We harness the power of connection to close the gaps that children fall through, and to seamlessly support them on all sides – at school, at home and everywhere in between.

Find out more www.qoria.com