Social Media,
Television And Children

Social Media, Television And Children

Project Report

The University Of Sheffield.

BBC

CBeebies BBC

dubit

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Section 1

Background To The Study

1.1 Introduction

This report outlines the key findings of a co-produced study, developed in collaboration between academics from the University of Sheffield's School of Education, BBC Children's and Dubit. The project was co-produced in that all project partners contributed to the development of the project aims and objectives and were involved in data collection, analysis and dissemination. The aim of the study was to identify children and young people's (aged from birth to 16) use of social media and television.

Social media are defined in this context as websites and applications that enable users to create and share content, and/ or to network with others. Television is defined as a mass medium that disseminates moving image media, with content that is broadcast as part of a timetabled schedule (referred to in this report as 'live television'), and as video on demand (VOD). The report also considers children and young people's use of television, film and video content that is packaged and offered through subscription, referred to as 'subscription video on demand' (SVOD) and/ or 'over the top' (OTT) services. YouTube and YouTube Kids are defined in this study as social media website/ applications, even though they offer content from television channels, because one of YouTube's most significant affordances is that it enables users to share content and to network with others through the commenting facility.

The study does not address the extent of children's engagement in other media content, such as video games, although where children's interest in video games relates to their use of social media and television, this is mentioned.

1.2 Aims, objectives and research questions

The aims of the study were to examine children and young people's (aged 0-16) use of social media and television in their everyday lives. The main objectives of the study were as follows:

(i) To identify the extent to which children aged 0-16 use social media and television in their daily lives.

(ii) To explore how they use it, and examine the relationship between television and social media use.

(iii) To outline the implications of the study for the children's media industry, schools and parents in order to inform future developments in the field.

This report addresses three key research questions:

RQ1: How do children aged 0-16 use social media and television in their daily lives?

RQ2: What views and practices do parents have in relation to children's use of television and social media?

RQ3: What are the implications of this analysis for the children's media industry, schools and parents?

1.3 Methodology

The methodology consisted of four stages, although some of the stages overlapped in timescale (e.g. focus group interviews took place at the time as some of the case study visits).

In Stage 1, an online survey was conducted by Dubit of 3,154 families with children aged 0-16 across the UK. Children and parents completed the survey together where possible, otherwise parents completed the form on behalf of their child. In the case of older children, some completed it themselves with the support of parents. Survey respondents were recruited from an established panel in line with industry practice, and a structured sample was constructed to ensure distribution across age, gender, ethnicity, socio-economic class and geography.

The profile of the sample was as follows:

Age	
0-7 years, 11 months	37.3%
8-16 years, 11 months	62.7%

Gender	
Female	43.5%
Male	55.5%
Gender variant/ non-conforming	0.4%
Prefer not to answer	0.6%

Ethnicity	
White (this includes all White backgrounds)	84.1%
Mixed	4.9%
Asian or Asian-British	6.0%
Black or Black-British	3.2%
Chinese or other ethnic group	1.9%

In Stage 2, six case studies were undertaken with families with 14 children aged from 3 months to 14 years (8 girls and 6 boys). One of the children had special needs. The families were recruited through established contacts with the research team, including contacts with schools and previous research study participants, which constituted a convenience sample. The families were diverse in terms of income, from low-income to high-income families, however, all of the parents had some kind of income, and the families did not include those on Jobseekers' Allowance. Four of the six families were White British, one was Black British and the sixth was of mixed heritage (English and Iranian). The families were visited four or five times over a three-month period. Parents and children were interviewed and videoed. Parents also filmed their children using social media, and they and their children were asked questions about the videos. In addition, children in the families were given diaries to record their use of social media and television (other than Family 5, whose children were considered too young to complete the diaries).

In Stage 3, focus group interviews were conducted with 110 children aged 5-11 in seven primary schools (56 boys and 54 girls). The schools served demographically diverse communities, including primarily White working class communities, primarily working class communities with mixed heritages, including Pakistani and Somali heritages, and ethnically diverse communities that contained a mixture of working class and middle-class communities. The children took part in focus group interviews. They also completed collages, using logos of social media sites to determine their level of familiarity with them, and completed concept maps. Information sheets about the project were sent out to all children in the targeted classes. In order to ensure a distribution of classes, two classes in each year group were targeted across the seven schools. Those children whose parents agreed they could participate joined the focus groups.

Table 1 provides an overview of the focus group children's ages and gender:

Table 1: Focus Group Sample

	Y1 Boy	Y1 Girl	Y2 Boy	Y2 Girl	Y3 Boy	Y3 Girl	Y4 Boy	Y4 Girl	Y5 Boy	Y5 Girl	Y6 Boy	Y6 Girl
School 1			7	3								
School 2			4	4					1	2		
School 3							6	3			9	12
School 4	6	5									6	6
School 5									3	9		
School 6					6	3	4	5				
School 7	1	0			3	2						
TOTAL	**7**	**5**	**11**	**7**	**9**	**5**	**10**	**8**	**4**	**11**	**15**	**18**

In Stage 4, telephone interviews were conducted with 30 children aged 12-16, 15 girls and 15 boys. These were recruited by asking for volunteers from those families who completed the survey. Twenty-five of the children were White British and five of the children from Black, Asian and Minority Ethnic (BAME) families. Table 2 provides an overview of their ages and Table 3, socio-economic class.

Table 2: Ages of children who took part in telephone interviews

Number of children aged 12	Number of children aged 13	Number of children aged 14	Number of children aged 15	Number of children aged 16
6	6	6	6	6

Table 3: SES of children who took part in telephone interviews

Professional or senior higher manager/ technical	23%
Manager or senior administrator	37%
Junior manager	3%
Non-managerial	10%
Foreman or supervisor of other workers	7%
Skilled manual work	7%
Semi-skilled or unskilled manual work	3%
Student	3%
In receipt of jobseekers allowance	3%
Other	3%

1.4 Approaches to data analysis

The survey data were processed and analysed using the IBM SPSS 22 statistical package. Descriptive statistics summarising the demographic features of the dataset are provided, followed by the full set of statistical analyses, in Appendix 5. Summary statistics and associated tests have been calculated using a weighting variable provided by the Dubit research team (based on gender and age variables). This process adjusts the statistical output to account for known differences between the sample demographic profile and that of the UK population from which the sample was drawn.

Responses from each question in the survey were cross-tabulated against the following variables: age of child, socio-economic class, ethnicity and gender. All variables in the survey data, both demographic and question-response, are either nominal or ordinal in nature so these results were then analysed using the chi-square test of association (Connolly, 2007; Muijs, 2011) to indicate statistically significant relationships (e.g. between a child's gender and their reported tablet usage). Statistically significant results were highlighted at the 1% and 0.1% level of significance to account for the large size of the dataset and repeated statistical testing (following Marsh et al., 2015). Additionally, post-test "Cramer's V" effect sizes have been calculated (Muijs, 2011) in cases where statistically significant results at the 1% level were found, and are reported in the table. Interview data were analysed using thematic analysis (Braun and Clark, 2006).

Ethical issues were addressed throughout the study, in line with the BERA Ethical Guidelines for Educational Research, fourth edition (2018). Parents of children in the case studies, focus group interviews and telephone interviews signed consent forms. The notion of informed consent underpinned the approach to the research, with an understanding that for young children, assent must be judged through ongoing assessments of the child's body language in addition to other potential markers of discomfort (Dockett and Perry, 2011). If children appeared to be tired, then the interviews/ video recording schedules were adjusted accordingly. Each case study family and school involved were given £100 of vouchers in order to acknowledge the commitment they made to the project. Children who took part in the telephone interviews were given vouchers worth £20 to acknowledge their time commitment.

In the next section of the report, the data from the online survey are outlined. In the subsequent section of the report, the data from the case study families, focus group interviews and telephone interviews are discussed. Here, numerous excerpts from the transcripts are shared in order for readers to hear directly the voices of children and young people on how social media and television feature in their everyday lives. All names have been anonymised in the report.

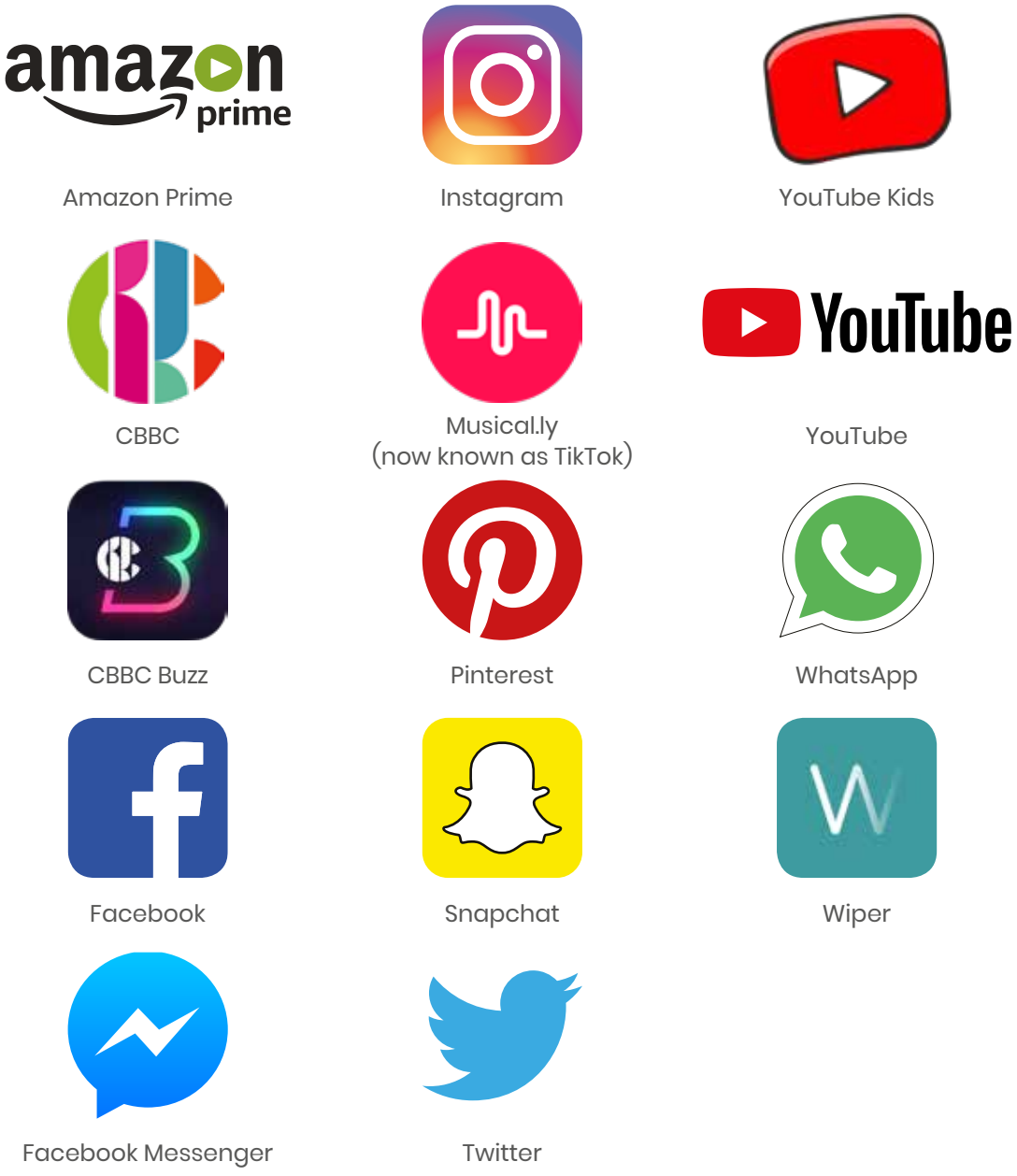
Section 2

Main Findings: Survey Data

2.1 Social media, television and children: survey data analysis

Figure 1 provides an overview of the logos used throughout the report.

Figure 1: Logos used in the report



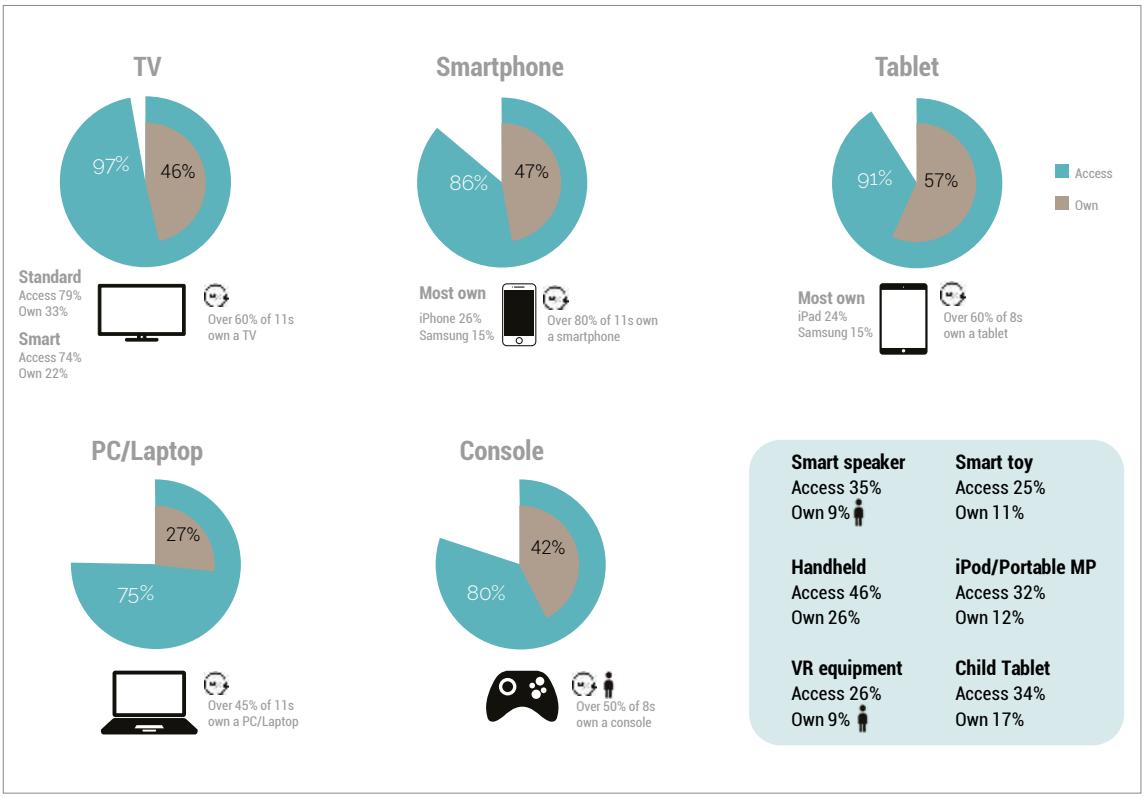
Note: Throughout this report, we use Musical.ly, as that was the title in operation at the time of the survey (conducted from 19th July to 4th August 2018).

2.1.1 Access

Children have access to a wide range of technologies at home and elsewhere (e.g. grandparents' home) that they can use. Figure 2 below indicates that the majority of children in the sample have access to standard televisions (79%), smart TVs (74%), tablets (91%), smartphones (86%), PC or laptops (75%), and games consoles (80%).

Overall, 46% of children own their own smartphone, but there are age differences in that older children are more likely to own a phone. Fifty-seven percent of the children whose families took part in the survey own their own tablet but this figure increases with age so 46% of 0-7-year-olds own their own tablets, in comparison with 67% of 8-16-year-olds. The iPad is the most popular tablet, with the Samsung Galaxy Tab the second most popular tablet.

Figure 2: Access to different types of technology (0-16s)

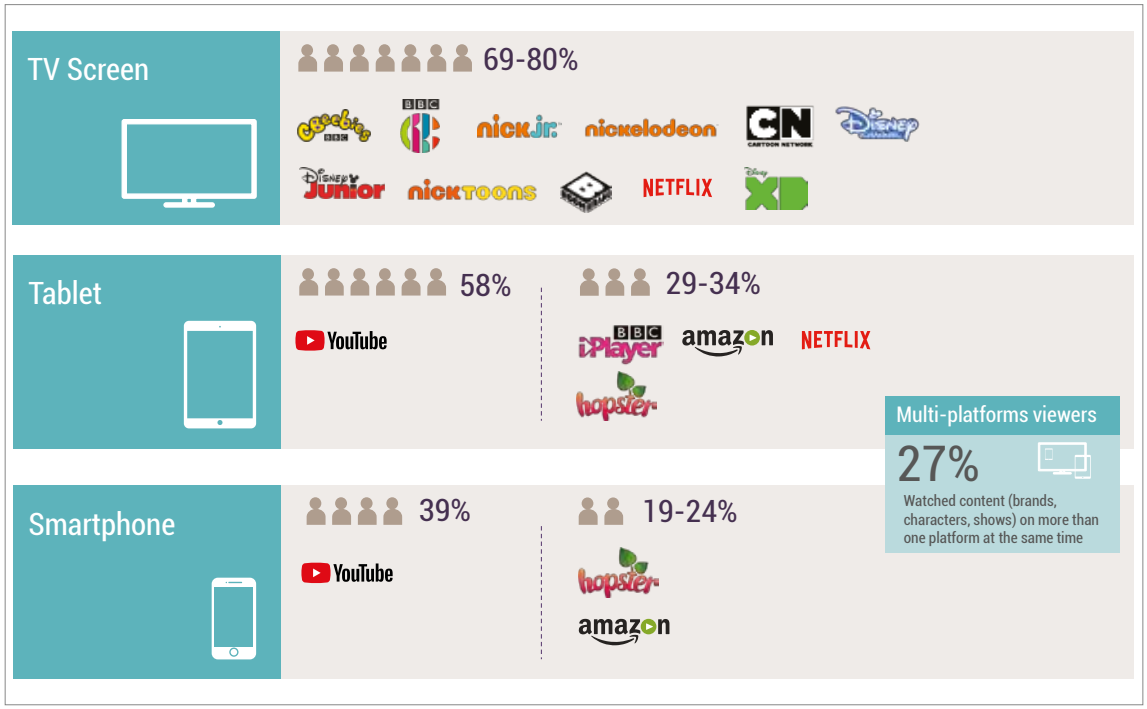


The data also point to the growing presence of emergent technologies in children's lives. For example, 26% of children have access to Virtual Reality equipment, 25% have access to a smart toy and 35% have access to a smart speaker, such as Amazon Echo, Apple HomePod or Google Home. Access to emergent technologies is not confined to older children, with 25% of children aged 0-7 having access to VR equipment, 30% having access to a smart toy and 36% having access to a smart speaker.

2.1.2 General Use

The study explored children's engagement with television. The word 'television' is used throughout this section to refer to television channels/ VOD/ SVOD/ OTT services. Television content is watched across a range of devices (see Figure 3).

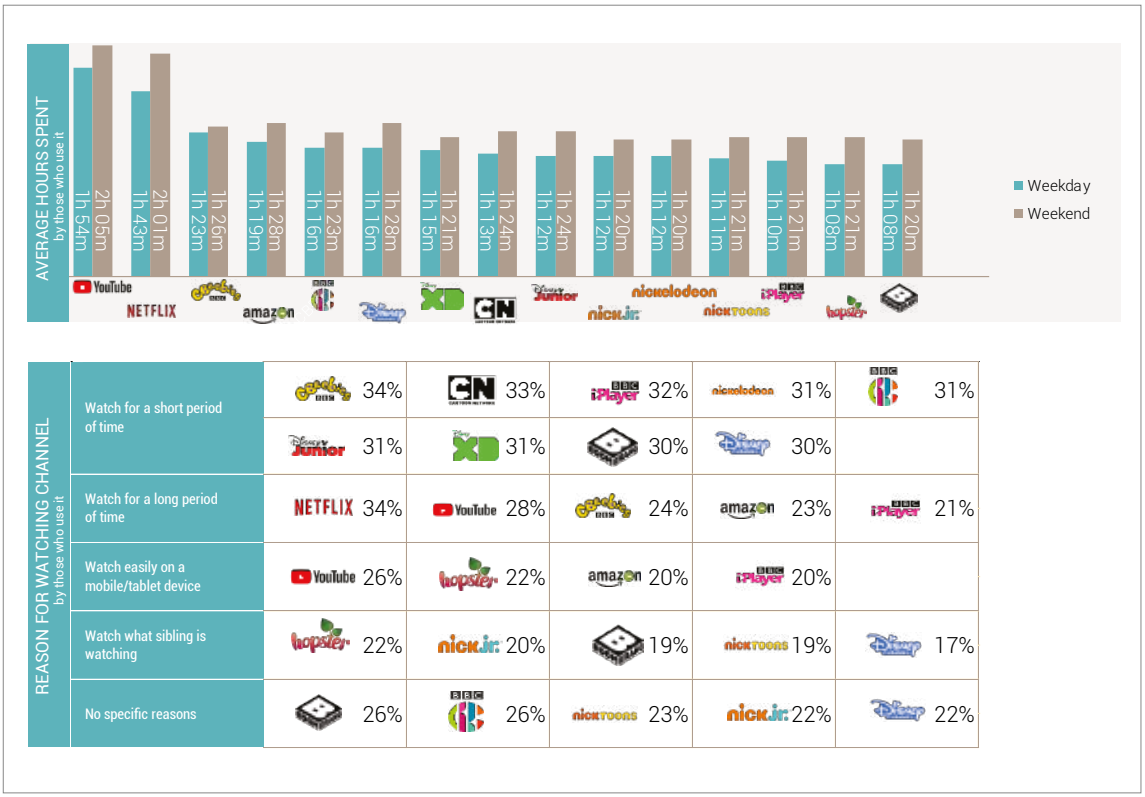
Figure 3: Device use with channel (0-16s)



Television screens are still the most popular form of dissemination for television, but as Ofcom (2018) research indicates, children are increasingly using mobile devices to view television, as Figure 3 shows. YouTube/ YouTube Kids are more likely to be viewed on mobile devices, although some families watch YouTube on Smart TVs. Twenty-seven percent of the sample watch the same content (brands, characters, shows) on more than one platform.

The average hours spent viewing channels/ sites varies, as outlined in Figure 4.

Figure 4: Channel / site viewing of 0-16s



There are differences in relation to age. Younger children watch CBeebies for longer in the week (1hr 29m average viewing time) than Netflix (1hr 22m), but this reverses at the weekend, with 0-7 year-olds watching Netflix for longer (1hr 37m) than CBeebies (1hr 30m). The 8-16-year-old age group watch Netflix longer than CBBC during both weekdays and weekends (Netflix 2hr 03m weekdays, 2h 23m weekends; CBBC 1hr 14m weekdays, 1hr 26m weekends) (see Figures 5 and 6).

Figure 5: Channel / Site Viewing of 0-7s

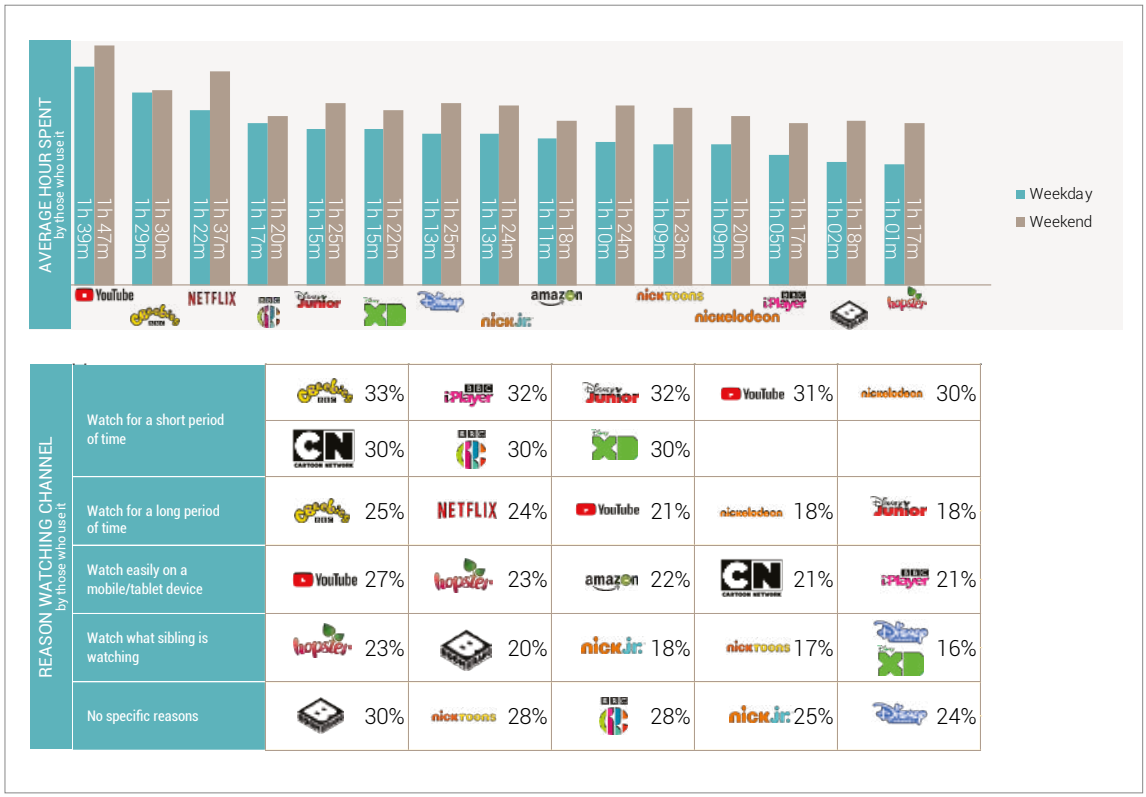
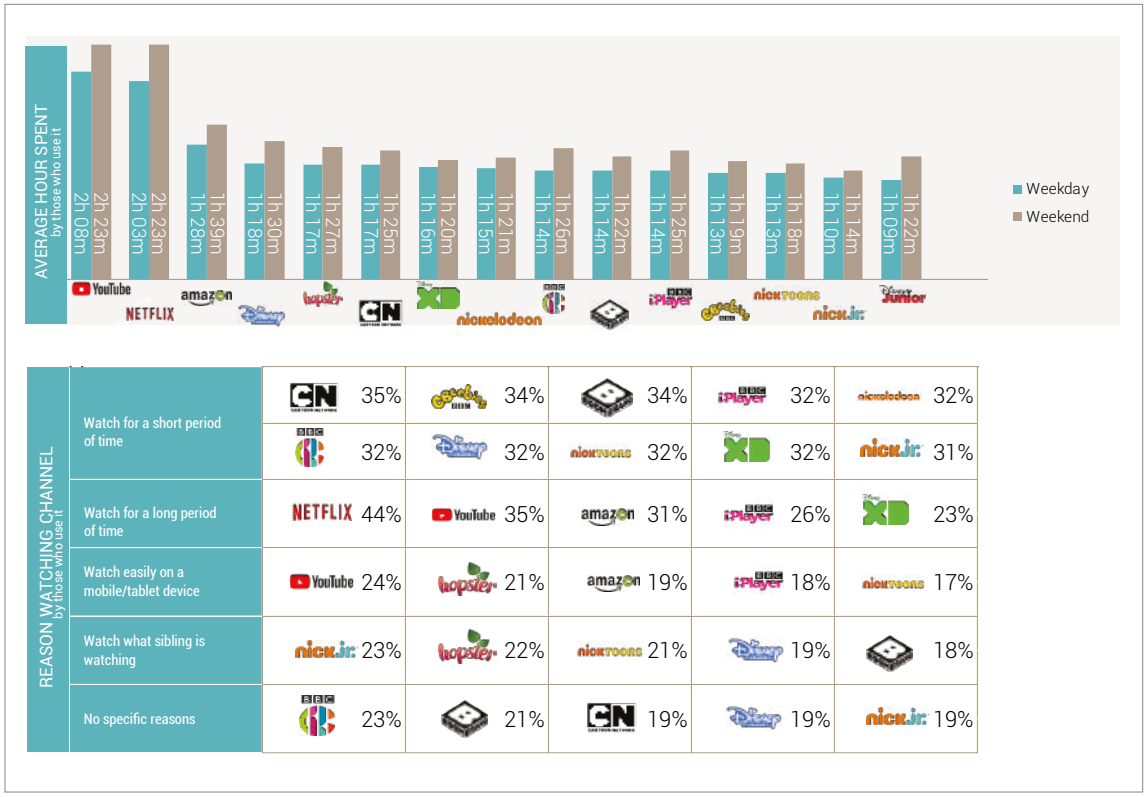


Figure 6: Channel / Site Viewing of 8-16s



Figures 4-6 also indicate that children have various reasons for watching the channels/ sites, and whilst some are viewed both for long and short periods of time, it is notable that Netflix is identified as being viewed when children want to watch something for a long period of time, whilst YouTube is perceived as something that is easy to watch on a tablet or mobile device.

Of the social media sites used, YouTube is the most popular, with 83% of children using it. Forty-five percent of the sample stated that their children access YouTube Kids (see Figure 7).

Figure 7: Social media usage (0-16s)

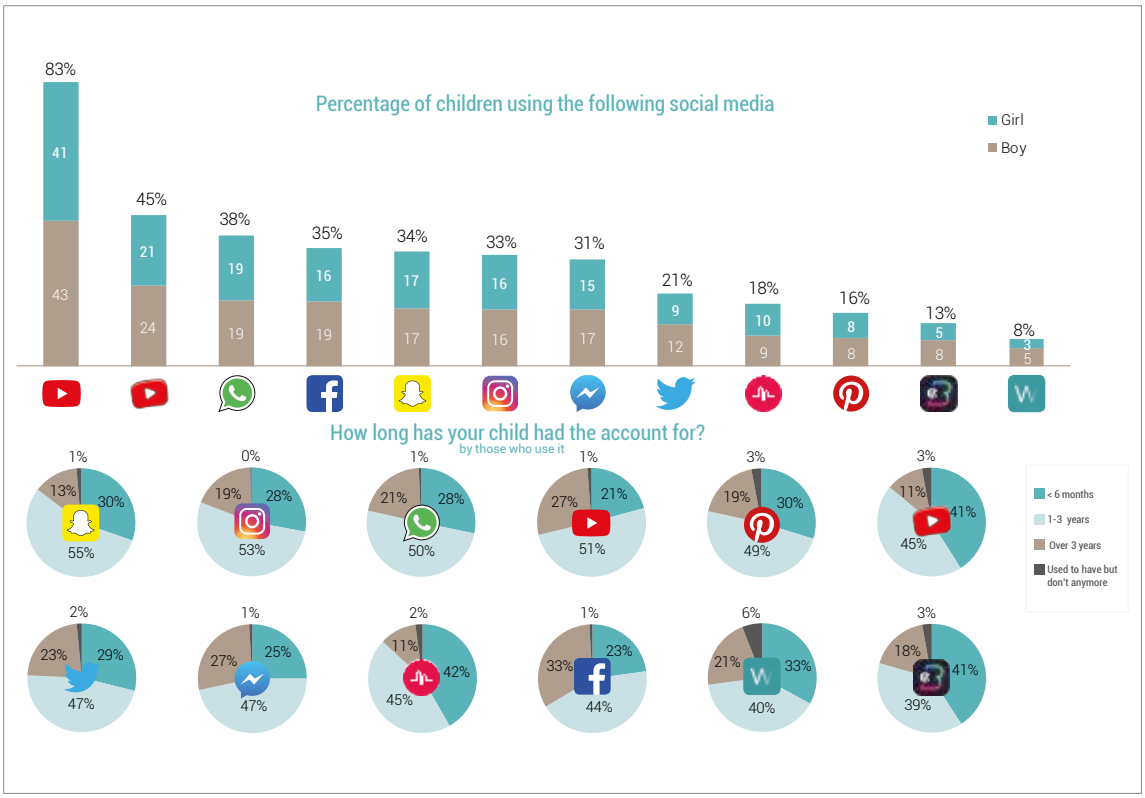


Figure 7 also outlines the use of other social media sites, with 38% of children and young people reported as using WhatsApp, 35% Facebook, 34% Snapchat and 33% Instagram. There were differences in the extent to which children aged 0-7 and 8-16 used social media (see Table 4).

Table 4: Use of social media site by age

Social Media Site	% of children aged 0-7 who use it	% of children aged 8-16 who use it
CBBC Buzz	15%	11%
Facebook	17%	51%
Facebook Messenger	15%	47%
Instagram	16%	49%
Musical.ly	13%	24%
Pinterest	10%	21%
Snapchat	20%	47%
Twitter	12%	30%
WhatsApp	19%	57%
Wiper	7%	8%
YouTube	80%	87%
YouTube Kids	59%	30%

These figures indicate that social media usage is prevalent across the age groups, but usage does not equate to having an individual account. As the qualitative data (discussed in Section 3) indicate, with regard to younger children, the use is generally co-use with parents and other family members, not use on their own accounts. There are children under thirteen registered for their own accounts on social media sites, as outlined in Table 5:

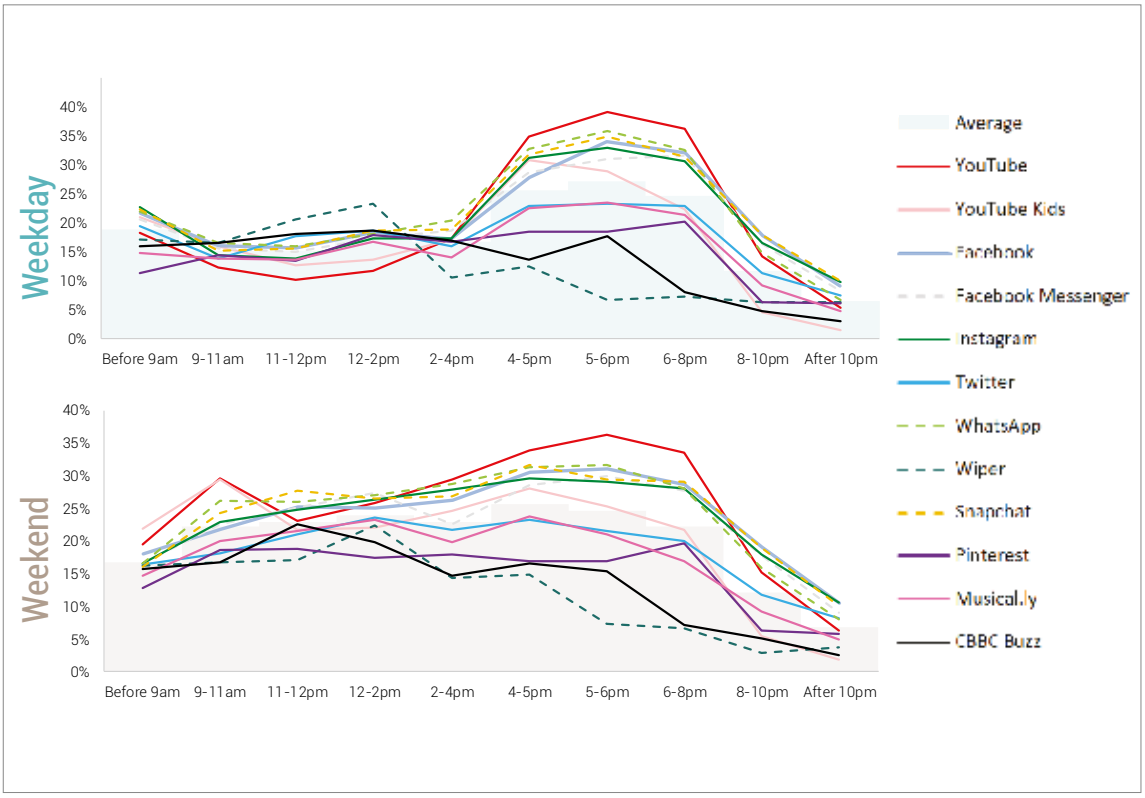
Table 5: % of Children reported to have their own social media accounts by age

Social Media Site	% of children aged 0-7 reported as having own accounts	% of children aged 8-16 reported as having own accounts
CBBC Buzz	5%	6%
Facebook	7%	42%
Facebook Messenger	7%	38%
Instagram	6%	42%
Musical.ly	5%	17%
Pinterest	3%	13%
Snapchat	7%	39%
Twitter	5%	23%
WhatsApp	8%	47%
Wiper	2%	4%
YouTube	11%	87%
YouTube Kids	16%	15%

These figures are, overall, similar to an Ofcom (2018) study, which notes that 4% of 5-7-year-olds, 18% of 8-11 year-olds and 69% of 13-17 year olds have a social media profile. It is of interest that there were few gender differences in terms of having social media accounts, apart from YouTube Kids (18% of boys and 13% of girls have accounts) and Musical.ly (9% of boys and 13% of girls have accounts).

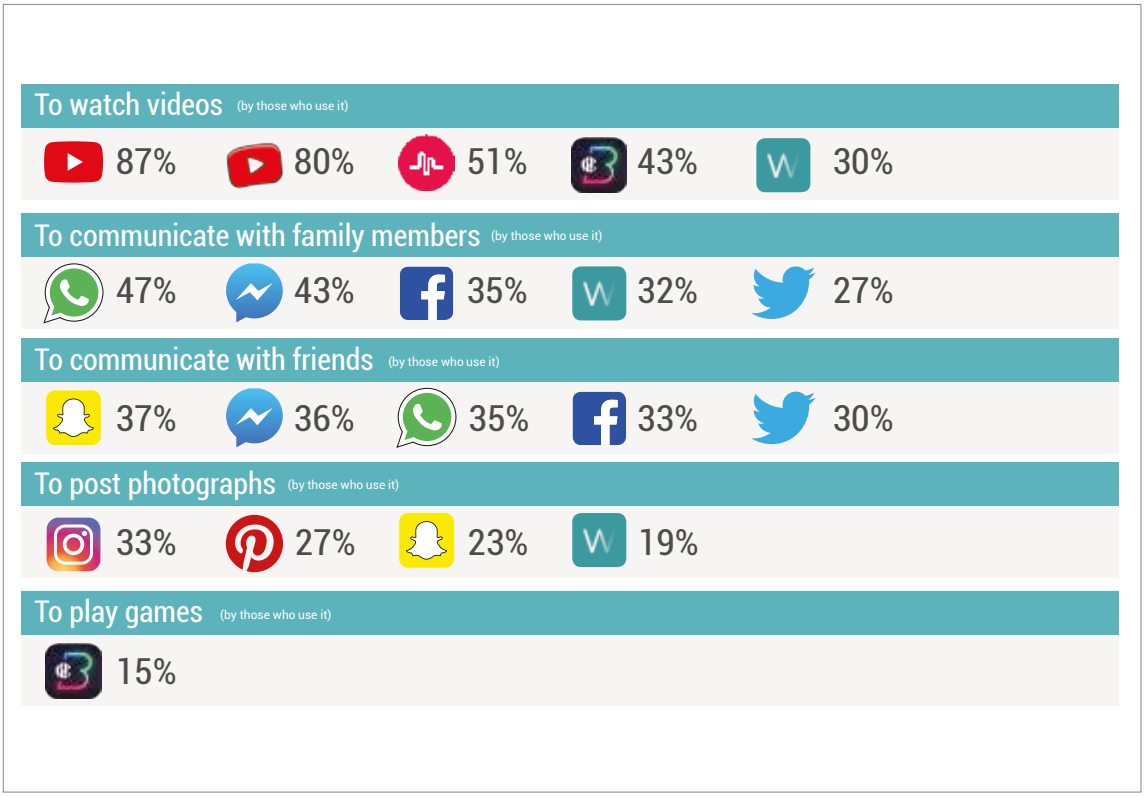
For most social media sites, the peak time to use it is after school during the weekday, with use more evenly spread across the day at the weekend (see Figure 8).

Figure 8: Social media activities by time of day (0-16s)



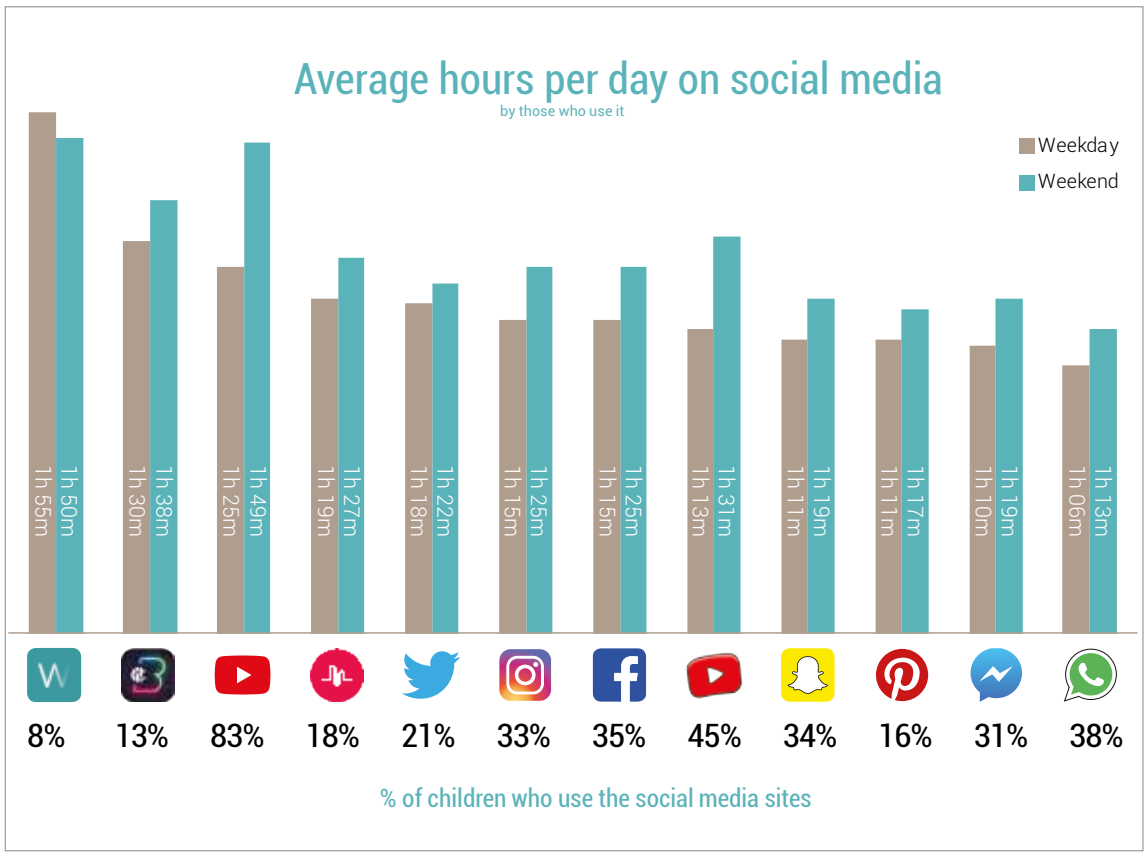
Children use social media sites for a range of different purposes, which are related to the design and aims of the site and apps (see Figure 9).

Figure 9: Top activities when using social media (0-16s)



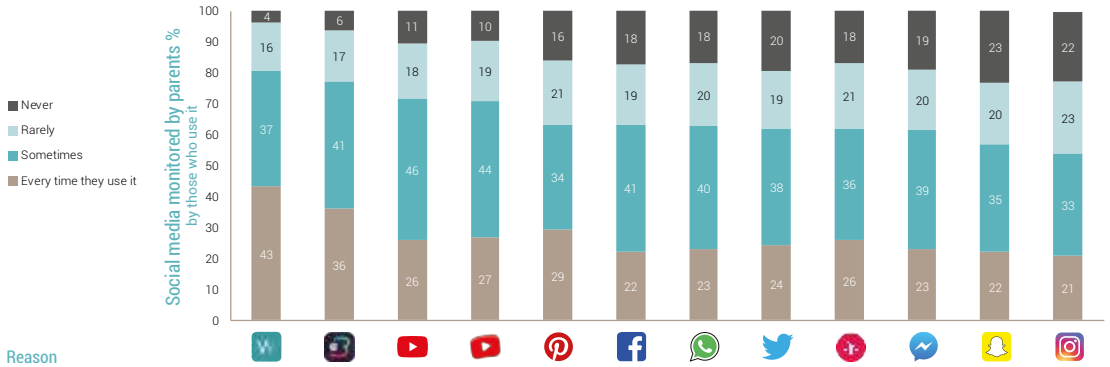
Children spend differing amounts of time on the social media sites they use, with more use of them at weekends, apart from Wiper (see Figure 10).

Figure 10: Average time spent on social media (0-16s)



Although over 83% of children watch YouTube, 29% of parents report monitoring that use rarely or never, which is a sizeable minority (see Figure 11).

Figure 11: Social media monitoring by parents (0-16s)



Reason												
Because I want to know what my child is doing	31%	34%	45%	41%	31%	42%	41%	39%	41%	41%	43%	41%
Because my child needs help using it	35%	26%	13%	19%	22%	17%	15%	18%	21%	18%	18%	17%
Because my child asks me to do so	20%	24%	14%	18%	24%	19%	16%	19%	20%	18%	15%	17%
Because my child is too young to use it on their own	10%	9%	10%	12%	9%	8%	9%	10%	6%	8%	8%	10%
Because we want to enjoy using it together	4%	7%	18%	11%	14%	15%	19%	14%	12%	15%	17%	16%

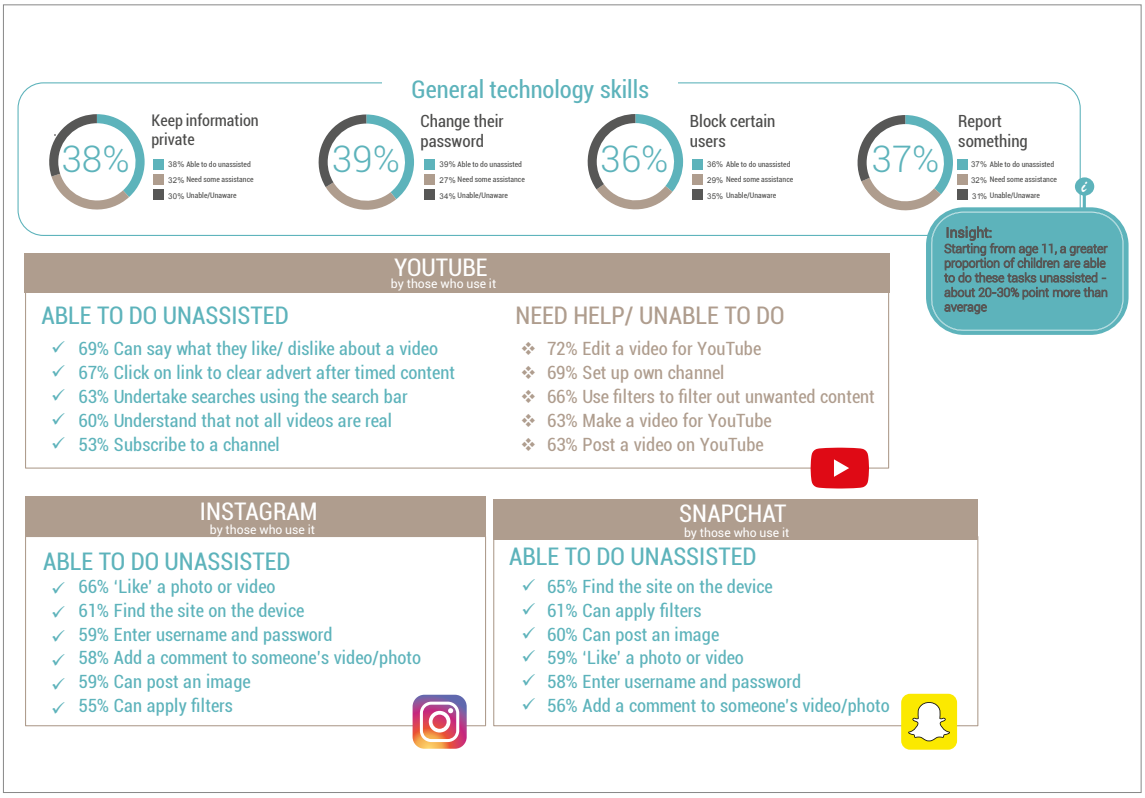
TOP 3 sites by reason

Parents report various reasons for monitoring or co-using social media sites with children. For most sites, parents most frequently report wanting to know what their children are doing, which aligns with other studies on parental mediation of children's use of digital media (Chaudron, Marsh and Navarette et al., 2017).

The sites which most parents indicate they monitor the use of are YouTube, Facebook and Snapchat. The sites that lead most frequently to parents engaging because the child needs help or the child asks for support are Wiper, CBBC Buzz and Pinterest. The sites which most frequently foster parental engagement because they want to have fun with their children are YouTube, WhatsApp and Snapchat.

Children have a broad range of skills when using social media (see Figure 12).

Figure 12: Social media skills: YouTube, Instagram, Snapchat (0-16s)

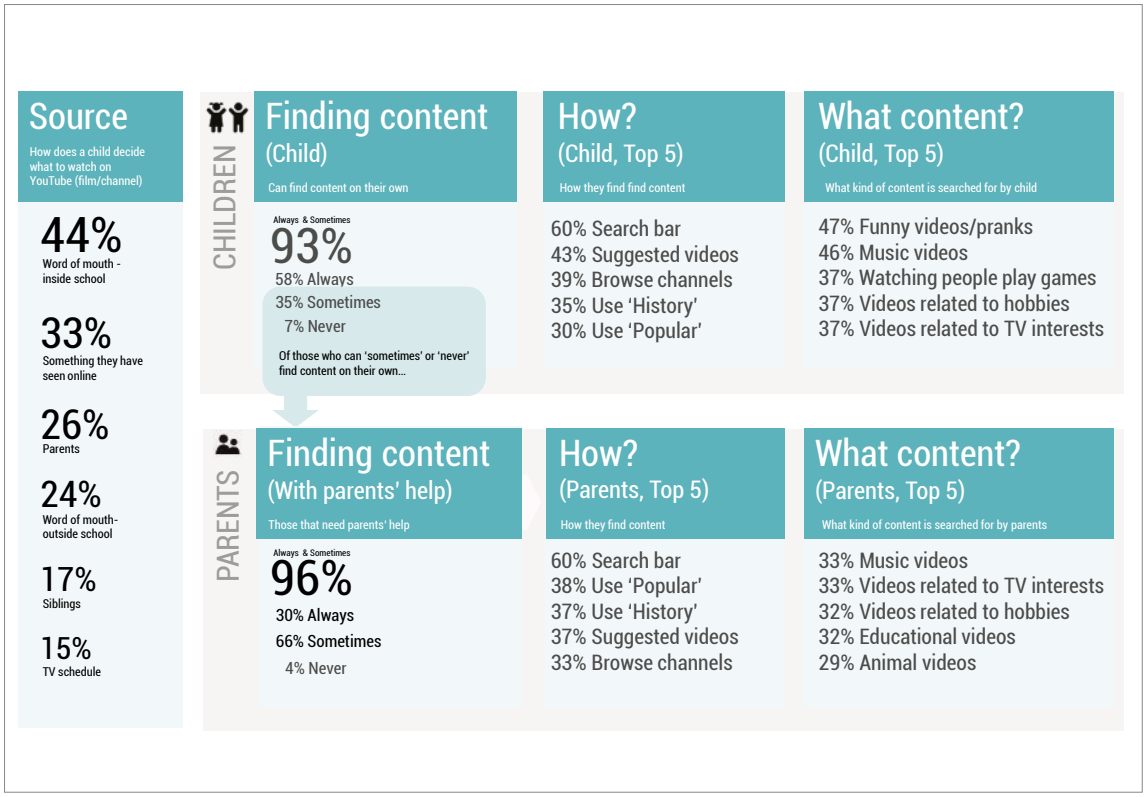


There is obviously more education that is required in this area, with, for example, 62% of children either unable to, or needing some assistance to, keep information private. However, as one might expect, there are age differences in that 42% of 8-16 year-olds are unable to, or need some assistance to, keep information private, in comparison with 83% of under 8's.

2.1.3 Use of YouTube

As determined in a previous study conducted by members of the team (Marsh et al., 2015), YouTube is the favourite site/ app of children, and so a number of survey questions focused on the use of YouTube. Just over half of children (58%) always find content on their own on YouTube, and 35% sometimes find it on their own, with only 7% of children reported as never finding their own content. However, there is an age difference in that 13% of under eights never find their own content, in comparison to 1% of over eights. Sixty percent of children use the search bar to find content, and 43% follow the suggested videos (see Figure 13).

Figure 13: Finding and viewing YouTube content (0-16s)



There are few differences in the search strategies used by parents and children for YouTube, but parents are more likely than children to use the 'history' facility. Parents also use the 'suggested videos' function, which is useful to use when choosing content for someone else. The 'history' function is helpful for children as they like to undertake repeated activities (this also applies to reading books and other non-digital activities), although this then may limit the extent to which they will encounter new content. Word-of-mouth in school is the most significant source of information for children about which videos to watch.

Children have a range of skills when using YouTube. Figures 14 and 15 outline these skills in relation to the age of children.

Figure 14: The skills of 0-7-year-olds when using YouTube

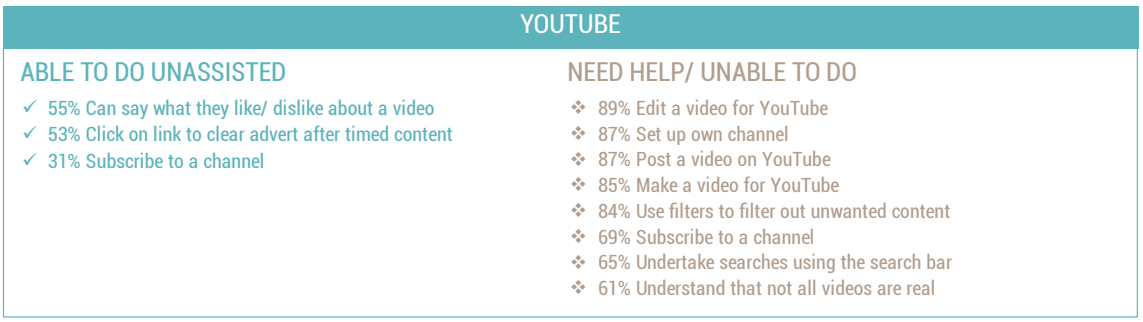
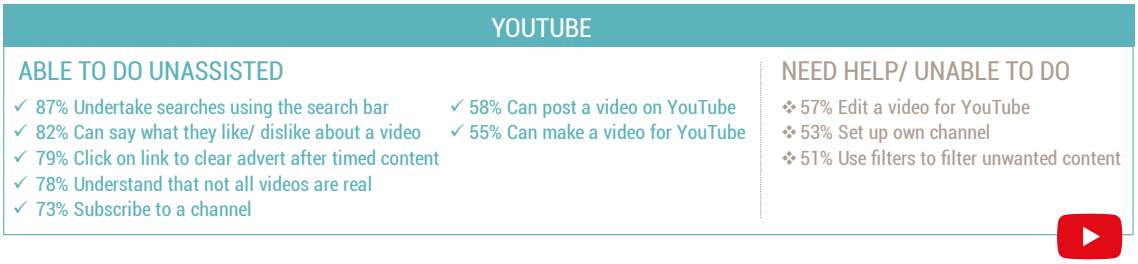


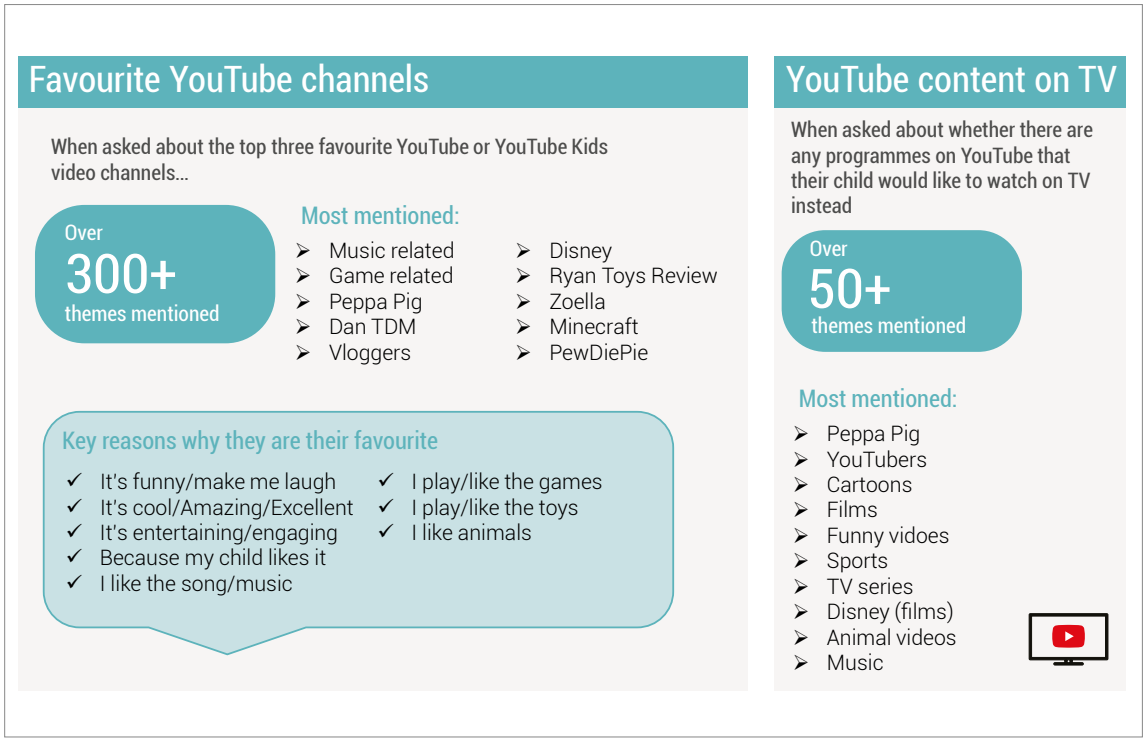
Figure 15: The skills of 8-16-year-olds when using YouTube



There are statistically significant differences related to age in this area, as one might expect, with older children more able to undertake tasks unassisted than younger children. Figures 13 and 14 indicate that 87% of older children can undertake searches using the search bar unassisted, whereas 65% of under eights need help in order to do this. Seventy-three percent of over eights can subscribe to a channel unassisted; whereas 69% of under eights are unable or need help to do this. There were few gender differences, although there were some exceptions to this. Of statistical significance were the data relating to the number of boys (33%) and girls (29%) being able to set up their own YouTube channels unassisted, and boys (30%) and girls (26%) reported to be able to edit a video for YouTube unassisted.

Children watch a very wide range of videos on YouTube, and Figure 16 indicates that many of the favourite channels are related to gaming and vloggers. Indeed, many respondents indicate that they would like to see 'YouTubers' on the television (see Figure 16).

Figure 16: YouTube Content Preference (0-16s)



It is notable, however, that over 300 themes were mentioned overall, which points to the way in which YouTube enables children to pursue their individual interests, some of which are relatively distinct, as will be discussed in relation to the qualitative data in the next section of the report.

When parents choose content for their children, they obviously have children's interests and preferences in mind, but are more likely to choose content that is educational and/ or related to school work than their children (see Figures 17 and 18).

Figure 17: YouTube Content Preferences of 0-7 year-olds

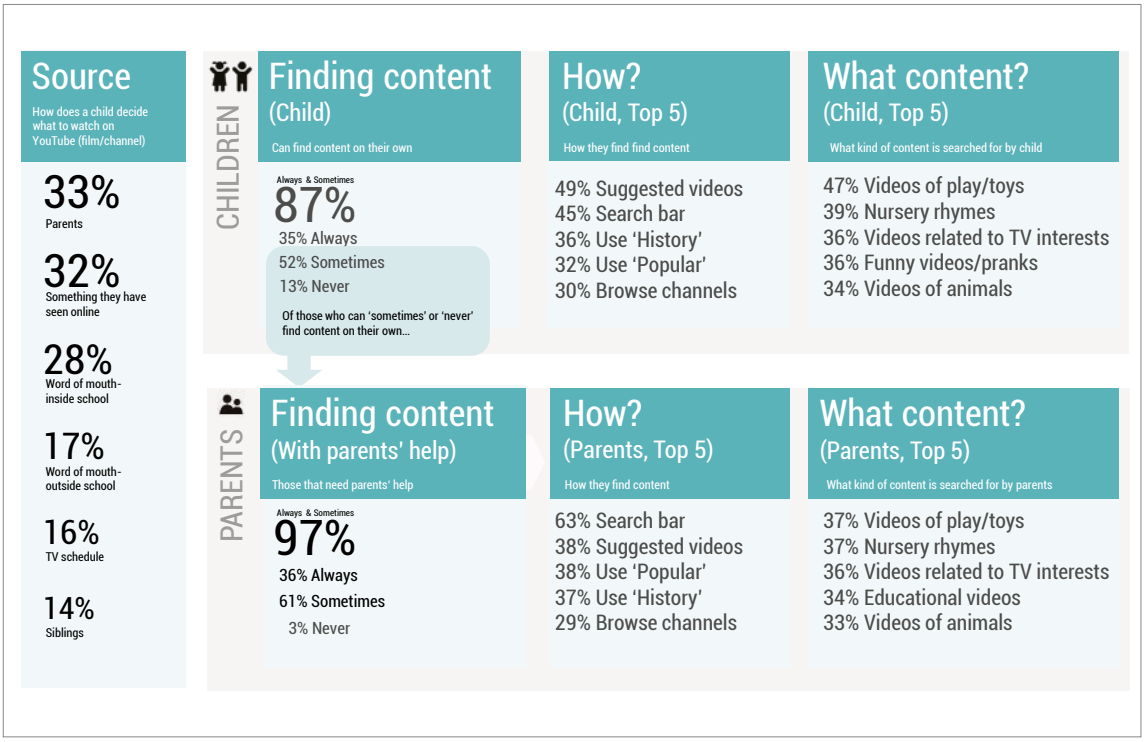
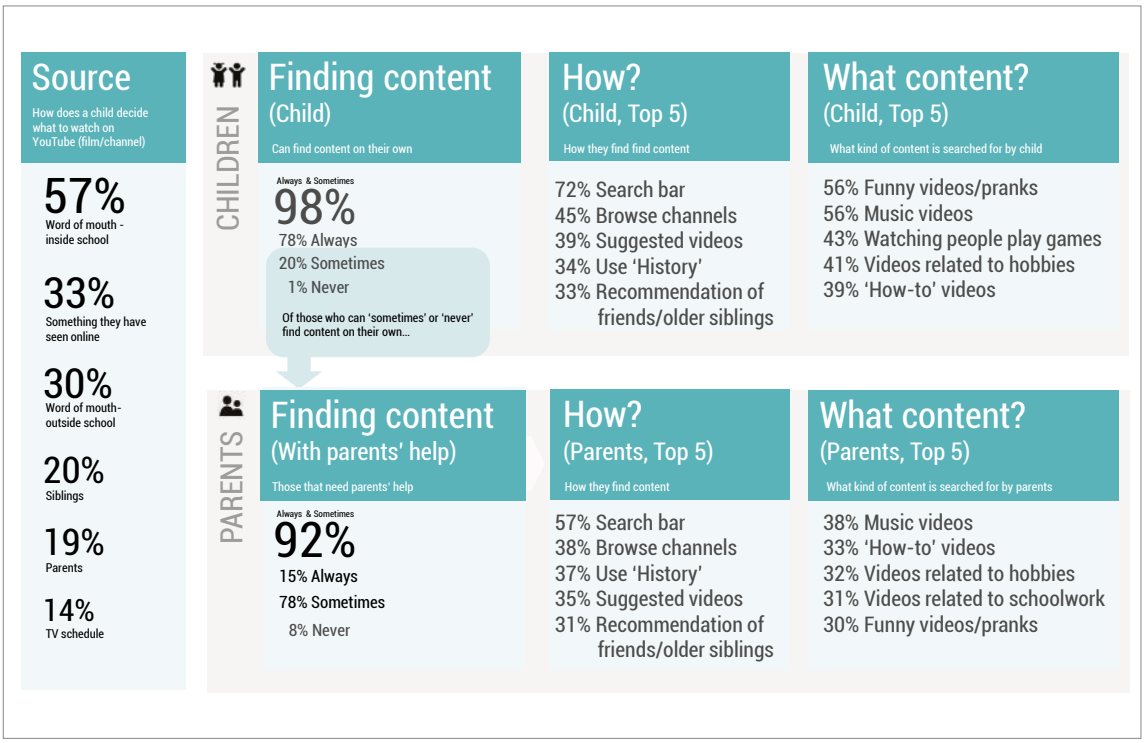


Figure 18: YouTube Content Preferences of 8-16 year-olds



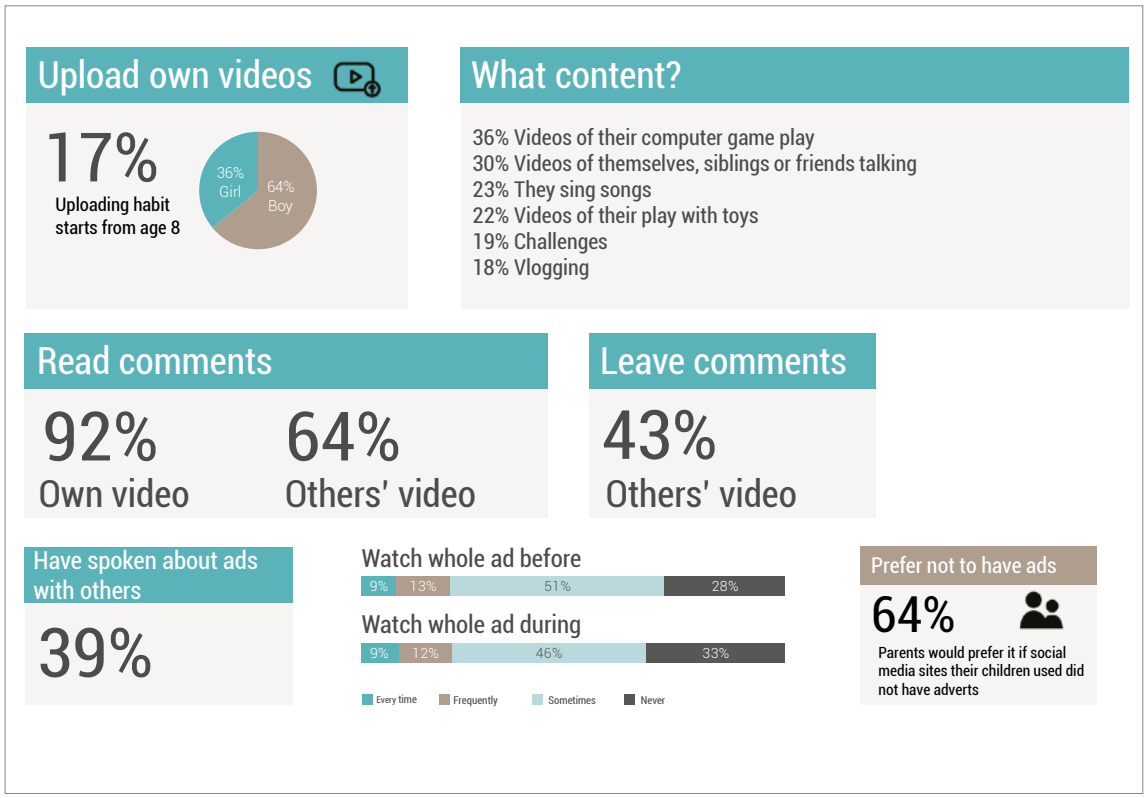
There are differences across the age groups. Under eights are more likely to watch the suggested videos and use the search bar than use other means to find content, whereas older children are more likely to browse channels (see Figures 17 and 18), perhaps because they have developed a list of channels they subscribe to. In addition, younger children's favourite videos are those which portray other children playing with/ without toys, whereas older children like funny/ prank and music videos best (see Figures 17 and 18). When asked what their top three favourite YouTube or YouTube Kids channels were, the most frequently mentioned were as outlined in Table 6.

Table 6: Most frequently mentioned content when respondents were asked which were children's favourite YouTube channels

Children aged 0-7	Children/ Young people aged 8-16
Peppa Pig Disney Ryan Toys Review Nursery rhymes Music videos CBeebies Vloggers Cartoons Toys	Music related Vloggers Games related DanTDM Zoella PewDiePie Minecraft Disney Fortnite Stampy

Seventeen percent of 0-16 year-olds reported uploading their own videos to YouTube (see Figure 19). The majority of videos are related to computer gaming, or talking with family or friends. As might be expected considering the gendered nature of the skills reported above, boys represent almost two thirds (64%) of those uploading their own videos, with girls representing only 36%.

Figure 19: YouTube usage and experience (0-16s)



There are also age differences. Twice as many 8-16 year-olds (23%) report that they upload videos to YouTube than under eights (11%). Older children are more likely to upload videos of themselves playing videos games, whereas younger children are more likely to upload videos of themselves singing songs (see Figures 20 and 21).

Figure 20: YouTube usage and experience of 0-7 year-olds

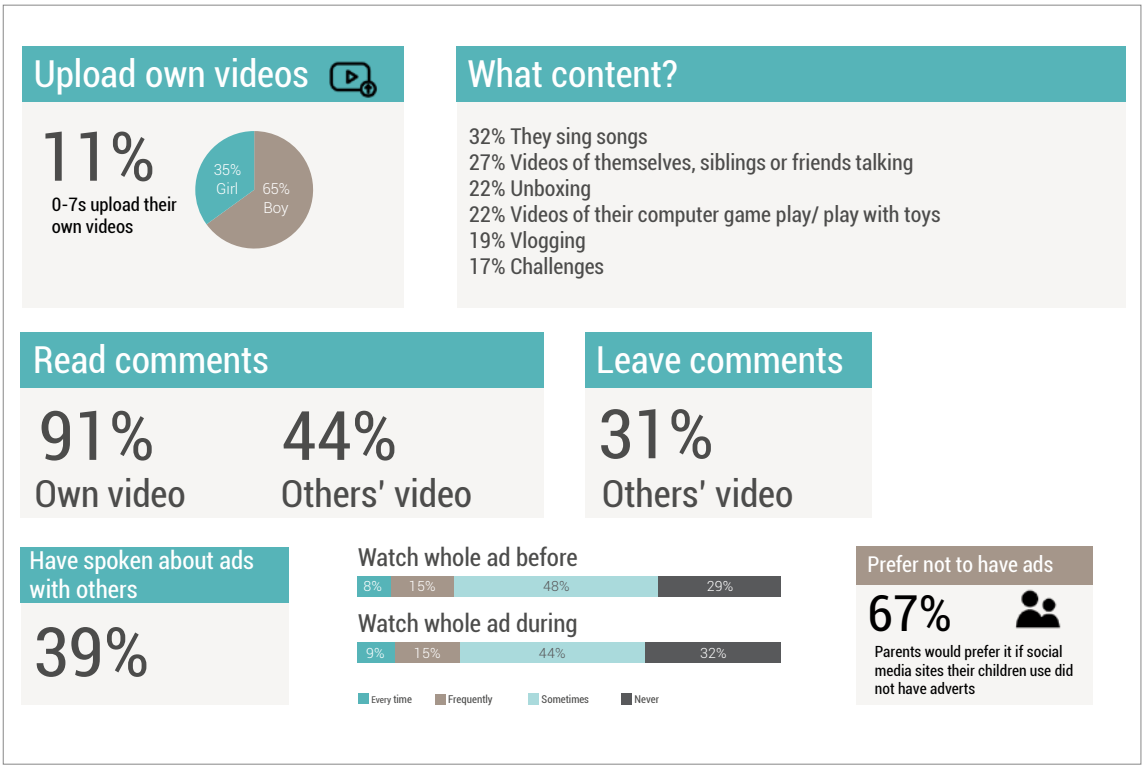
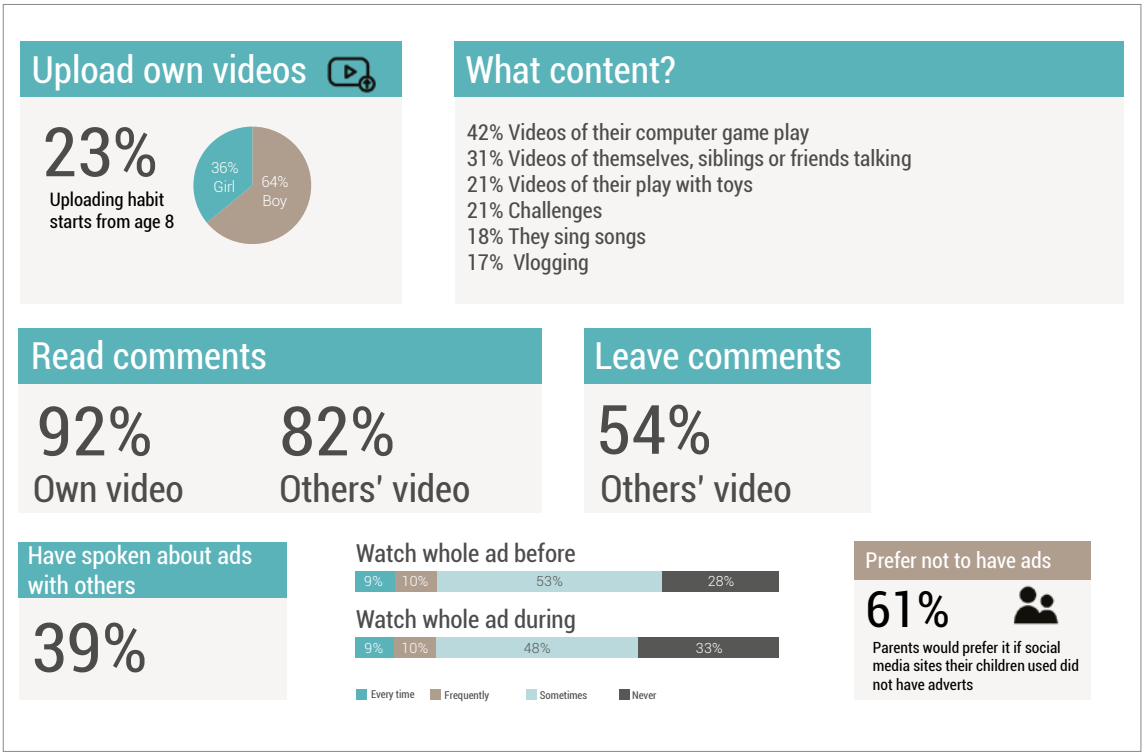


Figure 21: YouTube usage and experience of 8-16 year-olds



It is of interest that 43% of children leave comments on videos (with 54% of parents of over eights and 31% of parents of under eights reporting that their children do so, presumably on parents' accounts). Older children read the comments left under the videos made by others as well as themselves, whereas young children are less likely to do this, perhaps reflecting their developmental stage in which they are more likely to be focused on their own interests.

Approximately a third of the sample avoid watching adverts, but the rest do, either frequently or less often. Figures 16-18 also identify that 64% of parents would prefer children not to access adverts on social media sites, although whether they would be willing to consider alternative business models for running the sites is not clear. A previous study on apps (Marsh et al., 2015) demonstrated that the majority of parents did not wish to pay for apps for their children, despite the link between the quality of app content and commercial models used by companies that was found to be the case in that study.

Figures 22 and 23 indicate the level of parental influence on video content type. Parents are more likely than their children to choose educational content for their children's viewing. Inevitably, older children enjoy more independence in relation to the choice of videos watched.

Figure 22: YouTube: Parental influence on content type, 0-7 year-olds

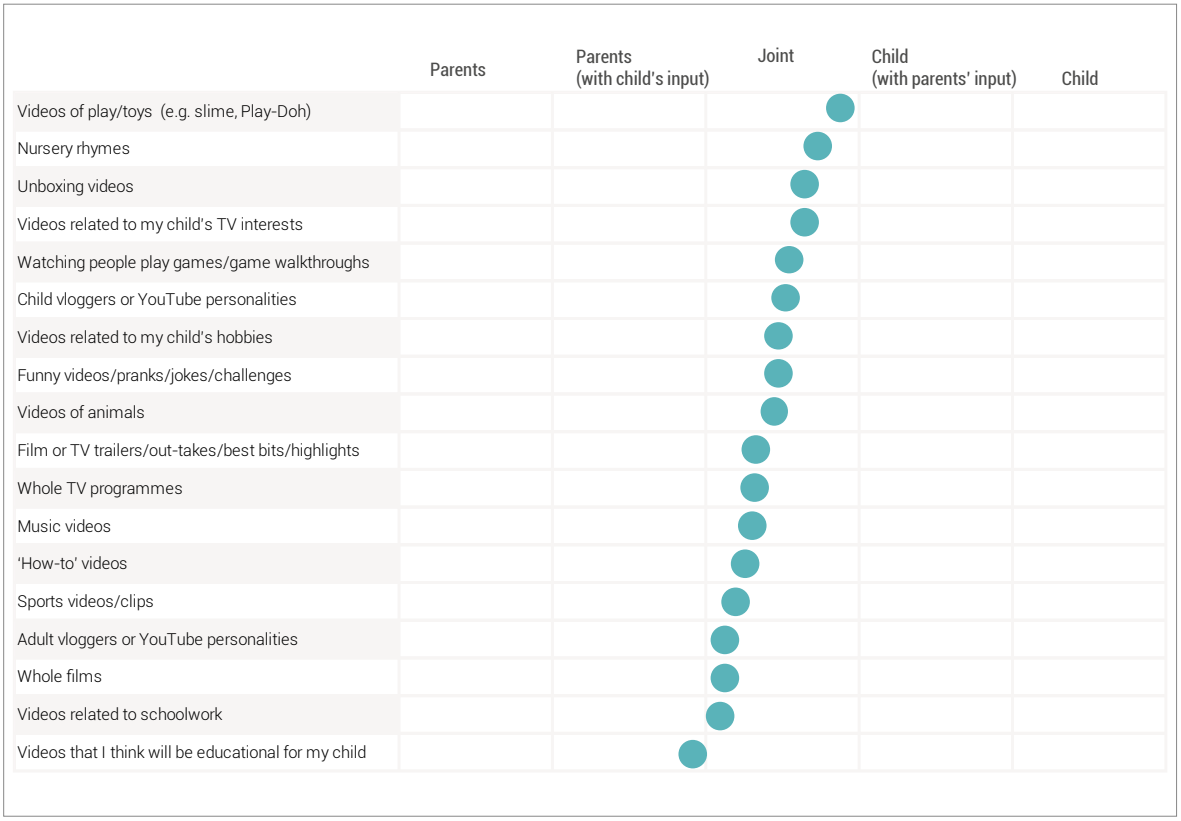
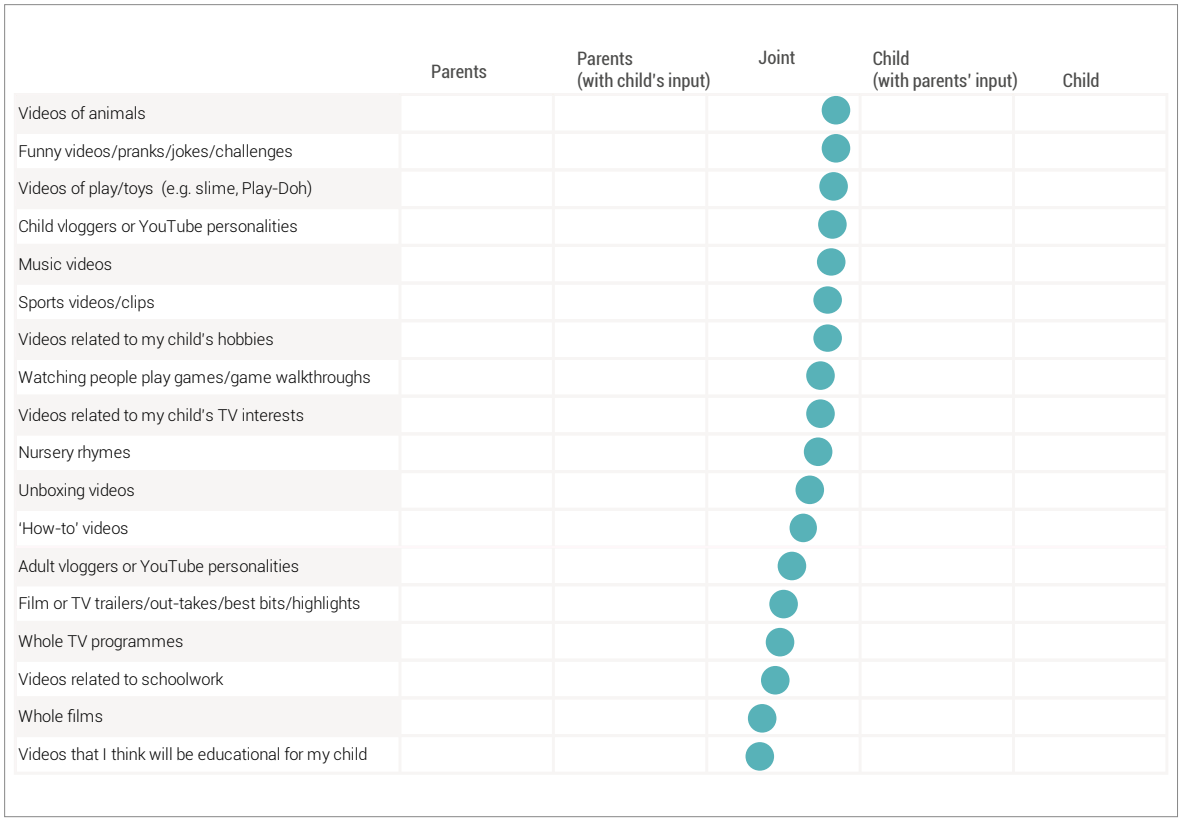


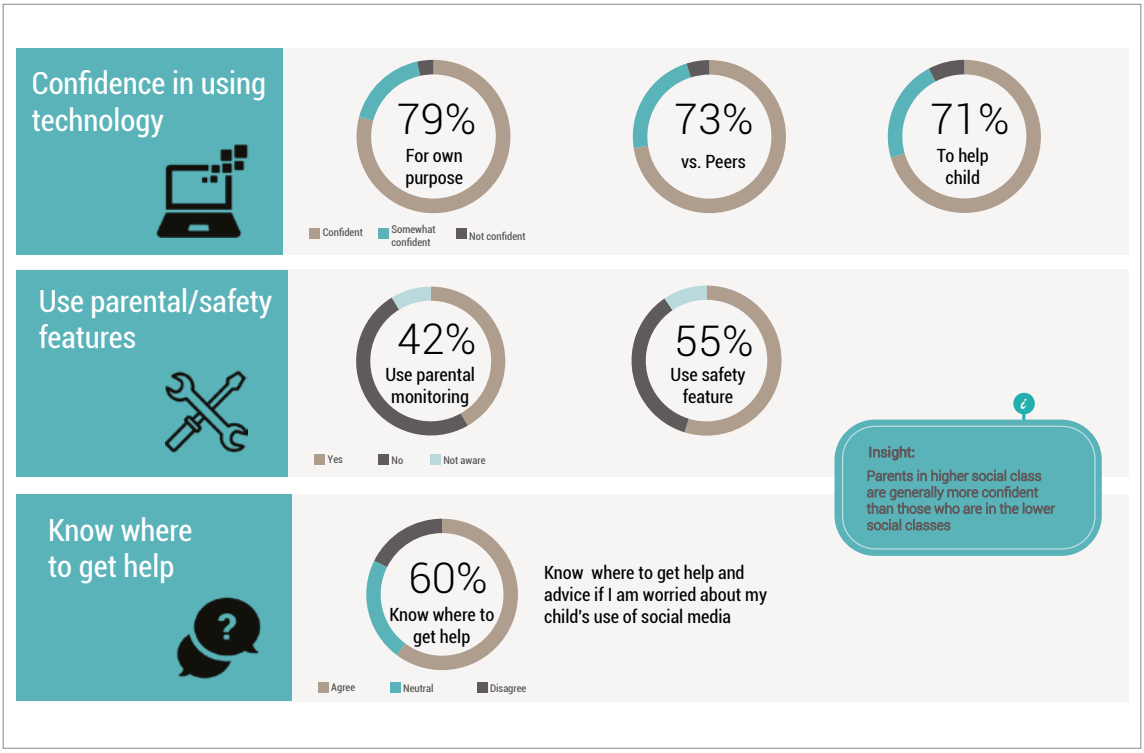
Figure 23: YouTube: Parental influence on content type, 8-16 year-olds



2.1.4 Parents' skills and confidence

The survey explored the levels of confidence and views of parents. The majority of parents state that they are confident using technology, although slightly fewer are less confident to use technology to help their child (see Figure 24). Parents of older children are more likely to say that they are not very confident, or not confident at all, about helping their child using technology than parents of younger children (9% v 6%).

Figure 24: Parents' assessment of technology skills (0-16s)

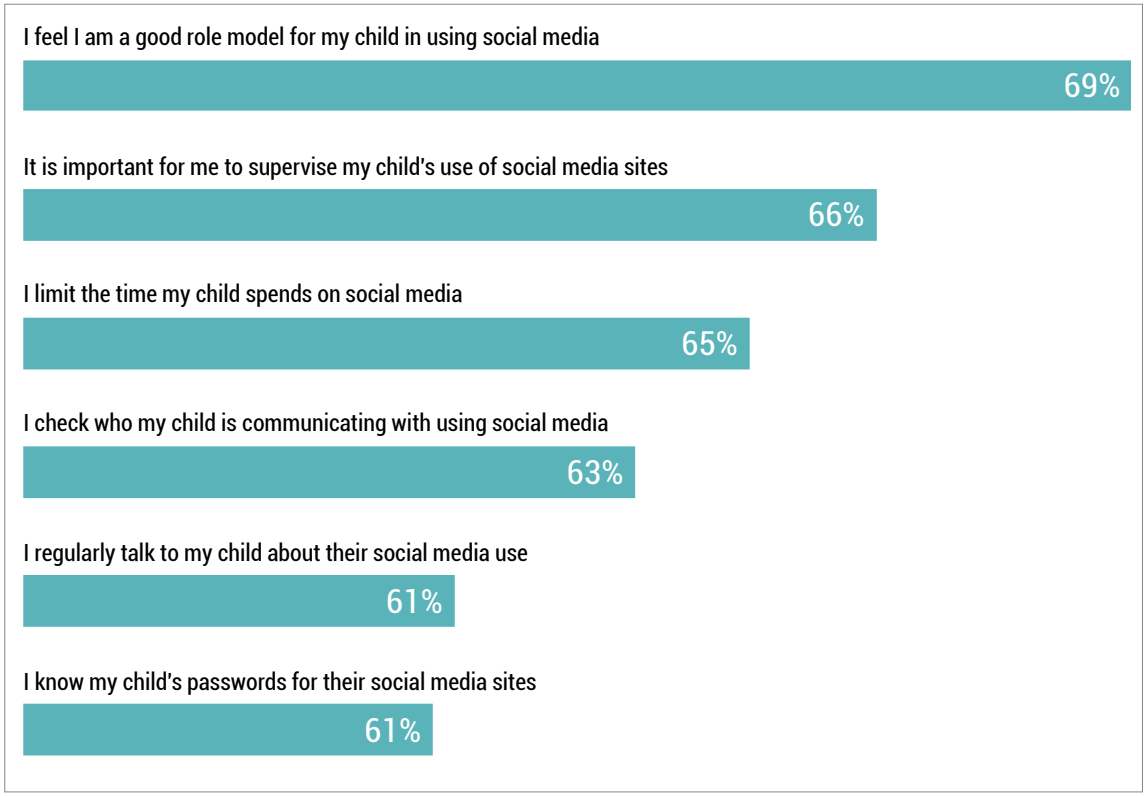


There are differences in relation to social class. Parents in social groups C2DE are less likely to report that they are confident in using technology than parents in social groups ABC1 (68% v 75%). Similarly, parents in social groups C2DE are less likely to report that they are confident in helping their child to use technology than parents in social groups ABC1 (66% v 74%).

As Figure 24 indicates, whilst most parents know where to get help and advice from relating to their children's use of social media, a sizeable minority (40%) are not sure, or do not know where to get help and advice, which rises to 43% of parents of children aged under eight.

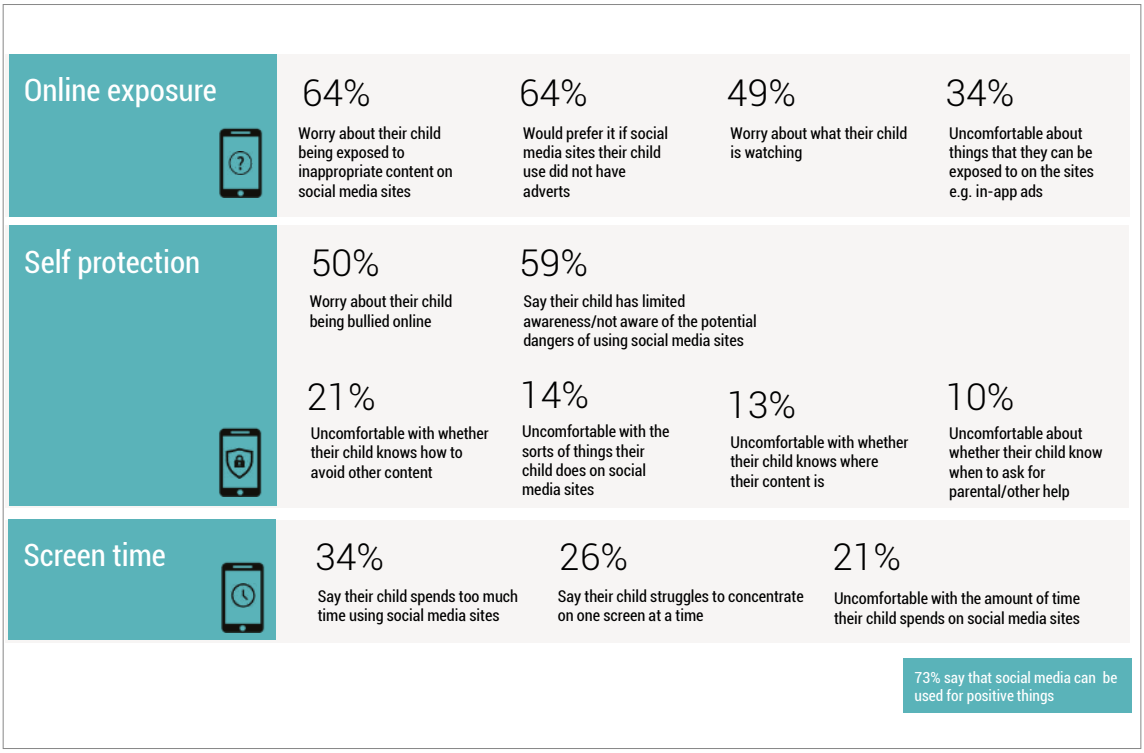
The majority of parents feel that they are a good role model for their child in their use of social media (see Figure 25). Whilst the majority state that it is important that they supervise their children's use of social media sites, there are some indicators that this was not always the case in that a total of 63% check who their child is communicating with on social media, as Figure 24 indicates.

Figure 25: Parental mediation of children's social media use (0-16s)



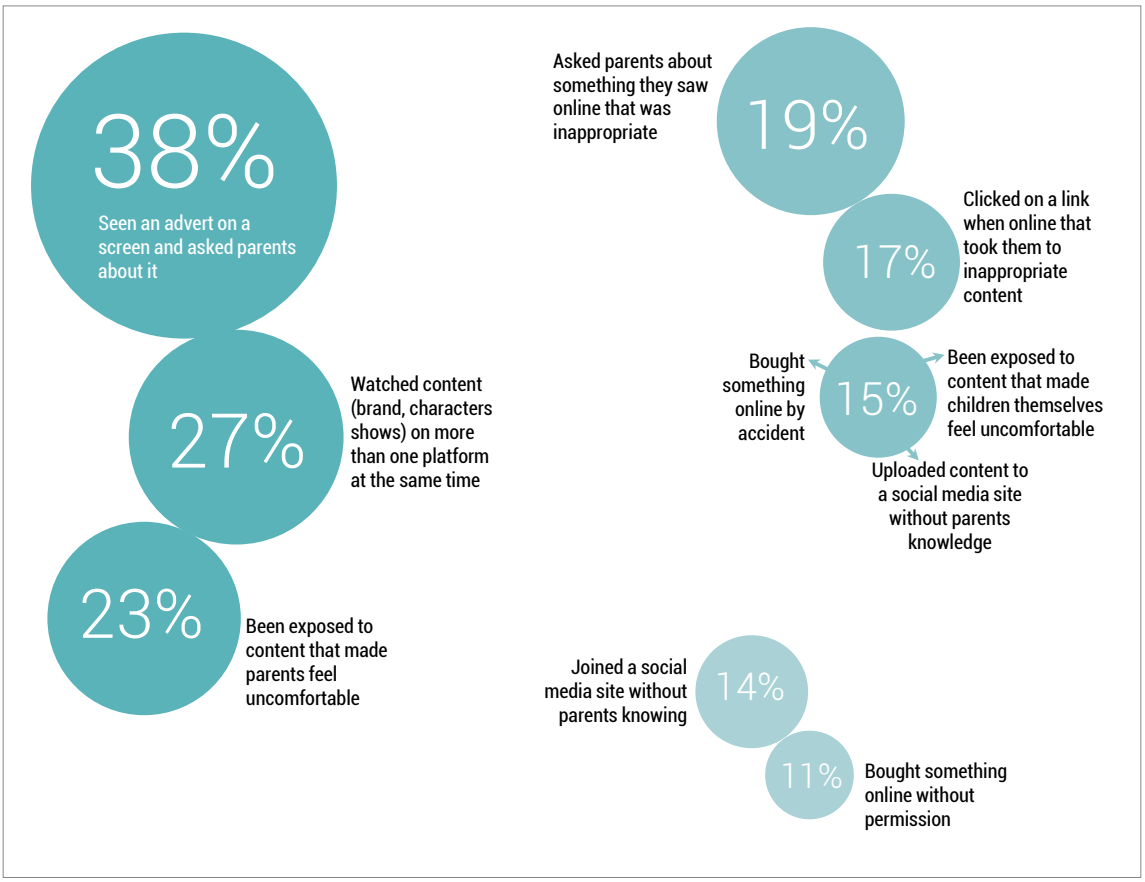
Parents are more concerned about potential negative issues related to content than contact (see Figure 26).

Figure 26: Parents' concerns (0-16s)



It is notable that 59% of all parents feel that their child has limited awareness of the potential dangers of using social media sites (this differed according to age – 81% of parents of under eights feel this, in comparison with 39% of parents of children aged 8-16). Only 14% percent of children report joining a social media site without their parents knowing, but it should be noted that parents and children, in many cases, completed the survey together and so children may not have wished to indicate that they had done this (see Figure 27).

Figure 27: Children's activities and their impacts (0-16s)



There are age differences in relation to some of the activities outlined in Figure 27. Eight percent of under-eights have bought something online without permission; this increases to 14% of 8-16 year-olds. Nine percent of children aged 0-7 have uploaded content to a social media site without their parents' knowledge; this increases to 21% for 8-16 year-olds. Thirteen percent of under eights have been exposed to content that made them feel uncomfortable; this rises to 18% of 8-16-year-olds. Fifteen percent of 0-7 year-olds have talked to parents about something they saw online that was inappropriate; this rises to 23% of 8-16 year-olds.

Parents of children aged 0-7 are more likely than other parents to express discomfort about the sorts of things their children do on social media sites (11% quite or very uncomfortable v 7%), and the kinds of material that they could be exposed to (27% quite or very uncomfortable v 14%). Parents of young children are also less likely to say that they are comfortable that their child knows how to access content (12% quite or very uncomfortable v 8%), and knows how to avoid unwanted content (21% quite or very uncomfortable v 9%).

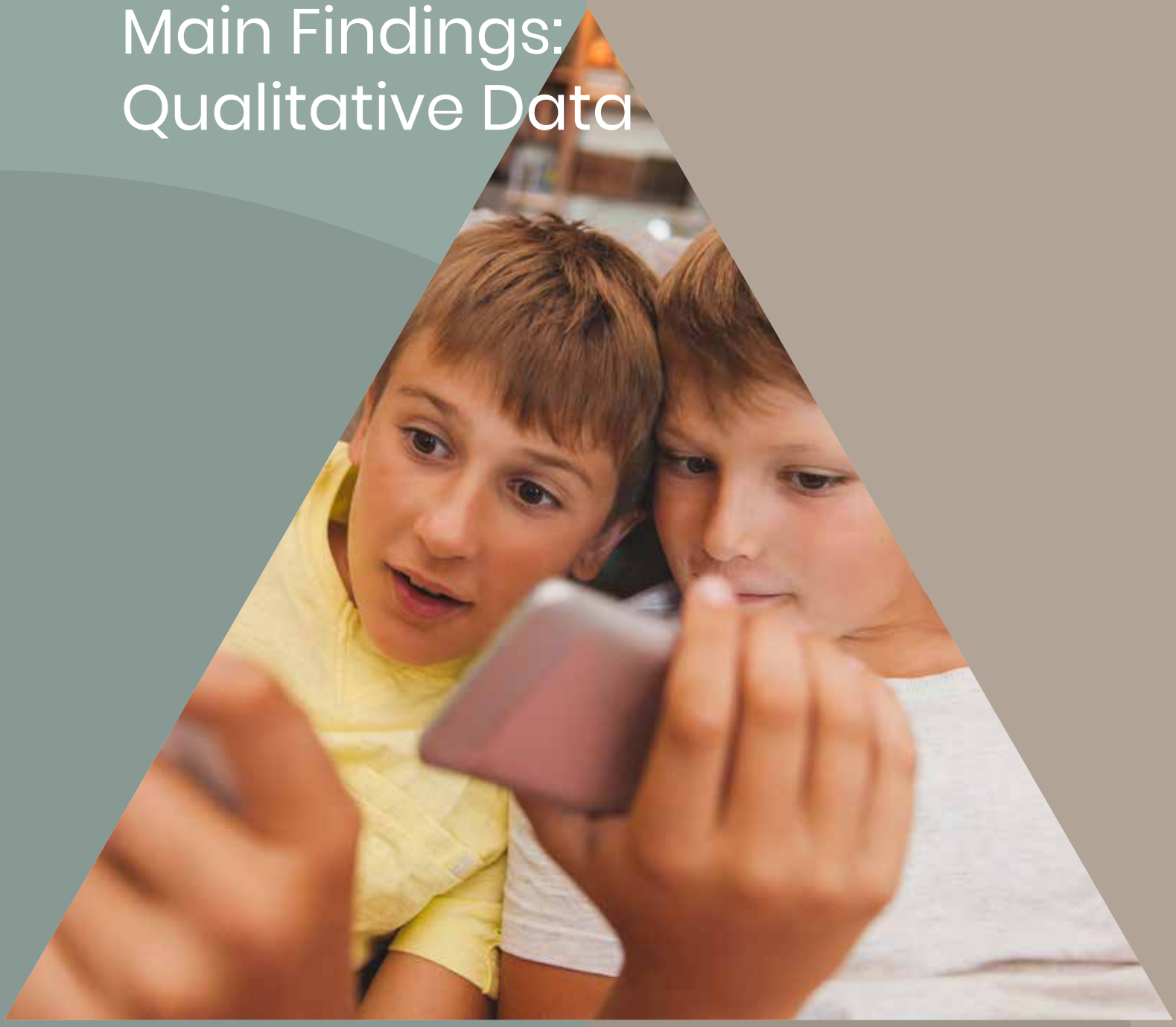
2.1.5 Summary

Overall, the survey outcomes indicate that social media plays a significant role in the lives of children. The most frequently used site is YouTube, with Netflix also popular with this age group, both of which make children's television content available. These uses mean that watching live television is a minor activity for many children in the tweens and teens, as they appear to prefer VoD/ SVoD/OTT content. Children like to watch content that they find amusing, and are attracted to watching YouTube channels run by vloggers, some of whom feature content related to popular games such as Minecraft or Fortnite. Parents express a range of concerns about children's use of social media sites, but a significant minority do not use the safety features of sites, or deploy parental monitoring apps.

The survey highlighted a number of trends in children's use of social media that have been emerging over the last few years, and which deserve further exploration. In the second part of the report, data from the qualitative elements of the study are analysed in order to examine some of the issues raised by the survey in further depth.

Section 2

Main Findings: Qualitative Data



2.2 Social media, television and children: qualitative data analysis

2.2.1 Case Study Family Profiles

2.2.1.1 Family 1

A digitally confident single-parent family, with the two children accessing a range of technologies including television sets, smartphones, an iPod, tablets and an X-Box. The children prefer watching YouTube to television, but the boy likes gaming on X-Box most of all.

Onya, girl, aged 8

Steven, boy, aged 12

The family lives in an inner-city neighbourhood. They are White British. The parents are divorced, and Onya and Steven spend time with both parents across the week. Mum works as an administrator. She is confident with technology, and takes an active role in mediating her children's use of it.

The family have two televisions, an X-Box, smartphones, tablets, an Amazon Fire, a laptop and Alexa.

Mum has activated safety features offered by Sky, so she feels content that her children's use of the internet is safe. Mum uses a timed controller through her Sky subscription, which means that Onya has to stop watching television at 8.30pm so that she can go to bed, and Steven has to stop using his X-Box at the same time, which he does not like as he protests that his friends can still use it after that time. Mum feels she has to be quite strict at managing Steven's access to X-Box, otherwise she feels he would use it constantly.

Onya enjoys television. She watches Cartoon Network, Disney and Nick Junior. Although she considers CBeebies to be 'babyish', she enjoys watching it now and again. She does not watch CBBC very often, but likes Horrible Histories. Onya likes to watch television before she goes to bed, snuggling up with her mum in the living room.

Steven's favourite activity is gaming on his X-Box. He likes to play with friends (remotely) on it, and will leave the game if his friends are not playing. Steven watches television for half an hour every evening after his mum has told him that he has to stop using his X-Box. He has a television in his bedroom, and he enjoys watching the Simpsons. Steven does not watch television at weekends, because there are no time restrictions then on his use of the X-Box. Steven engages in chat with his friends through the device about things other than gaming e.g. making plans about what they will do at the weekend.

Onya and Steven enjoy watching films. They watch Netflix occasionally. Both Steven and Onya prefer to watch YouTube than television, because they can choose what they wish to watch, and they think YouTube offers greater variety.

Onya uses YouTube, accessing it first thing in the morning, and then when she gets home from school. Onya watches a lot of videos that teach her how to make things, such as ice loliies, or things including strawberries. She is a fan of watching people make playdoh creations, and then does the same at home, creating clothes for her Barbie dolls from playdoh, for example. Onya enjoys watching fashion vloggers, such as Sophie Darcy, PINY, Rebecca Zomelo. She also likes to watch make-up tutorials, and mentioned vloggers such as SarahBeautyCorner. Other interests

include watching slime videos, and the *Ellen Show*. Onya likes to make films of her play using a smartphone, but she does not upload these to YouTube. She finds new content by following recommendations, or searches using key words, although she normally uses the voice recognition feature to do that.

Steven only watches YouTube in the morning before school, as he plays on his X-Box most of the time. He is a sporty boy, and he tries to film himself doing backflips and jumping. Steven enjoys watching Parkour on YouTube, following the exploits of Tanner and learning new tricks as he watches. Steven also likes watching football-related content on YouTube, such as F2. As an avid gamer, he also enjoys watching game-related videos, including ones related to Fortnite, and uses them to learn to play new features of games. Steven likes to watch gamers such as Ali A. and Jessie Volonski.

Onya uses Mum's Snapchat account, although mainly to use the filters. She sends pictures to family members and her mum's friends. Onya has Facetime on her phone, and uses it to talk to her friends. She did join Musical.ly, but observed children being mean on it and so left it. She plays music through Alexa with an Amazon Prime account.

Steven uses Instagram and Snapchat regularly to communicate with his friends. Mum checks his communications now and again, when he is asleep. Steven does not post much, preferring to use the accounts to see what his friends are doing. He has private accounts, and only follows children he knows.

2.2.1.2 Family 2

The twin girls of the family are confident in their use of technology, as are all family members. The family use social media as a bonding mechanism, watching YouTube film trailers and videos together. The children rarely watch television, usually only watching shows with their family, such as Strictly Come Dancing.

Nina and Susie, twin girls, 11

The children live with mum and dad, and 18-year-old sister Nicola, in an inner-city neighbourhood. They are White British. Mum is an academic, and Dad is a Local Government Officer. The parents adopt a trusting stance with regard to their children's use of social media. They actively discuss their use with them, and have few restrictions or rules, other than not using phones during family meals.

The family have a television, they each have a smartphone, they own four laptops, a tablet and two Nintendo DS.

Nina and Susie rarely watch live television. They watch family programmes such as *Strictly Come Dancing* and the *Blue Planet,* but otherwise tend to watch DVDs or YouTube. They used to watch more live television a year previously, before they were given smartphones of their own. This does cause mild family tensions now and again, as it is perceived that the girls are less engaged in household duties because they spend more time on their phones in their bedrooms.

Nina and Susie watch YouTube extensively, both with their individual range of interests. Nina enjoys watching DIY vloggers, such as Mr Kate. Her mum feels that this is related to Nina's interests in getting details just right; she is organised and meticulous in her approach. Susie enjoys looking for craft and DIY videos, so found channels such as 'Crafty Panda' attractive. She will often have a go at making the things featured herself, and sourced ideas for her older sister's 18th birthday cake through YouTube, and ideas for family birthday cards. Both girls enjoy watching humorous videos,

and sometimes share the funniest they find with other family members. Susie also enjoys watching music videos, finding her favourite band, 'Panic at the Disco', on YouTube. The twins like watching YouTube challenges, such as one in which people had to put horrible toppings on a pizza, and then eat it. They also both identified lifestyle vloggers Georgia Productions, Adeline Martin and Alicia Marie as firm favourites, as well as sharing a passion for cooking vlogs. Nina and Susie also use YouTube for homework projects. For example, the school they attend had a topic on Vikings. Nina found a range of videos about the Vikings, including one on weaving, and she made a loom with her mum and wove a Viking belt.

Nina and Susie both use WhatsApp, primarily to join in group chats with their friends. They participate in multiple group chats with the same group of friends, each chat having different titles. They primarily send photos and messages, whilst occasionally others send videos and voice messages to the group chat on WhatsApp. Nina prefers using the app to the extent that she does not like to talk to her friends on the phone.

Nina and Susie's older sister, Nicola, plays an active role in their use of social media. She advises them on their use of WhatsApp, and lets them engage in her use of Instagram. This offers a kind of scaffolding into social media for them, which Nicola is conscious of.

Susie enjoys playing Blockcraft. This is played on a tablet.

2.2.1.3 Family 3

This single-parent family enjoys spending time together using media - they watch YouTube on the television screen, and sometimes watch films on Netflix. A musical family, the children formed a performing duo and plan to use YouTube to promote themselves in the future.

Mona, girl, aged 14

Leo, boy, aged 11

The family lives in an inner-city neighbourhood. They are White British. The parents are divorced and the children spend half week at each parents' house. Mum is a part-time sales assistant. She keeps an eye on what the children are doing on the internet. They access YouTube on her phone, and so she can see what they have been viewing. Mum also monitors Leo's use of the Xbox.

The family have a television, X-Box, a Nintendo DS, a smartphone each, a laptop, and tablets.

The family watch YouTube on TV together, enjoying music videos. Music is a big part of their family life, with Mona and Leo playing as a duo at family and local events. The children rarely watch live television, although they do watch Netflix occasionally. They also watch the news whilst eating breakfast. Mother and daughter like to watch romantic/blockbuster films together. They watch the occasional reality television programme on their phone, such as *Queer Eye* or *Love Island.* On a number of occasions, the family watch television together, enjoying programmes such as the *Blue Planet*, or *For the Love of Dogs.*

Leo is a keen gamer, playing games such as *Fortnite, Overwatch, Phoenix Wright, Ace Attorney* and *Forza Horizon* on his X-Box.

Leo is not able to access the internet before 8.30am at the weekend, as his mum had found him getting up at 6.30am purposefully so that he could access it without her knowledge. Leo enjoys gaming channels, such as Outside X-Box, and vloggers including Dan and Phil Games. His favourite vlogger is Herbie Macro, who comments on games rather than plays them. He enjoys watching videos about how to play Minecraft. He also liked to watch what the family termed 'conspiracy' videos on the Film Theories and Game Theories channels. Mona enjoys watching make-up tutorials, fashion videos, music and film reviews, and she also likes viewing interviews with musicians. Mona watches videos made a university Film Studies student, Rad Haggis, on his 'Internet Explorers' channel regularly. She aspires to undertake Film Studies herself in the future. The children sing songs on video, and uploaded a film to YouTube some time ago, but have not done that since. However, they have a plan to use YouTube to promote their music.

Mona uses Instagram to communicate with her friends. She posts to it, but would rather spend her time scrolling and finding out about friends' posts. She follows some celebrities.

2.2.1.4 Family 4

The two girls in the family are confident users of a range of technology. They enjoy watching videos of '90s music as a family, which are nostalgic for mum and enjoyable for the girls to sing and dance along to. The children also enjoy copying pranks from YouTube.

Tanya, girl, aged 10

Lily, girl, aged 8

The girls live with mum and dad and an older brother in an inner-city neighbourhood. They are Black British. Mum described her employment profile as 'non-managerial'.

The family have a television in the living room and in all bedrooms, a PlayStation, a laptop, smartphones and an Amazon Fire Kindle.

Tanya and Lily like to watch screens from when they wake up at weekends, according to their mum. They cannot do that in the week, as they have to get ready for school. Once they are dressed, have had breakfast and are ready for school, they will watch some television. Tanya and Lily have a series of favourite programmes, and they take it in turns to watch each other's favourites. Tanya, as the older child, likes to watch *Vampire Diaries* and *Teenwolf* on Netflix, whereas her younger sister enjoys *The Little Princess*. Lily watches CBBC and Cartoon Network, and normally flicks through channels until she finds something she would like to watch. The sisters like to watch cartoons, and sometimes find a programme on YouTube and then find it on Netflix also, or vice-versa. Winx, for example, is watched on both Netflix and YouTube. Mum enjoys watching some of the programmes with the girls when she can. At times, Tanya and Lily find music channels, and dance and sing to the music. Sometimes, the children use television to sit back and relax, particularly when they feel tired.

Both Tanya and Lily enjoy watching YouTube, and Tanya set up her own account in recent weeks. Lily enjoys watching children play with dolls on YouTube, including Winx dolls, and she also likes slime videos. Tanya taught herself how to make slime from watching the videos. Lily likes watching Playmobile videos, and asked for some Playmobile for Christmas after seeing the YouTube videos. The girls had also watched videos on YouTube about water beads, and then proceeded to get some, placing them in a fish tank in Lily's bedroom that they hid from their mum. Indeed, they enjoy watching videos relating to a range of playthings, including fidget spinners. Mum likes to watch videos of music and programmes from the 1990's, which the girls sometimes copy. Tanya and Lily also like to watch pranks on YouTube, which then they play on their brother.

The family has more serious uses of YouTube also. When they encounter content that they do not understand on the news, they research it using YouTube, and they also research Black history. Mum is quite confident at leaving the girls to use YouTube as she feels there is not much potential for interaction with other people on it, and they seem to be able to operate the site easily.

The girls have enjoyed playing Minecraft together in the past, but they have not done that so much recently.

The family use WhatsApp. Lily and Tanya use it to make video calls, and Lily sends pictures to her friends using it. Her mum monitors her and Tanya's use of WhatsApp, and feels comfortable about it as there are only specified contacts on the app. Mum has Instagram and Snapchat on her phone, and shares some of the pictures with the girls. Tanya borrows her mum's phone at times to use Snapchat, enjoying playing with the filters. Mum feels more anxious about the children accessing Facebook, and suggests that she will only feel comfortable about them using it when they are 14 or 15.

2.2.1.5 Family 5

These two young brothers enjoy watching television programmes and films on CBeebies, Netflix and Amazon Prime. Their parents limit their use of YouTube, but they love to watch unboxing videos and play excerpts from favourite programmes. Their baby sister has just started to notice moving images on screen.

Rory, boy, aged 5

Ivan, boy, aged 3

Anna, girl, aged 3 months

The children live with mum and dad in an inner-city neighbourhood. They are White British. Father is training to be a Baptist minister, and mum works as a senior administrator.

The family have a smart television, PlayStation 4, DVD player, and smartphones. The parents are concerned about their children having too much access to technology and carefully mediate their use of it.

Rory and Ivan primarily watch television. Their parents like them to watch things from the children's section of Netflix as they know that the material will be appropriate. Dad also steers Ivan towards watching CBeebies when he is at home during the day, as he feels it is more educational. Overall, Dad was slightly less concerned about technology use than mum, who herself did not have access to a television set in her house until she was nine years old. Dad sees the value in teaching children to use technology so that they will be better at managing it, something that he wished he had been able to do (he felt he wasted too much of his childhood on gaming, although he did feel he had learned a great deal from the experience). The boys also watch favourite programmes on iPlayer, but their parents prefer them watching CBeebies or Netflix so that there can be continuous viewing. Mum and dad felt that preparing for bedtime was made easier with streaming services, as they could warn the boys that they had one more episode to watch before going upstairs to bed. The parents do not favour their children watching commercial broadcasting channels because of the adverts. The children also watch Amazon Prime occasionally, but as Rory had managed to order films on a friend's account without their knowledge, Dad prefers him to watch Netflix or CBeebies. Amazon Prime is used, as Netflix is, to watch films, although the children also watch films on a DVD player. Anna has started to notice television and stares at it when it is on, which somewhat concerns Dad.

Rory and Ivan have access to YouTube on a limited basis. Dad tends to put it on his phone and lets them have access to it when he wants to keep them entertained, such as when they go out to eat. The children tend to watch videos about the same topic/ character, for example *Thomas the Tank Engine*, as they click on the recommended videos at the side of the screen. Mum and Dad had concerns about this, as the children had followed suggestions and ended up watching videos that they felt were inappropriate. They also felt that some of the adverts that came on were not age-appropriate. Dad occasionally uses YouTube to provide information to the children about specific topics, such as looking at a film of the Channel Tunnel prior to going on a camping holiday in France. The parents also watch unboxing videos with the children, primarily as a means of seeing if they would be interested in specific toys prior to purchasing them. Mum and Dad have used soothing videos on YouTube to calm the baby, and they have used YouTube as a distracting medium for Rory and Ivan, although they did express some guilt at doing so.

Mum and Dad don't use social media much, apart from WhatsApp, which they use extensively to communicate with family and friends. The children watch family videos on WhatsApp, and also take part in videos calls with distant family members. Rory and Ivan enjoyed being filmed, and then watch the video being played back. Mum and dad are also light users of Facebook. Both parents had agreed that they would use the voucher received as an incentive to participate in the study to purchase Amazon tablets for the boys. They discussed how they planned to ultiise parental controls so that the boys would have to complete some educational apps (such as mathematical apps) before watching videos.

2.2.1.6 Family 6

James is a child with special needs, who enjoys his favourite shows and characters, such as Mr Tumble, across platforms. His older brother and sister watch television rarely, primarily viewing Netflix and YouTube, and both of them use other social media to engage with friends.

Frankie, boy, aged 12

Rayna, girl, aged 11

James, boy, aged 9

The children live with mum and dad in an inner-city neighbourhood. Mum describes herself as mixed heritage British and Arabic. Dad is in technical work. James has Downs Syndrome, with a severe learning disability, and autism. He requires one-to-one supervision for most daily life activities. However, mum describes James as being, "quite adept at finding his way around an iPad!"

The family have a smart television, tablets, multiple smartphones, 2 laptops, a PlayStation, a Wii and a Kindle.

James used to watch CBeebies as live television but no longer does so as much, preferring YouTube. He likes to watch favourite CBeebies shows and characters on YouTube, such as Mr Tumble. He has just learned to play CBeebies games using the computer. Rayna and Frankie like to watch series on Netflix, and occasionally the rest of the family watch with them, particularly the series Stranger Things.

All of the children enjoy YouTube. James likes to watch videos in languages other than English on YouTube, which mum attributes to a Sri Lankan childminder, who used to show him Sri Lankan soap operas. At times his mum has noted the videos he watched display inappropriate content. For example, James came across videos that were rude about Mr Tumble, and videos with altered voiceovers. James also likes to watch DVD menus, with accompanying music, on YouTube. James watches TV and YouTube on a tablet, as it is easier for him to control. Rayna used to watch videos demonstrating science experiments, then tried to copy them all throughout the house, much to her parents' frustration. Frankie set up a YouTube channel with friends a couple of years ago and uploaded a videos of them parodying pop songs and doing challenges. He likes to view gaming, pranking and football videos, and follows his favourite vloggers. Mum is aware that Frankie has accessed porn on the internet, but he has said that whilst his friends watch it, he does not. Mum talks with the children about the potential dangers of social media, but she adopts a permissive rather than restrictive stance.

Frankie likes to play games with his friends on PlayStation, such as Fortnite, and mum expresses concerns that he wants to do little else other than use screens. Frankie had been getting up at 6.30am to play Fortnite, and so he had been banned from accessing his games before 8.30am. He enjoys watching the live stream gaming channel, Twitch.

Rayna enjoys using social media sites such as Musical.ly and Instagram. Her Instagram account is a fan site for *Stranger Things,* rather than a personal Instagram account. She used to post videos to Musical.ly, but does not do that any longer. Frankie has accounts on Instagram and Snapchat. Neither Rayna nor Frankie use Facebook. James occasionally uses WhatsApp with his Mum to engage in video calls, and at times has made calls himself, but his mum thinks that is accidental, and he does not realise what he is doing. Rayna likes reading fan fiction sites on the internet, and has set up her own fan fiction blog. Mum and Dad worry about the children's use of screens, and limit it in terms of the amount of time they can access it, but they also feel that screen use has some educational potential. They do feel, however, that devices create a source of conflict in family life, with them having to constantly monitor and manage their children's use of screens. On reflection, mum wishes that they had not let the children have their own phones when they did (around the age of 9/10), as she feels that would have enabled them to manage them more effectively.

2.2.2 Television in the Lives of Children

Across the case studies, focus groups and television interviews, it is clear that the role of television in children's lives is varied, and differs significantly in relation to age.

For children up to the age of nine to ten, live television is still a large feature of their lives, with children and their parents identifying a wide range of favourite programmes and channels, including CBeebies and CBBC. BBC programmes included *Andy's Prehistoric Adventures, Bing, Danger Mouse, Do You Know, Go Jetters, Horrible Histories Octonauts, Peter Rabbit,* and *The Dumping Ground.* Children also mentioned popular titles on other channels, such as *Gravity Falls, Peppa Pig, Sponge Bob Squarepants* and *The Simpsons*. In addition to BBC Channels, the younger

age groups also mentioned viewing other channels, including Disney and Nick Jr. Children enjoy watching television across a range of devices, including tablets. Catch-up television is used to identify programmes missed, and to replay programmes.

For the youngest children in the study, television sparks imaginative play, and children enjoy owning a range of toys related to their television viewing, as has been identified in previous studies (Marsh et al., 2015). In that sense, this study identified continuity in terms of children's engagement with television. However, there was also more evidence in this study than in previous studies that younger children are increasingly watching less linear/ live television and instead are viewing Netflix and Amazon Prime, two of the most popular SVOD/ OTT services. Some parents still consider BBC channels to be more educational. For example, Dad in Family 5 said about his three-year-old son that, *"...at lunchtime I try and get him to watch CBeebies because it's a bit more educational"*. Nevertheless, the same Dad felt that watching Netflix was convenient because:

> *...continuous play is helpful. So say they're watching half and hour of TV and each programme is like ten minutes, it's annoying to have to keep coming back to like reset the next one, although they can do that now. Whereas Netflix, obviously, it just goes through, which is really very helpful.*
>
> (Dad, Family 5)

Streaming has also made the transition to bedtime easier, Dad reported, as children could be warned that they had one more episode to watch. The mother in the same family felt that the children, aged five and three, have become more attached to Netflix:

> *I would say they're more obsessed with the Netflix stuff. Previously I used to watch 'Timmy Time', that was on CBeebies. Yeah, they've definitely become more obsessed with the stuff that's on Netflix, so I would say in a lunchtime especially I would be, like, "Let's watch CBeebies." "Agghh..."*
>
> (Mum, Family 5)

Key tensions between perceived quality and ease of use for parents can be discerned in this family's reports of their children's television viewing. Previously, such tensions would not have existed in this manner, and the management of this relatively recent aspect of the media landscape is one fraught with anxieties for some with regard to the choices to be made.

Children in the focus groups in Years 1 and 2 (aged 5-7) identified that they watch live television across various channels, but for some, it is a less frequent activity than watching VOD/ SVOD/ OTT:

> Interviewer: *Does anybody else watch just terrestrial channels without Netflix, without...*
>
> Child 1: *Very occasionally.*
>
> Child 2: *The only one is 'Blue Planet'.*
>
> Child 1: *Only when it's like live shows like 'Britain's Got Talent'.*
>
> Child 2: *Yeah, 'Britain's Got Talent' and [unclear], or something like that.*
>
> (School 1, Y2 Focus Group, ages 6-7)

The ecology of children's television, therefore, is broad and complex for many. Inevitably, there were individual children for whom this is not true. Figures 20 and 21 feature the collages of two children from the Year 5 focus group in the same school, in which they were asked to identify which of the logos they recognised, and which were unfamiliar. One child recognised only the CBBC logo (Figure 28), whilst other children recognised most of the logos, and used some of the apps/ sites (Figure 29).

Figure 28: Year 5 child's logo collage

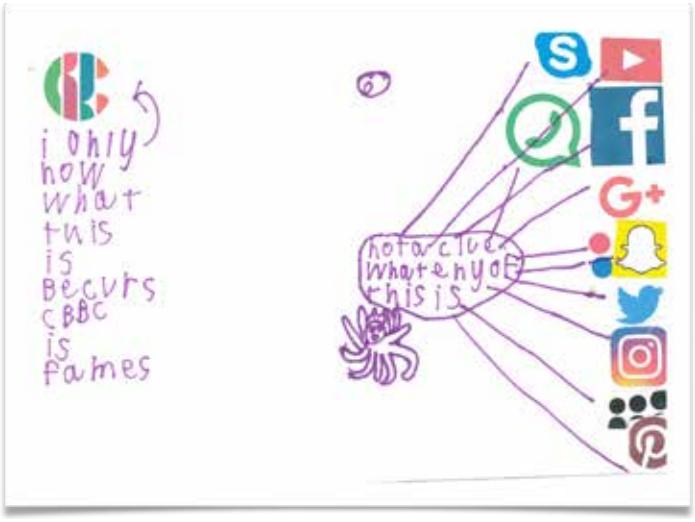


Figure 29: Year 5 child's logo collage

The disparity in the experiences of these two children can be related to a range of factors, which include not just access to technologies and services, but also patterns of family and peer use of media, as the case study vignettes make clear.

The datasets across all elements of the qualitative study indicate that children begin to watch less live television as they get progressively older. For example, these 8- and 9 year-old children reported that they rarely watch live television, with one child even commenting that his brother uses it because he is young:

Interviewer: *Mustafa, do you watch television channels?*

Mustafa: *No not really, but my brother uses it because he's a little bit small. When I was like small I used to watch television a lot.*

Interviewer: *OK, so when you're saying you don't watch…but do you watch any TV channels?*

Mustafa: *I do but only when it's, like, football and stuff.*

Interviewer: *And what do you watch them on?*

Mustafa: *I watch them on my television. But if it's not on my television I go basically on like Twitch or You Tube or something. Twitch may have them, I don't know, sometimes.*

Interviewer: *OK and Zayab, do you watch television channels and what do you watch them on?*

Zayab: *No, I don't.*

(School 6, Year 4, ages 8-9)

The sentiment regarding live television being a pastime one engaged in when younger was shared by other children. Figure 30 provides an example from a Year 6 focus group in School 4 (ages 10-11), in which a child commented in relation to the CBBC logo, *'I used when I was young.'*

Figure 30: Year 6 child's logo collage

The concept mapping also indicated that live television has to compete with a range of other activities undertaken by 9-11 year olds, but that there are key times when the television set holds their attention, such as mealtimes (see Figure 31).

Figure 31: Year 6 girl's concept map

In Family 3, 14-year-old Mona feels that watching live television is not a good use of time. She rarely watches television now, but even a few years ago, she reported that she would watch catch-up rather than live television:

...like when I was in Year 6 I used to come home every week on a Wednesday and straightaway I would always go on BBC iPlayer and watch 'The Dumping Ground', every week...But you just can't be bothered to do that on TV. I wouldn't go and watch it on CBBC, I wouldn't be like, 'Oh yeah, 'The Dumping Ground' is coming on CBBC I have to come in and watch it', I'd just wait until it was on iPlayer, because it's just pointless. I think that's why it ends up taking us so much time, why would you like go in and, like, specifically watch, like, 'Eastenders' every night?

Mona's comment reflects the sentiments of many of the children with regard to the use of media and time. There are now few reasons for this generation scheduling their time according to what can be watched on live television; many children appear to be 'platform agnostic' and some use channels primarily for curating television content.

This is also the case in the majority of the case study families and the children who participated in the telephone interviews. Generally, children aged nine to ten and older do not report watching much live television. Mum in Family 6 commented on this, suggesting that it was not a child's pursuit:

> *...they'll go and look for what they want to watch on Netflix. They almost never surf the TV. We do, that's something old people do. No they'll put it on to watch something and if they haven't got access to it they'll come and do that on the computer. So Frankie's on his PlayStation, yeah.*
>
> (Mum, Family 6)

When older children do watch live television, it is generally to watch shows with their families, such as sports and soap operas, or 'blockbuster' titles such as *Blue Planet, Britain's Got Talent, Strictly Come Dancing* and *X-Factor.* A number of children reported catching up with BBC programmes using iPlayer, some on PlayStations in addition to other devices. Children stated that they sometimes watch programmes on catch-up services because they were discussed by others:

> Girl: *Yeah. Oh, yes, I've just remembered, when Love Island was on I watched that.*
>
> Interviewer: *That's cool. Is that whenever it's on you will watch it?*
>
> Girl: *Well if I missed it, first thing I'd have to do is catch up.*
>
> Interviewer: *Yeah, it is something that you would want to catch up on?*
>
> Girl: *Yeah...It's like in school everyone would watch it, it's like a talking point.*
>
> (Telephone Interview Number 18: Girl, aged 14)

This is a contemporary version of the perceived need for children in previous generations to watch the same live television programmes as their peers in order that they could participate in discussions about them in the playground (Buckingham, 1993). Now with on-demand services, children can still be part of this collective enterprise, but in ways that are much more convenient for them in relation to their daily schedules.

Whilst children are not watching live television as much, they do enjoy television content across VOD/SVOD/ OTT services. Many children reported watching television content on both Netflix and Amazon Prime. Netflix is popular with younger children, who often watch Netflix on the television set in their living rooms, and enjoy having their own account:

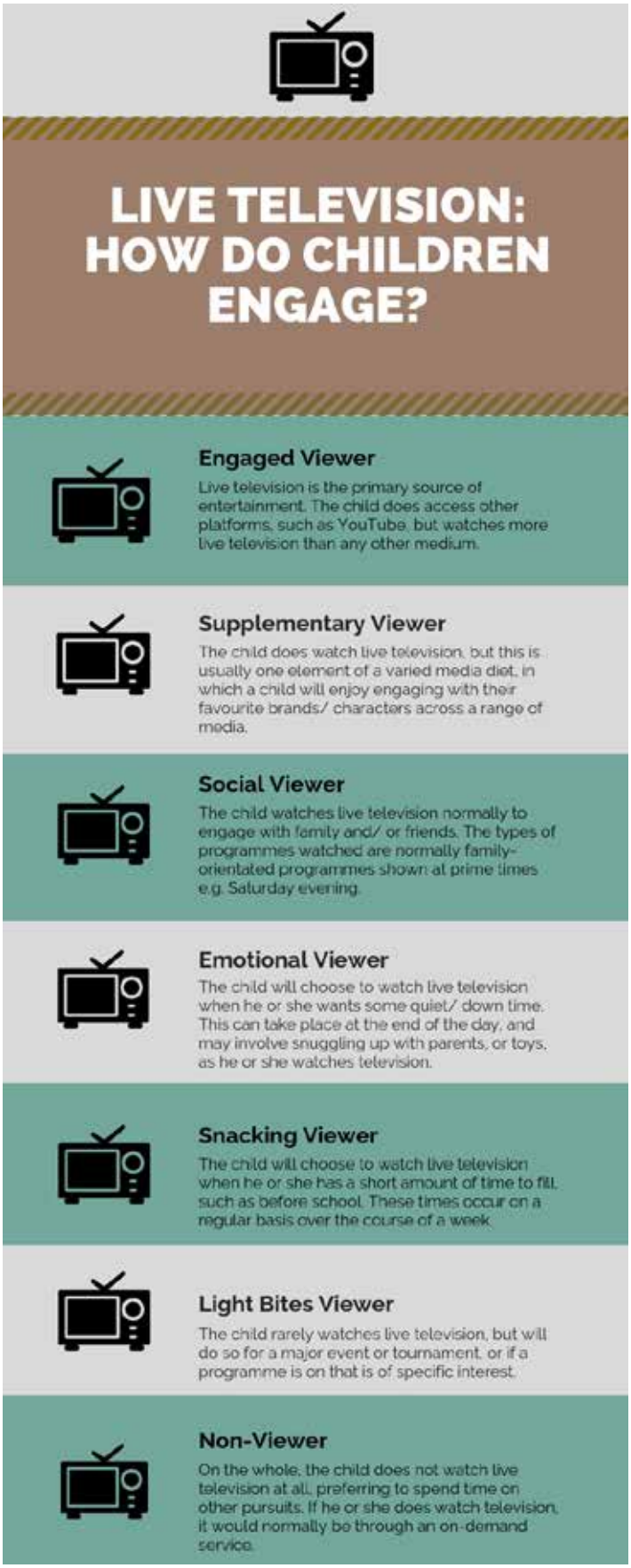
> Interviewer: *...Jason what do you watch on television?*
>
> Jason: *I always watch like You Tube because it's my bestest video.*
>
> Interviewer: *So you always go on You Tube, you don't use television for anything else?*
>
> Jason: *I sometimes use it, I sometimes go on my Netflix.*

The ability to set up an individual profile ('my Netflix') is attractive for some, reflecting the interest of children in the ability to personalise media (Kucirkova, 2017).

Children reported enjoying films, series and animations across platforms, such as *Free Rein* and *Glitter Force.* Netflix viewing was varied. One of the teenagers who participated in the telephone interviews said she enjoys viewing *The Vampire Diaries* and *Orange is the New Black*, the latter not produced for a child audience. Older children also reported enjoying programmes created for adult audiences that featured groups of people, such as *Friends.* Overall, a very wide range of genres and programmes were watched on Netflix and Amazon Prime, including programmes that were available on other channels.

To conclude, children's viewing patterns in relation to live television varies, but can be characterised as belonging primarily to one of the following types, discerned from a review of the data arising from all qualitative phases of the study (see Figure 32).

Figure 32: Types of live television viewing



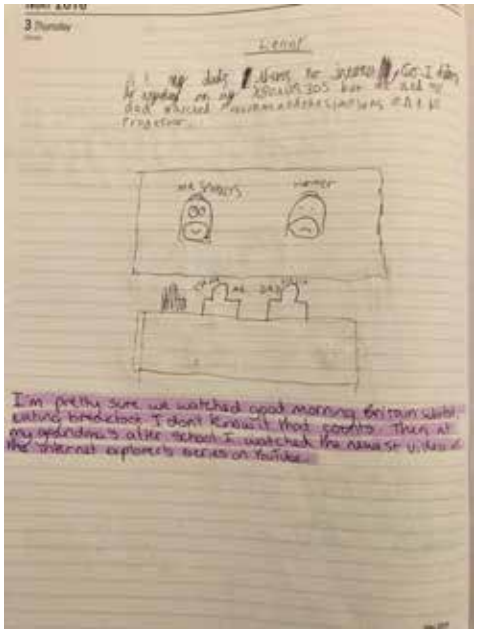
Engaged viewers are more likely to be in the youngest age groups, whilst non-viewers are more likely to be older children and young people.

The viewing of VOD/ SVOD/ OTT services increases over the course of a child's life, although there is some evidence in this study that it decreases later in some children's youth as they begin to do other things more often, such as play video games. This is a pattern more apparent for boys than girls. For example, 11-year-old Leo completed a diary for a week. His entries, detailed in Figure 33, indicate that the only time he views (live and on-demand) television is when he visits his dad's house, and the internet is not working. The rest of the time, he plays video games. This is also the case with other boys in the case study families (e.g. Steven and Frankie).

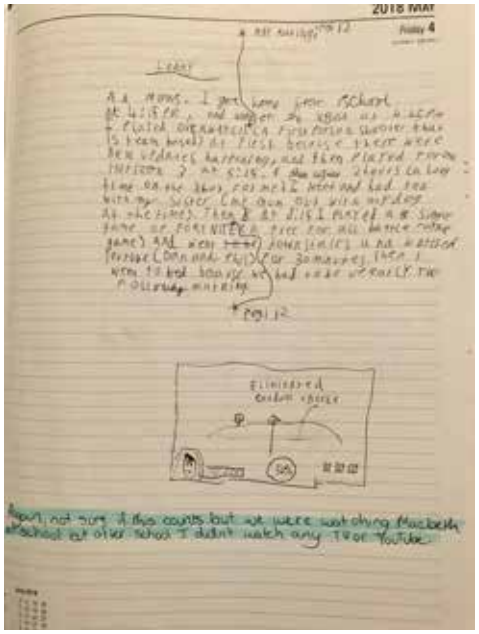
Figure 33: Leo's media week

Day 1

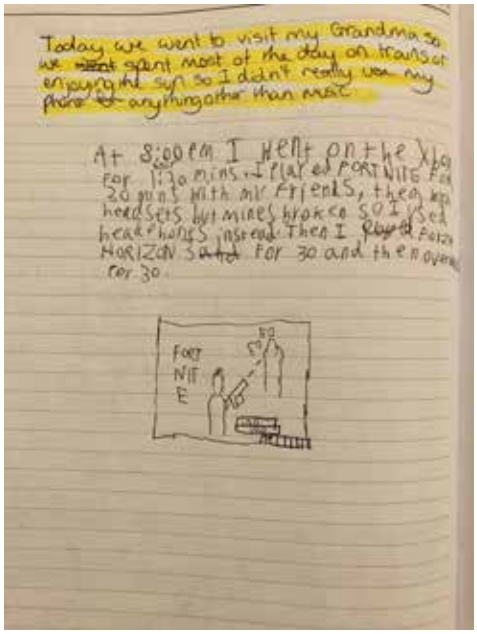
Day 2



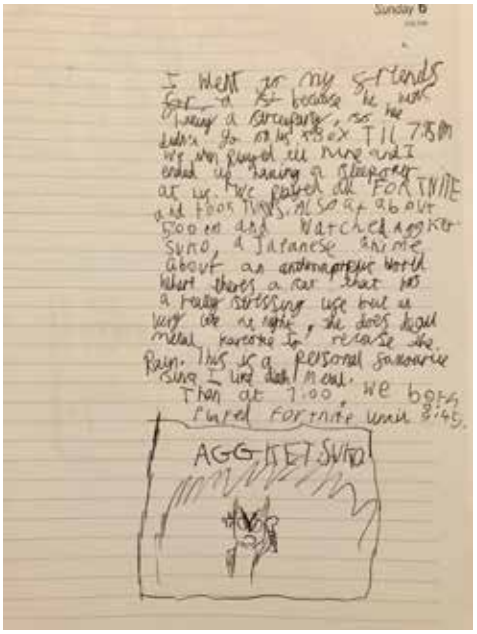
Day 3



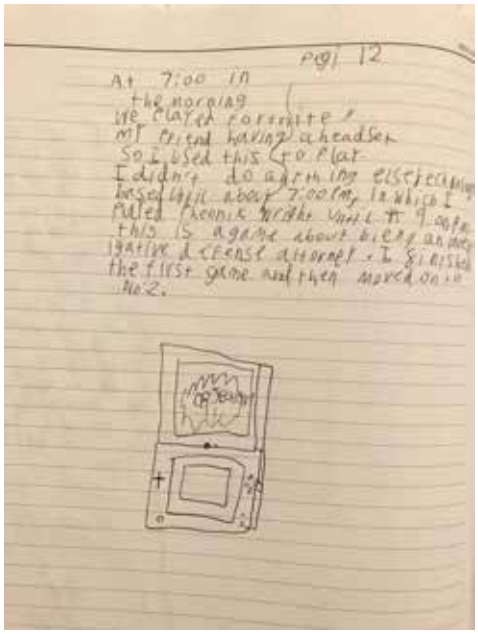
Day 4



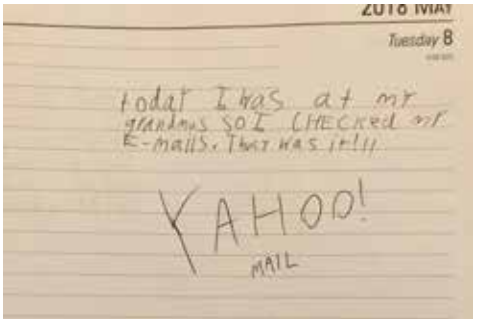
Day 5



Day 6



Day 7



In 2017, Steemers commented that, 'children's changing media experiences…are less likely to be channel-based in future' (2017:311). Two-years later, it would appear that this is largely the case. Rather than being channel-based, television viewing is content-driven across a variety of platforms and, to some extent, convenience driven. A key reason for the diminishing presence of live television in children's lives is the proliferation of choice. Platforms that offer children the possibility to access on-demand content of the 'anytime, anywhere' variety are becoming increasingly popular, as this study has indicated. In addition, children want to watch content other than television programmes and films, and be able to participate in, and produce, content. As both the survey data and the data from the case studies, focus groups and telephone interviews demonstrate, YouTube is the primary choice of app/ site for most children, an issue that is explored in the following section of the report.

2.2.2 You Tube in the Lives of Children

As previous studies have indicated (Marsh et al., 2015), YouTube is the social media site of choice for the majority of young children. Its presence in children's lives has grown significantly over the past decade. Across the case study, focus groups and telephone interview data, the attraction for YouTube was clear. As the survey and case study data demonstrated, children like to watch a very wide range of videos, their tastes being eclectic and, at times, baffling to the parents, such as a child who liked to watch DVD content lists displayed with a soundtrack. This, in fact, appeared to be a key

attraction - the ability to select videos meeting specific needs at a certain point in time, whether those needs are social, emotional, educational, or inexplicable even to the children themselves:

Vyga: *So it's like when a lady, she's called Wendy, and she eats...*

Interviewer: *Does she eat interesting foods?*

Vyga: *Interesting food, yeah. And the interesting foods she eats is Takis and...*

Interviewer: *But why would you watch a YouTube of eating?*

Vyga: *I don't know, it's just satisfying.*

(School 7 Year 3 Focus Group, ages 7-8)

There has been recent interest in the phenomenon of 'autonomous sensory meridian response' (ASMR) videos, which feature individuals whispering, tapping objects, eating in certain ways and so on. Some people reportedly find these kinds of videos calming to watch (see Poerio, Blakely, Hostler and Veltri, 2018). It may be the case that the videos Vyga refer to fall into this category.

Numerous reasons were offered for watching YouTube, outlined in Table 7:

Table 7: Reasons given by children for watching YouTube

Has an easy to use interface
Is accessible on lots of platforms
Contains amusing videos
Has endless choice and variety
Is easy to search
Contains videos about interests and passions
Contains videos that can inspire you
Videos can be educational
People are creative with it
You can watch other people's lives
You can listen to other people's problems and learn from them
You can express yourself
Videos can calm you down
You can learn specific skills from videos
You can share videos with friends
You can comment on videos
The videos are classified into genres
It can be used to search for videos to help solve specific problems
You can watch people use goods before you purchase them

A number of children also said that they use YouTube and other social media because they relieve boredom:

> *But it's just like moments I guess, with a lot of internet stuff it's just moments where you just get bored and it's just something to do, like it's something to scroll through. I think sometimes, especially having a phone that you can just pick up, it's like sometimes there's not really much of a purpose, you just…and it's not a feeling of missing out, it's just if you're really, really bored, to be honest.*
>
> (Millie, aged 14, Family 3)

Children were asked if they preferred watching television or YouTube. The majority said YouTube, giving one or more of the reasons outlined above, but most stated that they prefer it because of the ability to choose from a wide range of content.

A large number of children enjoy watching vloggers and YouTube celebrities. They subscribe to their channels and watch new videos as they appear. Vloggers mentioned included DanTDM, Ryan ToysReview, Pew-Die-Pie, Zoella, the Ace Family, Hashtag Sisters, Adeline Martin, Georgia Productions, and so on. Some of the vloggers watched relate to gaming passions, such as Fortnite, Minecraft and Roblox, others unbox toys of interest and some give make-up tutorials. Other vloggers simply report on their daily lives. It is of interest that children's engagement with YouTube celebrities is not widely understood in society, which means that authorities and the general public sometimes get taken by surprise. For example, a Canadian vlogger who videos his makeup tutorials, James Charles, visited a shopping mall in Birmingham, UK in January 2019 in order to make a brief appearance at a make-up counter, and the city traffic was gridlocked for hours because of the number of children and young people (and some adults) who attempted to see him (Waterson, 2019a). This level of unpreparedness by the relevant authorities would not have occurred in relation to the public appearances of pop stars, for example, which indicates the extent to which the YouTube celebrity phenomenon is little understood at the present time.

Children enjoy replicating activities they view on YouTube. For example, in Family 1, eight-year-old Onya likes to do what her mum called 'life hacks':

> Mum: *Onya plays with dolls, so she was quite into using Play Doh and making like dresses for her Barbies, and she got that idea…*
>
> Interviewer: *Out of Play Doh?*
>
> Mum: *Yeah, so they make dresses. So she's got that idea from YouTube. She's always trying to do life hacks.*
>
> Interviewer: *Oh yeah, is that where they kind of do crazy things in the house, or…*
>
> Mum: *Yeah, like things with strawberries, or making like ice lollies or those kind of things. And make-up tutorials.*

The original meaning of the term 'life-hacks' related to adaptations and shortcuts that can be used to enhance efficiency in working life, as characterised by the tech writer Danny O'Brien over fifteen years ago. Popularised now by young children, it refers to random tips, tricks and D-I-Y activities that promise to make life easier and/ or more fun and interesting. Life-hacking channels for children on YouTube are popular. 'Life Hacks for Kids', for example, is a YouTube series within the DreamWorksTV channel, and has over 5 million subscribers and 20 million views to date.

The children and their parents relayed a whole range of activities children undertook through their viewing of YouTube. Kitchen science experiments are popular:

> *…like there was a phase when she copied quite a few hairstyles, or wanted me to do the hairstyles that she'd seen. But what Rayna used to do a lot of was science experiments. She was watching tons of stuff, and it would be like you'd find experiments all around the house, in the bathroom, it was a complete mess. So that came from watching stuff…So lots of things where she might use, oh I don't know, cornflour…I mean making slime was lots of experiments, and*

actually looking up how to do it, there was a lot of that…yeah it's things from the cupboard, like flour and cornflour, liquids and washing up liquid. And then she'd raid all the bathroom bottles and shampoo and shaving cream, and she'd just be trying to mix things. She used to do a lot of that with her friend. When her friend Zana came round they would make things and then they'd use them….

(Mum, Family 6)

Children also like to watch art and craft channels, D-I-Y channels and general making of all kinds. Sometimes they copy these activities, but for much of the time they just enjoy watching other people being creative. Many children report undertaking challenges, which seem to take place largely when they are in their tweens or early teens.

Children watch a wide range of gaming vloggers. Sometimes this is to learn strategies and tricks, but at other times it is to see one's own experiences reflected back:

So I like Outside X Box because they give you like…there are lots of games I haven't played but Outside X Box they do factual videos and like….so [unclear] ten times you got portrayed on a game or something and you were really annoyed or something. But they do it in a funny way that's relatable, and like they know that at that moment in the game you were really annoyed. So when it comes to that game you played and there's a fact, there's a bit where it says, 'Oh yeah there's this bit in this game' and you're like, 'Oh yeah, I played that game and I was at that exact moment and I was really annoyed too' and stuff like that, and you feel very involved.

(Leo, Aged 11, Family 3)

As noted in a previous study of unboxing videos (Marsh, 2016), children enjoy watching videos that reflect something of their own lives, passions and interests, creating a virtual community of practice. At times, children attempt to replicate elements of so-called 'crazes' in their own homes in order to participate in these virtual communities. For example, Tanya and Lily loved to watch videos of people doing a range of things with water beads, popular on YouTube for a while, and bought some without letting their family know, in order that they could make 'squishies'. They placed these in a fish tank, which was eventually discovered, as mum reported:

I was, like, "Have you tidied your bedroom today", she was, like, "…erm…". And when I said, "Why, what have you done?" and then I walked in and she's hiding this fish tank and it's full of water beads. I think there's, like, 30,000.

(Mum, Family 4)

These sisters enjoy all kinds of other crazes on YouTube, such as watching people make fidget spinners and slime. As Marsh and Bishop (2014) outline, collecting and crazes have a long history in children's play, so it is of little surprise that YouTube plays a significant role in reflecting and amplifying current crazes, given its important role in the circulation of children's popular cultural practices.

As was the case with television, YouTube sparks a range of play and creativity, as children are inspired by stories or characters. It also helps with homework, as Mum from Family 2 noted:

Like last year they had to do a project about the Vikings I think, and Nina looked up all kinds of stuff about weaving and things like that, and we made a loom and she made a little Viking belt thing, which was brilliant. And then they had like a museum in the classroom – I think it was Vikings. And then…yeah, but I'm sure she looked up stuff on You Tube for that.

(Mum, Family 2)

Sometimes parents use it as an educational tool, such as Dad in Family 5 using it to teach his children about the Channel Tunnel before they went through it on their camping holiday to France, or Family 4, who use YouTube to research Black history.

[1] https://www.youtube.com/playlist?list=PLMdKMaqxA078u40ykx-1mHDLZat1ggokO

A number of children reported making their own videos and uploading them to YouTube. Frankie, the eldest boy in Family 6, produced a series of videos with his friends a few years ago, in which they parodied music, or filmed themselves completing challenges. The boys had had enjoyed localised popularity, with their classmates viewing and commenting on the videos. In Family 4, the children had formed a musical duo, and plan to use YouTube to launch their brand.

Parents in general support their children's use of YouTube, even if they are sometimes puzzled by their viewing choices. Most of the parents in the case studies stated that their children had accessed unwanted content, although the survey reported that 15% of children overall did so. However, Mum in Family 4 feels that the situation had improved in recent years. She reported watching Barney the Dinosaur when a man's voice suddenly emerged from the video, swearing:

> *And I was sat there like trying to turn it off really quickly, 'Why is that man angry, really angry with Barney, mum?' I'm like, 'I don't know'. But you know there used to be a lot more of that when it first started. You had to be really careful what the next video was going to be with the kids' stuff... (Mum, Family 4)*

Children in general did not report concerns about accessing what they felt to be inappropriate content, most just clicking off when it is encountered. Younger children were more likely to report that they had felt upset by something they had viewed, but this was a small number, and a few noted the profanities of vloggers, or said that they had found some adverts to be scary, rather than videos themselves. This recall's Buckingham's (1993) research on television, which identified that some children found television advertisements to be unsettling.

The majority of the time, it appears that access to unwanted content arises because children click on recommended videos. However, a child in a Year One class [ages 5-6] reported he had come across what he found to be inappropriate content because of misspelling a search term:

Child:	*Sometimes because they're, like, we type in something like 'football' and like you see like sometimes dead people. Because sometimes it...well you sometimes by accident you type it wrong and it comes out with like something totally different. And once I got a nightmare because I saw a...because I was typing in, like, 'football' and I spelt it wrong and it....*
Interviewer:	*What did you spell?*
Child:	*I'm not sure but, like...*
Interviewer:	*So something happened and then it brought up these pictures?*
Child:	*Yeah, like yucky guns came up.*
Interviewer:	*What did you do?*
Child:	*I just turned the phone off because I was...*
Interviewer:	*Good for you. Did you tell your mummy and daddy?*
Child:	*Yeah.*
Interviewer:	*What did they say?*
Child:	*They said, "Ask us if you want to know how to spell it".*

The children who reported accessing unwanted content had found strategies to remove themselves from it, such as clicking off the video or closing the app down. Younger pupils reported these incidents to their parents, as in the case above. Some children stated that they report videos on the platform, although these were older children. One child did note how he used the dislike and comments facilities to identify what he considered to be videos with inappropriate content:

> *I don't actually know how to report them, I just press the Dislike and comment down below that the video's faking, it's bad.*
>
> *(School 4, Year 4 Focus Group, ages 8-9)*

One child commented hypothetically that one might see unwanted content but then be anxious about reporting that to parents in case they banned them from that site. Another avoided telling her parent because her mum might blame her for watching inappropriate content, even though the child reported that she clicked off it if she came across it:

> *Well sometimes why I don't tell my parents is because I'm scared they're going to get mad at me. So that's why sometimes I don't tell them. Because, no offence to my mum, but sometimes she can get like a bit angry at me for watching the stuff, and sometimes it isn't my fault. So sometimes she asks, "What have you been watching on You Tube?" and sometimes I do have to lie to her because otherwise I'm scared she's going to get mad at me.*

Parents in the case study families were aware that access to unwanted content was possible, but this did not mean that they then limited their children's access to YouTube Kids rather than YouTube. Many children use both apps/ sites, because YouTube Kids' content does not include some of their favourite content.

Children use a variety of strategies to find videos on YouTube, as identified in the survey. Most use the search bar, or clicked on recommended videos. Some of the children reported using smart assistants such as Alexa or Siri to find videos:

Interviewer: *Well that was going to be one of my questions, does anybody else have Alexa or Siri or something that we can voice activate? So we've got 5 of you in here have. And do you all use that?*

Child 1: *Yeah, you just click on where you turn your phone, and then you just say what you need to do.*

Interviewer: *It's so easy, isn't it?*

Child 1: *And then videos just come up what you want to watch.*

Interviewer: *And are you usually happy with what comes up once you say it?*

All: *Yeah.*

Interviewer: *It's a good way of doing it isn't it, clever.*

Child 1: *You don't need to send it.*

Interviewer: *You don't even send it, you just say what you want to watch and it comes up.*

Child 1: *Yeah.*

Interviewer: *Wow. And what kind of things would you say then? .*

Child 1: *Like, I always say 'Minecraft' and then it just comes up.*

Interviewer: *What do you say, Mona?*

Mona: *I always say, like, 'Lego videos'.*

(School 4, Year 1 Focus Group, ages 5-6)

However, some children reported being more playful with the technology:

Interviewer: *...has anybody ever used Siri or like Alexa, have you ever used those to search for videos?*

Child 1: *No.*

Child 2: *Not search.*

Child 3: *I just ask things like, 'What's your name?, 'How old are you?', 'Are you male or female?'.*

Child 2: *Not search.*

Child 3: *I just ask things like, 'What's your name?, 'How old are you?',*

'Are you male or female?'.

Child 2: *'Who are your family'*

Child 3: *That's mainly cheesy.*

(School 3, Year 6 Focus Group, ages 10-11)

On the whole, therefore, YouTube plays a central role in children's lives, impacting positively on many aspects of it. Few children are critical of the platform, other than the comments made about accessing unwanted content, as outlined above. Some children commented on commercialisation issues, one criticising YouTube celebrities for what was felt to be a misuse of funds:

Girl: *The only thing that I find a bit annoying with You Tube is, especially with the very big sort of [unclear], they're just like drowning in money, I think that's just my problem though.*

Interviewer: *That's fair. Do you feel like maybe it's...is it that you feel they're not using the money maybe correctly, or it feels like maybe it's quite an easy way to earn money? Or how do you feel about that?*

Girl: *I mean, I do agree that they have worked very hard to get the money, but I do agree that they're not using it in the right way.*

(Telephone Interview Number 17: Girl. Aged 14)

A number of children also reported that they feel irritated by what they termed 'clickbait', that is videos that promise certain content, only to fail to deliver that content. In this way, some children do demonstrate critical media literacy skills, which can provide a platform for future work in this area in schools. Children are more critical in relation to the notion of 'fake' when discussing Facebook, however, which will be discussed in the next section.

2.2.4 Other Social Media Sites in the Lives of Children

As the survey indicated, children younger than 13 do access Facebook. In School 5, a group of children aged 5-6 discussed it:

Interviewer: *So you've got your own Facebook account? Has anybody else got their own Facebook account here? Naomi, you've got your own Facebook account, and do you ever use it?*

Naomi: *Yes, I use it to talk to my friends sometimes which I haven't seen for a long time. Like my best friend she is called Georgia, and I'm going to see her soon but I haven't since I went to Gulliver's to sleep.*

(School 5, Year 1 Focus Group, ages 5-6)

On further discussions with children, it was found that the practice appears to be embedded in family uses of Facebook, so children participate in sending messages to family members, reading posts from family and friends and looking at baby photographs of themselves posted on parents' accounts. A few children mentioned that they join in order to access free games. Some outlined how their parents have helped them to set their accounts up, whilst others indicated that they only use Facebook Messenger to message friends and family. There was general awareness from children that they should not have their own accounts, as the following discussion illustrates:

Child 1: *I use Facebook.*

Child 2: *You shouldn't be, you're a child.*

Child 1: *Normally I look at Facebook on my mum's phone.*

Interviewer: *What do you like about Facebook, why do you go on your mum's account, what do you like about it?*

Child 1: *Well it's normally full of news, I like news.*

(School 1, Year 2 Focus Group, ages 6-7)

Some children are critical of Facebook, referring in the interviews to inappropriate content, such as disturbing videos. One of the teenagers taking part in the telephone interviews suggested that children of his age do not use it, and also noted that the company has received bad press about the potential misuse of personal data:

Interviewer: *Is there any particular reason why you don't have Facebook?*

Girl: *Yeah, there's a few reasons. One is because it's kind of like dying out, kind of like it's [unclear]. And another is because more people have Instagram and Snapchat that are like my age.*

Interviewer: *Do you think it's kind of an age thing?*

Girl: *Yeah. And another reason is because I just haven't been bothered to make a profile...And I think the last one is, like it's been in the news recently about like Mark Zuckerberg selling information and stuff.*

(Telephone Interview Number 18: Girl, aged 14)

Some children are also quite critical of adults' use of Facebook. One child reported being rather surprised when he found his father had posted a picture of him at a party on his Facebook account, when he did not want people to know, and others commented on what they perceive to be the trivial nature of some of the exchanges between adults on both it and Instagram:

Child 1: Some adults, so like it's kind of annoying to adults, they're just like, 'Here's my dinner', it gets kind of annoying sometimes. Like my mum's friends and things, they're just like 'Here's a picture of my dinner'. 'I'm like, 'I don't really care'.

Child 2: I get that as well, people just put [unclear] and things, you'll go on and there'll be someone, 'Look at my amazing hot chocolate' and there's just a photo of a hot chocolate. And I'm like, ~I don't really need to know'.

Interviewer: OK well this is interesting. So there's an element of things on Instagram that does not appeal to you. And they're like, what, so we're talking about food or...pointless things maybe?

Child 3: Well, my mum really likes tasting wine and stuff and she just like...not an alcoholic but when she gets a wine bottle she just like takes a picture of it and like all...I don't know every name, but then puts it on Facebook like just showing what she's drunk. And I feel like, 'What?

(School 5, Year 6 Focus Group, ages 10-11)

Overall, therefore, Facebook is not particularly popular with UK children, reflecting a trend found in a study of US teenagers (Rideout and Robb, 2018). Instead, they favour Instagram and Snapchat.

Many of the primary school children who participated in the focus group interviews indicated that they use Instagram, some using the accounts of their parents, as is the case with Facebook:

Interviewer: *OK Mona, do you have your own Instagram account?*

Mona: *Mmm.*

Interviewer: *And do you put pictures on it?*

Mona :Yeah *...I use my mum's account.*

Interviewer: *What about you Naomi, how often do you use yours?*

Naomi: *I use it quite a lot and I've had it since my birthday when I was 4.*

Interviewer: *So when was that, how old are you now?*

Naomi: *6.*

Interviewer: *So you've had it a couple of years now. And how often do you use it, every day, every few days, or just once a week or....*

Naomi: *I use it sometimes on the...lots of times on the weekends...*

Interviewer: *...So what do you post on it, what kind of pictures? Jack puts pictures of his dog on it, do you put any pictures of...have you got any pets or things like that that you put on it?*

Naomi: *I have got a pet rabbit and I put pictures of her and me on. And when it was my birthday when I got her on the Tuesday before my birthday when I turned 6, she like had this bit of paper and then it was folded up and it said 'Happy Birthday'.*

(School 5, Year 1 Focus Group, ages 5-6)

Similarly, some children have been using Snapchat from a young age:

Interviewer: *Who uses Snapchat?...So 6 of you use Snapchat. What is Snapchat and why do you use it, tell me, somebody tell me. Janet, when do you use Snapchat?*

Child 1: *I normally used it like at the second weekend, and sometimes I put like pictures of me like doing some kind of tricks and doing some....*

[School 5, Year 1 Focus Group, ages 5-8]

The younger children appear to particularly enjoy being playful with the Snapchat filters:

Child 1: *I had...there was a funny one where your mouth goes super fat and big and your voice goes all squeaky.*

Interviewer: *So you liked using that did you?*

Child 1: *Yeah, and I'd go blah, blah, blah, blah...*

[School 1, Year 2 Focus Group, ages 6-7]

Most of the children and young people in secondary school use both Instagram and Snapchat. They normally use them throughout the day, responding to notifications. The apps tend to be simply opened up and scrolled through most of the time, with some children describing the kinds of photographs they take, normally of themselves, animals, and/ or friends. Most of the younger children report taking photographs of pets for Snapchat.

Some older children said they do not post photographs, but mainly use these apps to stay in touch with friends, with some messaging friends on Snapchat when he or she does not have Instagram. Children appear to like Snapchat because it allows them to use a range of attractive filters, with some children taking photographs and using filters on Snapchat, then sharing the photographs on Instagram. A few children have group chats on Snapchat. Some reported that they are not keen on a Snapchat feature which identifies the locations of users, although a few do like being able to track their friend's locations through it. Some mentioned Snapstreaks, a feature which encourages regular use, which children appear to welcome uncritically in the main, which is in contrast to their critique of other aspects of social media, such as fake news and clickbait. A number of children follow celebrities and their favourite YouTubers on Instagram, which are correlated with their YouTube subscriptions. Whilst some of the older children interviewed have heard of Instagram TV, they do not appear to be particularly interested in it at the present time.

A smaller number of children mentioned using Twitter, which they tend to use for following celebrities, getting instant news feeds and updates on events earlier than they can receive them on other sites, downloading vouchers/codes for games and getting tickets for gigs/music releases earlier and cheaper. Some mentioned using Twitter to follow sports events.

WhatsApp is used largely to communicate with family members. Children mentioned using it for family group chats. In addition, some create group chats and arrange social meet ups with friends through WhatsApp. A child in Year 2 confessed to doing this when his mum was asleep:

Normally I take my mum's phone when she's sleeping upstairs, I take her phone and go on Whats App. Then I call some of my cousins. Then I say, "Can I go to your house?" and they say, "Yes" and I go. Then I come back home.

[Mohammed, Year 2 Focus Group, School 1, ages 6-7]

These are the main social media apps used by children, although there were others mentioned. One group of Year 5 children in School 2 appeared to share an enthusiasm for Musical.ly, posting videos of themselves on it doing a dance made popular in the Fortnite computer game:

One thing that I like is that quite a few people in our class had Musical.ly and sometimes we view each other's profiles. And like Frances and Eli, they look at India's quite a bit. And seeing as Frances is always over at Eli's they once...and Mary was over at India's, Mary and India did a shuffle in Tesco car park. They actually did. I'm not sure if it were Tesco, I can't remember. Right, they posted that on Musical.ly and two to three days later, or maybe the next day, Frances came out with a video doing the shuffle, and he were like this [imitates Frances doing the shuffle].

[School 3, Year 5 Focus Group, ages 9-10]

On the whole, children are positive about their use of social media, and the reporting of negative experiences in the interviews was much more limited, although some of the older children recalled specific instances of anti-social behaviour, a number of them due to an app named 'Sarahah', as it enables anonymous postings about people to be circulated:

But there is definitely a game that people play on Snapchat. There was a game that people played a while ago where you...well you kind of pointed out the most annoying person in the year, or in our school year or whatever, or like the most ugly girl in the year or whatever. And they then....so they'd ask someone that and then the person would reply with who they thought it was and then screenshot that and put it on to their story so everyone could see it. And obviously the person who their name is, the ugliest person or the most annoying person, could see that. And that really annoyed me, I would like never participate in that game. But I remember posting on my story saying 'Stop it, it's a pointless game and it's just hurting people.'

[Telephone Interview, Candidate 17: Girl, 14]

Two of the children in the telephone interviews made comments that indicated that they themselves had been engaged in negative online activity in the past (they did not use the term 'bullying', but the activities may have constituted this). The topics were not pursued as the children themselves did not expand on their initial comments. If children had identified any information in the interviews which would be of concern in this regard, they were informed at the beginning of the interviews that this would be passed on to an appropriate person for safeguarding purposes. However, as these two interviews took place in the presence of parents, this was not necessary in these cases. In one of the focus group interviews, one of the children mentioned being engaged in an online argument with another child and this was raised with the class teacher by the researcher so that the school could operate its policy on bullying/ safeguarding, if they felt this to be appropriate after further investigation.

Few of the children appear to have developed strategies for reporting anti-social behaviour online in the way that some reported doing so when using YouTube. The majority of children reported being able to manage privacy settings, and say they know how to block people. Parents in the case study families indicated that they discuss their children's use of social media with them, and none reported using any sort of monitoring software. Most of the parents appear to be more concerned about access to inappropriate content than unwanted contacts, which correlates with the findings of the survey.

Children and young people were asked what advice would they give to younger children about the use of social media. Their responses indicated that many were aware of the challenges posed by social media:

I would say don't put anything which you think is offensive to other people, because if you think it's offensive it probably is. And also just keep away from people who say 'I've got like this' and stuff, like who are really nice to you and you've never met them before. And only follow people that you trust.

I would tell them that there are people that they don't know and to not look at pictures of other people like that you don't know, because they may make you upset because they look better.... you might think they look better than you but it's, like, edited probably.

Just be careful who you talk to and like what friends you're talking to, make sure you're not being like hacked or something like that.

Probably just be careful who you talk to because a lot of people are fake on there.

I think you have to be very thick-skinned about it, you can't get upset. Well you can get upset, it's alright to get upset, but I think you have to be very wary about other people's feelings and...I don't know how to say it...well just always remember that social media isn't real life.

I'd just tell my younger brother or sister that they should be careful, and that not everything on it is like real, or explain that to them. And that they should kind of take it with a pinch of salt and understand that if you wouldn't put everything that like annoys you or upsets you on Snapchat about yourself, or Instagram where it's someone else.

Stay away from anything that like it looks fake or seems too good to be true. Because I don't use any sites of social media but if you're on like Instagram and you scroll on about Twitter or something and then this advert pops up on the side for some like really good deal, or on eBay or something. If it sounds like too good to be true, like too cheap, then don't.

It was of interest that all of the advice offered focused on the challenges, and none of the children gave advice on how to grasp the opportunities presented by social media. This is, perhaps, of little surprise, given that children and young people are faced with a lot of material that focus primarily on the negative aspects of social media, such as sensationalist headlines in mainstream media.

One issue that was raised by a number of children was the way in which the use of social media has changed over their own, relatively short, lifetimes. A number of the older children, for example, commented on how they had used Facebook more extensively when they were younger, but have moved on. In Family 2, the elder sister of the 11-year-old twin girls was only 18 herself, but she reflected on how she felt things have changed for her sisters since she herself was their age:

Nicola: *I mean when I was younger it [YouTube] was where I got music really, nowadays it's become this whole thing of, you know You Tubers and stuff, they didn't have that in my day. So, yeah, I think because I've just sort of been through the development of social media and You Tube I think I am quite protective – well not very protective but I know what's out there and stuff. So I don't like monitor it but I do ask questions about what they're looking at and stuff...at the dinner table. Susie will mention something she's been watching today and I'll be like 'oh what's that about and de-de-de....' sort of just taking an interest really because I didn't have it when I was younger.*

Interviewer: *Which is fascinating, because you're only 7 years older.*

Nicola: *It is, yeah.*

Interviewer: *But within that 7 years...*

Nicola: *It's all developed.*

Interviewer: *It's changed hasn't it?*

Nicola: *Yeah, it's crazy...I think in a way it's sort of changed things a lot because they are in their rooms practically all the time on their phones, so you sort of have to prise them away just to spend time with them. Yeah, I think family life sort of changed a*

bit because there's been more arguments about, 'Oh, you're on your phone again' and, 'Why aren't you helping with making tea?' and stuff. Whereas if they were like just in the living room watching TV then my mum would pop in and be like, 'Oh can you give me a hand' or something, whereas now they're upstairs locked – well not locked – but in their rooms.

[Sister, Family 2]

Overall, therefore, it appears that children juggle the use of various media sites, and the use of these sites relates to the particular affordances they each have. The use of social media is primarily concerned with connecting with family and friends, although children enjoy finding out about the world of celebrities, and using social media to engage with their popular cultural interests, such as games, music and sports. A number of children younger than eight engage with social media sites, which is an issue that deserves further investigation.

Section 3

Conclusion

3.1 Summary of key findings

The study had three research questions. The findings in relation to each of the questions are summarised below.

3.1.1 How do children aged 0-16 use social media and television in their daily lives?

The study identifies the central role that screen media has in children's lives, and points to the way in which there is growing use of VOD/ SVOD/ OTT services for all ages, including very young children. This presents challenges for public service broadcasters, but the study also points to the significant role that public broadcasters have in ensuring children have access to high quality content. Commercial public service broadcasters in the UK have disinvested in children's content in recent years, but campaigning by the Children's Media Foundation[1] has led to recent initiatives which may lead to better content produced through access to new government funding, the Young Audiences Content Fund. Television and film have an important role in fostering children's play, creativity and imagination and can impact positively on learning (Parry, 2013), and so deserve this kind of continued investment in the future.

The study outlines the significant role that social media plays in children's lives, which has a range of positive impacts, as outlined in other studies (Rideout and Robb, 2018). Social media offers a means of communicating with family and friends, accessing information, engaging with cultural interests and hobbies and contributing to school work. Social media interfaces with children's use of television in a number of ways. They catch-up with favourite television programmes using YouTube, they chat about television interests using Snapchat, Instagram and WhatsApp, and they follow television celebrities on Instagram and Twitter. Both long-form and short-form television content is viewed on YouTube, although there is room for more high quality long-form content across this and other platforms. Children enjoy viewing to relax as well as wanting to watch the shorter, 'on the move'/ instructional kind of content on YouTube. As consumption of television on tablets and smartphones is growing, issues such as how mobility impacts on content are important. For example, if children are more likely to watch content on a tablet/ smartphone on their own, the sort of content they wish to view may well be different to other times/ contexts for viewing. Organising content into purpose for viewing as well as genre might be of value.

There are children who are particularly vulnerable to the more negative impacts of social media, and so individual needs and contexts need to be taken into account when assessing risks. This study highlights that many children are accessing social media sites even when they are not old enough to meet the sites' age policies, although for younger children this use appears to be through parents' accounts. This kind of use can be viewed as a 'family digital literacy' practice, and if carefully managed by parents may have positive benefits for the family, including the young children themselves. Children can participate in celebrating family occasions such as birthdays, for example, they can be involved in communications with distant family members, they can enjoy commenting on and liking content, and they can enjoy viewing the activities of families and friends. Such use can also offer a means for parents to induct children into responsible uses of social media. Children in the older year groups at primary school, and the first years of secondary school, reported joining the sites themselves, before the age of thirteen. This raises a range of issues, such as the need for further research in this area, the need to challenge the complacency of some providers (for example, in relation to onboarding) and the need to offer parents more guidance and advice.

The study also indicates the growing presence of emergent technologies in children's lives. For example, 26% of children have access to Virtual Reality equipment, 26% have access to a smart toy and 36% have access to a smart speaker, such as Amazon Echo, Apple HomePod or Google Home. These numbers are inevitably going to grow in the years ahead, but there are still major

[1] See review of current policy initiatives here: https://www.thechildrensmediafoundation.org/archives/7022/policy-round-up

gaps with regard to knowledge in this field. This relates both to safety issues (health and safety, data privacy, and so on), but also relates to the positive nature of children's engagement with these technologies.

3.1.2 What views and practices do parents have in relation to children's use of television and social media?

The responses from parents in this study point to a complex picture in which, whilst there is a growing sense of confidence in their own use of technology, based on comparison of these data with previous studies (e.g. Marsh et al., 2015), there are aspects of children's use of technology which still present challenges for them. Sixty per-cent of parents say they know where to find advice in this area, which leaves a significant minority who do not know, or are neutral. In addition, there is evidence that socio-economic status impacts on the levels of parents' confidence with technology, with parents in lower SES groups less likely to state that they felt confident.

There are seemingly contradictory data in the study. Whilst the majority of parents state that it is important that they supervise their children's use of social media sites, there are some indicators that this is not always the case, in that over a third of parents do not check with whom their children are communicating. Screen time is much less of a concern for parents than the quality of content their children access online. However, almost half (45%) of parents do not use the safety features provided by sites, and 58% do not use parental monitoring software. It therefore appears to be the case that parents' behaviours are not always aligned with beliefs, and that there could be a greater emphasis on addressing this dichotomy in guidance offered to parents.

The case studies provide a detailed picture of the role of television and social media in families' lives, with screen use providing opportunities for both enriching family life, and creating tensions within it, as reported in other studies (e.g. Blum-Ross et al., 2018). The families that appear to have the most successful approaches are those in which discussion, dialogue, the development of compromises and collaborative activities take place.

3.1.3 What are the implications of this analysis for the government, children's media industry, schools and parents?

The study indicates that there is further work to do to maximise the potential and minimise the risks related to children's use of television and social media. This is a complex arena, and no single stakeholder has the sole responsibility for ensuring children's effective use of television and social media, but all parties need to work together to achieve success. For example, social media platforms could continue to do further work in terms of refining the use of algorithms to drive content to young users, which would add to the other safety measures recently introduced, such as YouTube's ban on commenting on videos of young children (YouTube, 2019). However, evidence from this study suggests that some parents also need to do more to play their part in ensuring children do not access unwanted content, such as actively using filters, or using active mediation to develop children's understanding about how to keep themselves safe. Schools offer children guidance and advice in terms of managing their online lives, but there is more than can be done to enable children to enjoy the creative aspects of social media and television through embedding their use effectively in the curriculum. In addition, what the study indicates is that there are substantive differences in relation to how individual families address the issues, and that advice and guidance needs to take into account some of these differences. Therefore, in the development of policy and guidance in this area, there is a need for all parties to be reflective, responsive and respectful in relation to other stakeholders, and to the different contexts in which such policy and guidance will be operational.

Further, it is incumbent upon media outlets to develop more responsible reporting in relation to children and young people's use of social media. In February 2019, a media storm occurred in the UK in relation to the 'Momo' character, a creepy-looking character which originated in an art work in a Japanese art gallery, but whose image was then replicated on various social media platforms. Numerous newspapers and websites reported sensational headlines about a purported Momo social media challenge, which they said had led to children undertaking extreme actions, including suicide. This resulted in many schools sending letters home to children and families, warning them about the craze. The UK's Safer Internet Centre, however, reported that this was 'fake news' and charities suggested that in giving the item such attention, it would increase the potential for children and young people to feel anxious about social media (Waterson, 2019b). It is important for all in society to consider the challenges posed by social media for children, but this should be done in ways that focus on the evidence, rather than on speculation, or on isolated incidents. In addition, the media should also pay more attention to the many positive findings that research studies report about children and young people's use of social media, so that parents and the general public have access to a more balanced picture in order to inform their decision-making.

There are a number of recommendations arising from this study for the key stakeholder groups. Separate reports have been prepared for parents and carers, educators, policy-makers and the children's media industry, which are hosted on the project's website. Below, we outline the implications of the study for future research in the field.

3.2 Implications of the study for research

There are a number of implications of this study for future research. Firstly, it was notable that young children, who have traditionally been the most loyal audience in relation to live television, in some cases are now viewing more VOD/ SVOD/ OTT services than they have done previously. It would be useful to explore this area in greater depth in order to identify the patterns across age, gender, social class and ethnicity, and to examine the impact of this on their viewing of live television. In particular, tracking children's engagement with television and other media longitudinally in order to see how this changes over time in the current environment would be of value.

Secondly, access to quality viewing content is crucial for children, but matters relating to quality appear to be changing, with some parents who previously might have emphasised quality now focusing more on ease of access and other practical issues. It would be useful to undertake further research on both children's and parents' perceptions of quality in relation to viewing content, exploring how this impacts on choice.

Third, some children are accessing social media sites from a young age, and this use appears to be mediated by parents. There is, currently, limited research with parents about why they allow their children to use sites when they are younger than the age restrictions placed by the social media producers. There is, also, a lack of knowledge about how children understand the nature of age limit policies and their intentions. Further research in this area would be beneficial.

Fourth, given the rising use of newer technologies, such as virtual reality, artificial intelligence systems and smart toys, there should be further research undertaken in these areas in order to identify both the risks and opportunities for children. Finally, the role of YouTube in children's lives is central, with many positive aspects, yet research in this area is limited. This study indicated that YouTube has a range of purposes in children's lives, including its use for performing and exploring identities, for entertainment, for sharing and seeking information, for forging and reinforcing family and social relationships, and for learning. It is recommended that an in-depth study is conducted, which will provide further information about the role of YouTube/ YouTube Kids in children's lives.

3.3 Concluding comments

This report indicates that children engage with television and social media in many different ways, shaped by age, gender, social class, interests, family practices and so on. As technology is able to deliver ever-more personalised content to children, and this feature of the landscape will grow more significant in the future, it is important for the government, children's media industry, parents and carers and educators to work together to ensure that the opportunities are maximised and the risks minimised in the years ahead. In addition, in undertaking this work, the voices of children themselves need to be heard, in order that they can participate in shaping educational and entertainment services that are appropriate for their needs.

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Appendix 1

SURVEY QUESTIONS

Qa. How old are you?

Qb. Gender, are you?

Male
Female
Gender variant/ non-conforming
Prefer not to answer

Qc. Which of these best describes your ethnic group?

A. White (This includes all White backgrounds)

B. Mixed
- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background

C. Asian or Asian British
- Indian
- Pakistani
- Bangladeshi
- Any other Asian background

D. Black or Black British
- Caribbean
- African
- Any other Black Background

E. Chinese or other Ethnic Group
- Chinese
- Prefer not to tell
- Any Other (please specify)

Qd. Which region of the UK do you live in?

London
South and South East England (including Channel Islands)
West and South West England
West Midlands
East Midlands
East Anglia
Yorkshire and Lincolnshire
North West England/Isle of Man
North East England
Scotland
Northern Ireland
Wales
Not in UK (screen out)

Qe. Which one of the following options best describes the sort of work that the chief income earner in your household does?

Professional or higher managerial/technical
Manager or senior administrator
Junior manager
Non-managerial
Foreman or supervisor of other workers
Skilled manual work
Semi-skilled or unskilled manual work
Student
In receipt of job seekers allowance
Other
Not Applicable

Qf. How many children do you have in the household of the following ages.
(You can leave it blank if you have no children in a particular gender/age group)

	Less than 1 year	1 year old	2 years old	3 years old	4 years old	5 years old	6 years old
Boy							
Girl							

	7 years old	8 years old	9 years old	10 years old	11 years old	12 years old	13 years old
Boy							
Girl							

	14 years old	15 years old	16 years old	17 years old	18 years old	None
Boy						
Girl						

IF NO CHILDREN AGED 0 – 16 PLEASE THANK AND CLOSE

Qg. Which of the following devices do your children have access to?

Tablet
Mobile phone
Games console
Laptop
Desktop computer
Smart TV
Smart speaker assistants e.g. Alexa
Toy connected to the internet, e.g. Furby, toy robot
Virtual Reality equipment, e.g. headset
Children's tablet e.g. Amazon Fire Kids or LeapPad

None PLEASE THANK AND CLOSE

Notes to parent or guardian:

In the next two sections, you will be asked to complete the survey yourself, from your perspective as a parent.

If you have more than one child, we would like you to think of ONE of your children when answering questions. You may ask your child to provide answers for the questions asking about their social media's skills.

Qh. With one of your children in mind, please state your child's gender

Boy
Girl
Gender variant/non-conforming
Prefer not to answer

Please state their exact age in years and months below

Years				Months			
1.	0	9.	8	1.	1	9.	9
2.	1	10.	9	2.	2	10.	10
3.	2	11.	10	3.	3	11.	11
4.	3	12.	11	4.	4		
5.	4	13.	12	5.	5		
6.	5	14.	13	6.	6		
7.	6	15.	14	7.	7		
8.	7	16.	15	8.	8		
		17.	16				

Please answer the next two sections from your perspective as a parent.

Section C: Skills (PARENTS)

CQ1. We want to know about how confident you are in using technology compared to your peers]?

Very confident
Confident
Somewhat confident
Not very confident
Not confident at all

CQ2. We want to know about how confident you are in helping your child use technology

Very confident
Confident
Somewhat confident
Not very confident
Not confident at all

CQ3. We want to know about how confident you are in using technology for your own purposes

Very confident
Confident
Somewhat confident
Not very confident
Not confident at all

CQ4. We want to know about what your child can do on YouTube/YouTube kids, if he/she uses either. Please indicate what your child is able to do.

My child does not use YouTube EXCLUSIVE

[If this answer is selected, please hide the following rows]

	Is able to do unassisted	Needs some assistance	Is unable to do /unaware of
Undertake searches using the search bar			
Use filters to filter out unwanted content			
Set up own channel			
Subscribe to a channel			
Click on link to clear advert after timed content			
Can make a video for YouTube			
Can edit a video for YouTube			
Can post a video on YouTube			
Can say what they like/ dislike about a video			
Understand that not all videos are real			

CQ5. We want to know about what your child can do on Instagram. Please indicate what your child can do if he/she uses it.

My child does not use INSTAGRAM EXCLUSIVE

[If this answer is selected, please hide the following rows]

	Is able to do unassisted	Needs some assistance	Is unable to do / unaware of
Find the site on the device			
Enter their username and password			
'Like' a photo or video			
Add a comment to someone's video/ photograph			
Can post an image			
Can apply filters			

CQ6. We want to know about what your child can do on Snapchat if he/ she uses it. Please indicate to what extent you agree with each of the following statements.

My child does not use SNAPCHAT EXCLUSIVE

[If this answer is selected, please hide the following rows]

	Is able to do unassisted	Needs some assistance	Is unable to do / unaware of
Find the site on the device			
Enter their username and password			
'Like' a photo or video			
Add a comment to someone's video/ photograph			
Can post an image			
Can apply filters			

CQ7. Has your child ever?

Bought something online by accident
Bought something online without permission
Uploaded content to a social media site without your knowledge
Been exposed to content that made them feel uncomfortable
Been exposed to content that made you feel uncomfortable
Asked you about something they saw online that was inappropriate
Clicked on a link when online that took them to inappropriate content
Watched content (brand, characters shows) on more than one platform at the same time
Seen an advert on a screen and asked you about it
Joined a social media site without you knowing
None of these

Section D: Safety/Issues (PARENTS)

DQ1. We want to understand how comfortable or uncomfortable you are with your child using social media sites

		1. Very comfortable	2. Quite comfortable	3. Neither comfortable nor non-comfortable	4. Quite uncomfortable	5. Very uncomfortable
1	The amount of time my child spends on social media sites					
2	The sorts of things my child does on social media sites					
3	Things that they can be exposed to on the sites e.g. in-app advertising / types of content					
4	That they know when to ask for parental / other help					
5	That they know where their content is					
6	That they know how to avoid other content					
7	That social media can be used for positive things e.g. learning or creativity					

DQ2. Do you use any parental monitoring software?

Yes
No
Not aware of any parental monitoring software

DQ3. Do you use any safety features of the sites?

Yes
No
Not aware of any safety features of the sites

DQ4. How aware would you say your child is of the potential dangers of using social media sites?

Not aware at all
Has limited awareness
Is aware

DQ5. How aware is your child of how to do the following:

		Is able to do unassisted	Needs some assistance	Is unable to do /unaware of
1	Keep information private			
2	Change their password			
3	Block certain users or sites that they do not want to contact them			
4	Report something			

DQ6. We'd like to understand your opinion of the time your child spends using social media. Using a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree please indicate how you feel about each of the following statements

		1. Strongly disagree	2. Tend to disagree	3 Neither agree or disagree	4. Tend to agree	5. Strongly agree
1	My child spends too much time using social media sites					
2	I worry about what my child is watching					
3	It is important for me to supervise my child's use of social media sites					
4	I would prefer it if social media sites my children use did not have adverts					
5	My child struggles to concentrate on one screen at a time					
6	I worry about my child being exposed to inappropriate content on social media sites					
7	I worry about my child being bullied online					

DQ7. We'd like to understand your opinion of how far you feel you can help your child when they use social media. Using a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree please indicate how you feel about each of the following statements

		1. Strongly disagree	2. Tend to disagree	3. Neither agree or disagree	4. Tend to agree	5. Strongly agree
1	I regularly talk to my child about their social media use					
2	I check who my child is communicating with using social media.					
3	I limit the time my child spends on social media					
4	I know my child's passwords for their social media sites					
5	I feel I am a good role model for my child in using social media					
6	I know where to get help and advice if I am worried about my child's use of social media					

Section A: Use of Electronic Devices (CHILD)

Note: the following questions were answered either by parents on behalf of their child, or by the child with the parents' support.

The following questions relate to the type of electronic devices your child has access to, how they use these devices and the amount of time in a week they typically spend using them.

AQ1. Which of these devices do you [text-sub: does your child] **have access to?**

			1. Yes - have one of my own [text-sub: have one of their own]	2. Yes - have one in the household which I can use [text-sub: have one they can use]	3. Yes – there is one elsewhere (e.g. a grandparents' home) which I can use [text-sub: they can use]	4. No - we don't have one but we do expect to get one	6. No - we don't have one AND do NOT expect to get one in the near future
TV	1	Standard TV Set					
	2	A smart TV					
Tablet	3	iPad					
	4	Samsung Galaxy Tab					
	5	Microsoft Surface					
	6	Amazon Fire					
	7	Kindle Fire					
	8	Huawai Media pad					
	9	Other Tablet computer					
Smartphone	10	iPhone					
	11	Samsung Galaxy					
	12	HTC					
	13	Nokia					
	14	Sony					
	15	Other Smartphone					

			1. Yes - have one of my own [text-sub: have one of their own]	2. Yes - have one in the household which I can use [text-sub: have one they can use]	3. Yes – there is one elsewhere (e.g. a grand-parents' home) which I can use [text-sub: they can use]	4. No - we don't have one but we do expect to get one	6. No - we don't have one AND do NOT expect to get one in the near future
Console	16	Xbox (including Kinnect)					
	17	Playstation					
Handheld	18	Ninendo (including Wii, WiiU or Switch,)					
	19	Playstation (PSP, VITA)					
	20	Nintendo (DS, 2DS, 3DS)					
	21	PC or Laptop					
	27	Internet connected Portable Media Player (e.g. iPod, Archos)					
	28	Smart speaker assistants e.g. Alexa					
	29	Smart toy - connected to internet					
	29	Smart toy - connected to internet					
	30	Virtual Reality equipment (e.g. headset)					
	31	Child Tablet (e.g. LeapPad 2, VTech Innotab or Kurio)					

AQ2. On a normal weekday, how much time do you [text-sub: does your child] **spend watching the following channels?**

		Less than 30 minutes	31-60 minutes	Between 1 and 2 hours	Between 2 and 3 hours	Between 3 and 4 hours	Between 4 and 5 hours	Between 5 and 6 hours	Between 6 and 7	Between 7 and 8 hours	Between 8 and 9 hours	More than 9 hours	Do not watch
1	CBeebies												
2	CBBC												
3	Cartoon Network												
4	Boomerang												
5	Disney Junior												
6	Disney Channel												
7	Disney XD												
8	Nick Jr												
9	Nickelodeon												
10	NickToons												
11	YouTube												
12	Netflix												
13	BBC iPlayer												
14	Hopster												
15	Amazon Prime												
16	Musical.ly												

AQ3. On a normal weekend, how much time do you [text-sub: does your child] **spend watching the following channels?**

		Less than 30 minutes	31-60 minutes	Between 1 and 2 hours	Between 2 and 3 hours	Between 3 and 4 hours	Between 4 and 5 hours	Between 5 and 6 hours	Between 6 and 7	Between 7 and 8 hours	Between 8 and 9 hours	More than 9 hours	Do not watch
1	CBeebies												
2	CBBC												
3	Cartoon Network												
4	Boomerang												
5	Disney Junior												
6	Disney Channel												
7	Disney XD												
8	Nick Jr												
9	Nickelodeon												
10	NickToons												
11	YouTube												
12	Netflix												
13	BBC iPlayer												
14	Hopster												
15	Amazon Prime												
16	Musical.ly												

AQ4. On what device do you [text-sub: does your child] **prefer to watch the following channels?**

		TV Screen	Tablet	Smartphone	Never views
1	CBeebies				
2	CBBC				
3	Cartoon Network				
4	Boomerang				
5	Disney Junior				
6	Disney Channel				
7	Disney XD				
8	Nick Jr				
9	Nickelodeon				
10	NickToons				
11	YouTube				
12	Netflix				
13	BBC iPlayer				
14	Hopster				
15	Amazon Prime				
16	Musical.ly				

Section B: Social Media use of Child

BQ1.1. Do you [text-sub: does your child] **use any of the following social media sites?**

[ScreenOut if none of the options are selected as Yes]

		Yes	No	Don't know
1	YouTube			
2	YouTube Kids			
3	Facebook			
4	Facebook Messenger			
5	Instagram			
6	Twitter			
7	WhatsApp			
8	Wiper			
9	Snapchat			
10	Pinterest			
11	Musical.ly			
12	CBBC Buzz			
13	Other (please specify)			
14	Hopster			
15	Amazon Prime			
16	Musical.ly			

BQ1.2. Which of the following social media sites do you [text-sub: does your child] **have an account for? Please tick all that apply**

		I have my/ [text-sub: my child has their] own account	We have a shared or family account that I am able to use [text-sub: there is a shared or family account that my child is able to use]	I use without an [text-sub: my child uses without an] account
1	YouTube			
2	YouTube Kids			
3	Facebook			
4	Facebook Messenger			
5	Instagram			
6	Twitter			
7	WhatsApp			
8	Wiper			
9	Snapchat			
10	Pinterest			
11	Musical.ly			
12	CBBC Buzz			
13	Other (please specify)			

BQ1.3. **If you have** [text-sub: if your child has] **an account for the following social media sites, how long have you had** [text-sub: has your child had] **the account?** [question for each one they have]

		Recently – Less than 6 months	For a while– 1-3 years	For a long time 3 years +	Used to have an account but don't anymore
1	YouTube				
2	YouTube Kids				
3	Facebook				
4	Facebook Messenger				
5	Instagram				
6	Twitter				
7	WhatsApp				
8	Wiper				
9	Snapchat				
10	Pinterest				
11	Musical.ly				
12	CBBC Buzz				
13	Other (please name) [Pipe from BQ1.1 Other]				

BQ2. On a normal weekday, what times of day do you [text-sub: does your child] **usually use the following social media sites** [Tick all that apply]

		1. Before 9am	2. Morning 9-11am	3. Late morning 11am-12noon	4. Lunchtime 12noon-2pm	5. Early Afternoon 2-4pm	6. Late afternoon 4-5pm	7. Early evening 5-6pm	8. Evening 6-8pm	9. Late evening 8-10pm hours	10. After 10pm
1	YouTube										
2	YouTube Kids										
3	Facebook										
4	Facebook Messenger										
5	Instagram										
6	Twitter										
7	WhatsApp										
8	Wiper										
9	Snapchat										
10	Pinterest										
11	Musical.ly										
12	CBBC Buzz										
13	Other (please name)										

BQ3. How long do you [text-sub: does your child] **use social media sites for in total on a normal weekday?**

Less than 30 mins	31 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 to 4 hours	4 to 5 hours	5 to 6 hours	More than 6 hours

BQ4. On a normal weekend, what times of day do you [text-sub: does your child] **usually use the following social media sites** [Tick all that apply]

		1. Before 9am	2. Morning 9-11am	3. Late morning 11am-12noon	4. Lunchtime 12noon-2pm	5. Early Afternoon 2-4pm	6. Late afternoon 4-5pm	7. Early evening 5-6pm	8. Evening 6-8pm	9. Late evening 8-10pm hours	10. After 10pm
1	YouTube										
2	YouTube Kids										
3	Facebook										
4	Facebook Messenger										
5	Instagram										
6	Twitter										
7	WhatsApp										
8	Wiper										
9	Snapchat										
10	Pinterest										
11	Musical.ly										
12	CBBC Buzz										
13	Other (please name)										

BQ5. How long do you [text-sub: does your child] **use social media sites for in total on a normal weekend?**

Less than 30 mins	31 mins to 1 hour	1 to 2 hours	2 to 3 hours	3 to 4 hours	4 to 5 hours	5 to 6 hours	More than 6 hours

BQ7. How often do you use the following sites alongside your parents [text-sub: How often do you use the following sites alongside your child]**?**

		Every time I [text-sub: every time they] use it	Sometimes	Rarely	Never
1	YouTube				
2	YouTube Kids				
3	Facebook				
4	Facebook Messenger				
5	Instagram				
6	Twitter				
7	WhatsApp				
8	Wiper				
9	Snapchat				
10	Pinterest				
11	Musical.ly				
12	CBBC Buzz				
13	Other (please name)				

BQ8. What is the main reason for your parents being alongside you when you use the following sites [text-sub: What is the main reason for you being alongside your child when using the following sites]**?**

		Because my parents want to know what I'm doing [text-sub: Because I want to know what my child is doing]	Because I need [text-sub: Because my child needs] help using it	Because I ask my parents to do so [text-sub: Because my child asks me to do so]	Because I am too young to use it on my own [text-sub: Because my child is too young to use it on their own]	Because we want to enjoy using it together
1	YouTube					
2	YouTube Kids					
3	Facebook					
4	Facebook Messenger					
5	Instagram					
6	Twitter					
7	WhatsApp					
8	Wiper					
9	Snapchat					
10	Pinterest					
11	Musical.ly					
12	CBBC Buzz					
13	Other (please name)					

BQ9. What is the main purpose for your use of the site [text-sub: What is the main purpose for your child's use of the site]**? (if more than one is applicable then please select the one you** [text-sub: they] **do most).**

		To watch videos	To communicate with family members	To post photographs	To play games	To communicate with friends	Other (please state)
1	YouTube						
2	YouTube Kids						
3	Facebook						
4	Facebook Messenger						
5	Instagram						
6	Twitter						
7	WhatsApp						
8	Wiper						
9	Snapchat						
10	Pinterest						
11	Musical.ly						
12	CBBC Buzz						
13	Other (please name)						

BQ10. Select the top 3 sites that have the most appropriate content for you [text-sub: for your child]**?**

1	YouTube	
2	YouTube Kids	
3	Facebook	
4	Facebook Messenger	
5	Instagram	
6	Twitter	
7	WhatsApp	
8	Wiper	
9	Snapchat	
10	Pinterest	
11	Musical.ly	
12	CBBC Buzz	
13	Other (please name)	

BQ11. Select the top 3 sites that have the least appropriate content for you [text-sub: for your child]**?**

1	YouTube	
2	YouTube Kids	
3	Facebook	
4	Facebook Messenger	
5	Instagram	
6	Twitter	
7	WhatsApp	
8	Wiper	
9	Snapchat	
10	Pinterest	
11	Musical.ly	
12	CBBC Buzz	
13	Other (please name)	

We'd now like you to think specifically about two sites in particular, these are: YouTube and YouTube Kids

BQ12.1. Thinking of your use of YouTube or YouTube Kids, can you [text-sub: thinking of your child's use of YouTube or YouTube Kids, can they] **find content on your own (without help)** [text-sub: on their own, without your help]**?**

	Always	Sometimes	Never
YouTube			
YouTube Kids			

BQ12.2. How do you [text-sub: does your child] **find content on YouTube or YouTube Kids (tick all that apply)**

	YouTube	YouTube Kids
Search bar		
Use history		
Use suggested videos at the side of the main screen		
Use trending		
Use 'Popular on YouTube/YouTube Kids'		
Use specific sections, i.e. music, sports, gaming		
Browse channels		
Recommendation of friends or older siblings		

BQ13. What kind of content do you [text-sub: does your child] **search for by yourself** [text-sub: by themself]**?**

	YouTube	YouTube Kids
Videos related to my [text-sub: my child's] hobbies		
Sports videos/clips		
'How-to' videos		
Music videos		
Videos related to my [text-sub: my child's] TV interests		
Film or TV trailers/out-takes/best bits/highlights		
Whole TV programmes		
Whole films		
Nursery rhymes		
Watching people play games/game walkthroughs		
Funny videos/pranks/jokes/challenges		
Adult vloggers or YouTube personalities		
Child vloggers or YouTube personalities		
Videos related to schoolwork		
Videos of play/toys (e.g. slime, Play-Doh)		
Unboxing videos		
Videos of animals		
Videos that I think will be educational [text-sub: for my child], e.g. science		

BQ14.1. Thinking of your use of YouTube or YouTube Kids, do your parents help you to find content on it [text-sub: thinking of your child's use of YouTube or YouTube Kids, do you help your child to find content on it]**?**

	Always	Sometimes	Never
YouTube			
YouTube Kids			

BQ14.2. How does your parent find content [text-sub: do you find content for your child] **on YouTube or YouTube Kids (tick all that apply)**

	YouTube	YouTube Kids
Search bar		
Use history		
Use suggested videos at the side of the main screen		
Use trending		
Use 'Popular on YouTube/YouTube Kids'		
Use specific sections, i.e. music, sports, gaming		
Browse channels		
Recommendation of friends or older siblings		

BQ15. What kind of content does your parent search for you [text-sub: do you search for on behalf of your child]**?**

	YouTube	YouTube Kids
Videos related to my [text-sub: my child's] hobbies		
Sports videos/clips		
'How-to' videos		
Music videos		
Videos related to my [text-sub: my child's] TV interests		
Film or TV trailers/out-takes/best bits/highlights		
Whole TV programmes		
Whole films		
Nursery rhymes		
Watching people play games/game walkthroughs		
Funny videos/pranks/jokes/challenges		
Adult vloggers or YouTube personalities		
Child vloggers or YouTube personalities		
Videos related to schoolwork		
Videos of play/toys (e.g. slime, Play-Doh)		
Unboxing videos		
Videos of animals		
Videos that I think will be educational [text-sub: for my child], e.g. science		

BQ16. To what extent do you influence the decision to watch certain content [text-sub: does your child influence the decision to watch certain content]**?**

	My parent's decision alone [text-sub: my decision alone]	Mostly my parent's decision with some input from me [text-sub: mostly my decision with some input from my child]	A joint decision	Mostly my decision with some input from my parents [text-sub: mostly my child's decision with some input from me]	My decision alone [text-sub: my child's decision alone]
Videos related to my [text-sub: my child's] hobbies					
Sports videos/clips					
'How-to' videos					
Music videos					
Videos related to my [text-sub: my child's] TV interests					
Film or TV trailers/out-takes/best bits/ highlights					
Whole TV programmes					
Whole films					
Nursery rhymes					
Watching people play games/game walkthroughs					
Funny videos/pranks/jokes/challenges					
Adult vloggers or YouTube personalities					
Child vloggers or YouTube personalities					
Videos related to schoolwork					
Videos of play/toys (e.g. slime, Play-Doh)					
Unboxing videos					
Videos of animals					
Videos that I think will be educational [text-sub: for my child], e.g. science					
Other [please state]					

[No BQ17]

BQ18. Please list your top 3 favourite YouTube or YouTube Kids video channels [text-sub: Please list your child's top 3 favourite YouTube or YouTube Kids channels]

BQ19. For each of these please tell us why they are your favourite [text-sub: For each of these, please tell us why they are your child's favourite]

[No BQ20]

BQ21. Are there programmes on YouTube that your child would like to watch on television instead?
Yes (please specify)
No

BQ22. How do you [text-sub: does your child (or you on behalf of your child)] **decide what to watch on YouTube, when selecting a specific film/channel?**
Word of mouth – inside school
Word of mouth – outside school
TV schedule
Parents
Siblings
Something they have seen online
None of these

BQ23. From this list which of these do you think has the most appropriate content for your age [text-sub: your child's age]**?**

CBeebies	Nickelodeon
CBBC	NickToons
Cartoon Network	YouTube
Boomerang	Netflix
Disney Junior	BBC iPlayer
Disney Channel	Hopster
Disney XD	Amazon Prime
Nick Jr	Musical.ly

BQ24. From this list which of these do you think has the least appropriate content for your age [text-sub: your child's age]**?**

CBeebies	Nickelodeon
CBBC	NickToons
Cartoon Network	YouTube
Boomerang	Netflix
Disney Junior	BBC iPlayer
Disney Channel	Hopster
Disney XD	Amazon Prime
Nick Jr	Musical.ly

BQ25. How do you mainly decide [text-sub: how do you mainly on behalf of your child decide] **what to watch?**

	When I want [text-sub: When my child wants] to watch for a long period of time	When I want [text-sub: When my child wants] to watch for a short period of time	When I [text-sub: When my child] can watch easily on a mobile device (e.g. tablet/ smartphone)	Watches whatever sibling is watching	Doesn't seem to have specific reasons for watching	Does not watch
CBeebies						
CBBC						
Cartoon Network						
Boomerang						
Disney Junior						
Disney Channel						
Disney XD						
Nick Jr						
Nickelodeon						
NickToons						
YouTube						
Netflix						
BBC iPlayer						
Hopster						
Amazon Prime						
Musical.ly						

BQ26. **Do you upload your own videos to YouTube** [text-sub: Does your child (or you on behalf of your child) upload videos to YouTube]**?**

Yes

No

BQ27. **What are the videos about?**

I/[text-sub: They] sing songs

Videos of myself/[text-sub: themselves], siblings or friends talking or doing something to camera

Videos of my/[text-sub: their] play with toys

Videos of my/[text-sub: their] computer game play

Unboxing

Make-up tutorial

Vlogging

Challenges

Other [please state]

BQ28. **Have you** [text-sub: Has your child] **spoken about things you** [text-sub: they] **have seen advertised on YouTube?**

Yes

No

Not sure

BQ29. **Do you** [text-sub: Does your child] **watch the whole of the advert before a YouTube video?**

Never

Sometimes

Frequently

Every time

Don't know/Not Applicable

BQ30. **Do you** [text-sub: Does your child] **watch the whole of the advert during a YouTube video?**

Never

Sometimes

Frequently

Every time

Don't know/Not applicable

BQ31. **Do you** [text-sub: Does your child (or you on behalf of your child)] **ever read the comments on other people's videos?** (Ask all – single response)

Never

Sometimes

Frequently

All the time

Not applicable

BQ32. **Do you** [text-sub: Does your child (or you on behalf of your child)] **ever leave comments on other people's videos?** (Ask all – single response)

Never
Sometimes
Frequently
All the time
Not applicable

BQ33. **If you post** [text-sub: if your child posts (or you on behalf of your child)] content to YouTube do you [text-sub: they] **read comments left on your** [text-sub: their] **videos?**

Never
Sometimes
Frequently
All the time
Not applicable

BQ34. **Finally, did you complete this survey with your parents or mainly on your own?** [text-sub: Did you complete this survey with your child?)]]

Mainly Parents
Mainly on my own [text-sub: Mainly Child]
Jointly

Thank you for taking part in this study. We would like to invite you in a follow up study to explore even further your/your child's use of Youtube, social media and television. You can click here to find more information on the follow up study. Please let us know if you wish to participate.

Yes, I would like to participate
No, I am not interested

Appendix 2

SCHEDULE FOR CASE STUDY VISITS

Visit 1 - Familiarisation visit

Go through the parent information sheet and explain any part of the project the parent is not sure about.

Go through survey questions with the parent and ask them what they would input if they were completing this online. Please record this interview on the Dictaphone.

Ask the child to show you some of his/ her favourite YouTube videos. Ask what the top 5 favourite YouTube videos are, and why. Please record this interview on the Dictaphone, or video it.

Ask parent to use smartphone (if they have one) to take any interesting data on child's use of YouTube and other social networking sites (if relevant) until the next visit. Explain how to do this – ask them to take video and/ or photographs and then on the next visit, the researcher will upload this to a laptop. Talk about the kinds of interesting data they could collect e.g. child choosing YouTube videos, child playing something offline that they have watched on YouTube.

Ask what type of voucher they would like on conclusion of the project (e.g. Apple; Argos; John Lewis; Tesco).

Visit 2 –YouTube/ TV use

If the parent recorded data, look through it with him/ her and ask why that data has been recorded, what it means to the parent/ child and so on.

Look at YouTube on the tablet/ smartphone with parents and children– get a sense of which videos are watched by the child, the frequency each one is watched. Ask about the history of videos ie. when children first started watching them how soon they moved on, what they moved on to.

Depending on the age of the child, ask child to use YouTube and film them doing so. Ask child about the films they choose e.g. why he/ she likes it - "Tell me about this video..."

Ask how they find videos – do they do word searches, look for characters etc, or do they choose from the suggestions?

Discuss the daily schedule of family life and how the use of YouTube fits into this schedule – e.g. does the child watch them at bedtime in particular?

Ask parent if he/ she uses YouTube with their child and if so, ask them to use a typical video together. Film the parent/ child doing this. Talk to the parent about the video afterwards – why they watch it, who normally initiates its viewing etc. Does the child have his/ her own YouTube account and, if so, who set it up and when? Ask about siblings and YouTube use ie do they watch it at the same time, watch the same or different things, and so on.

Ask parent specifically about play, creativity and learning in relation to their children's use of YouTube:

- What kinds of play does your child engage in that relates to what they watch on YouTube (also ask about when and where)?
- Does your child have toys or objects related to anything they watch on YouTube? If so, how does he/ she use them?
- What kinds of creative activities does your child engage in that are motivated by watching YouTube, if any? (also ask about when and where)?
- What types of YouTube videos promote creativity, in your view? Why is that?
- Do you have any restrictions on your child's use of YouTube?
- Do you use the safety features of YouTube?
- Do you think your child learns anything from watching YouTube? If so, what?
- Do you have any other comments on You Tube?

Now ask parents about child's TV viewing:

- Does your child have a TV in his/ her bedroom?
- For how long does he/ she watch TV on a typical week-day/ on a typical weekend day?
- Which TV programmes does your child like watching?
- What are his/her favourite films?
- Does he/ she watch CBeebies/ CBBC and if so, which programmes? Does he/s he ask for this channel?
- Is he/ she aware of channels?
- Does he/s he watch other channels regularly?
- How independent is he/ she in using the TV and DVD player?
- For how long does he/ she watch TV and/ or films on the tV on a typical week-day/ on a typical weekend day?
- What programmes do you watch together?
- Does he/ she watch TV on any of these devices: a pc/ laptop/ netbook; games console player; mobile phone; tablet computer; portable media player? When?
- What kinds of things does [child's name] do when watching TV? [Prompt if necessary – sings/dances/plays, etc.] What are the most prevalent activities?
- Does any of [child's name]'s play relate to TV or film? If so, what do they play? [Probe how, e.g. dressing up, asking other family members to also be characters, etc].
- Do you think your child learns anything from watching TV? If so, what?
- Which do you think your child prefers – YouTube or TV, and why?

Ask parent to use smartphone (if they have one) to take any interesting data on child's use of tablet apps until the next visit.

Visit 3 – Use of other social networking sites/ parental concerns

If the parent recorded data, look through it with him/ her and ask why that data has been recorded, what it means to the parent/ child and so on.

If, in visit 1. When going through the survey questions, the family indicate that the child uses other social networking sites (e.g. Instagram, Snapchat, WhatsApp, Facebook et cetera).

For each one used, ask:

- What the child does on the site.
- Who they do it with.
- Possible reasons for this behavior.
- Is the parent always aware of what they do?

Ask both parents and children about this use, as appropriate.

Ask parent about family rules using technology:

- Are there any rules concerning the use of digital devices/internet/etc. at home?
- Are they the same for all?
- Who makes these rules? Do your children have a say in the making of the rules?
- Are you making some decisions about what programs/games/app/ your children could use/see? If yes how?
- Do all family members accept these rules? If not, how do you deal with children's resisting the rules?
- Have these rules changed with time? If yes, why?
- Are digital devices part of the 'reward-punishment' system of the family? If yes, how and with whom?
- Do you have parental controls installed on laptops/ computers?
- Do you use the safety mode features offered on websites or by internet providers, for instance, on YouTube?

Identify parents` perceptions of new technologies and parental concerns:

- Do you think any technologies are particularly "positive" or "negative" for your children? Which ones? Why?
- Are you worried in any ways about your children`s experiences with YouTube and other social networking sites?
- How important do you think are (online) technologies for your children?
- How important are new (online) technologies for you? And for family life?
- Do you think that your children`s use of (online) technologies interfere in any way (positive and/or negative) with family life? (E.g. family interaction is decreasing).

- Do you have any worries or concerns about your child using these technologies? Or about the use of new technologies at home? If you do, what do you do about it?
- Has anyone in your family experienced a positive/exciting/enlightening situation online? What happened? What did you/your child do about it?
- Has anyone in your family experienced a difficult/unpleasant situation online? What happened? What did you/your child do about it?

Visit 4 – Final visit

If the parent recorded data, look through it with him/ her and ask why that data has been recorded, what it means to the parent/ child and so on.

This visit can then be used to tie up any loose ends e.g. explore issues that arose but that were not explored on previous visits.

Thank child and parents and leave the £100 voucher.

Appendix 3

FOCUS GROUP INTERVIEW QUESTIONS

Please note that these questions are a guide only. Because these are focus group interviews, it may not be appropriate to ask these questions in the way that they are listed here. Rather, a discussion can be started about social media/television, and then the discussion could be led by the group. However, it will be helpful to feed in to that discussion some of the questions below.

Interviewer script at the beginning of the interviews:

Thank you very much for agreeing to be interviewed. This interview will take about 45-60 minutes.

I want to find out about your use of social media, including You Tube, and I want to ask you about your television viewing.

We will change your names when we report on the study, so you answers will be anonymous. Your answers will be confidential, but if you tell me anything that I feel needs reporting to others to protect your safety, then I would do so.

You don't have to answer questions if you do not wish to, and if you wish to leave the interview at any point, that is fine, just let me know.

Does anyone have any questions about the process?

Questions

I will begin by asking you about your use of YouTube.

- How often would you say watched YouTube?
- Where do you watch YouTube - on phones, tablets and laptops et cetera?
- Does anyone watch YouTube Kids? If so, do you also watch YouTube? how do you decide which one of these to watch?
- Tell me what you like about YouTube.
- Is there anything you don't like about YouTube?
- What kinds of videos do you watch on YouTube?
- Why do you watch these videos?
- How do you find them? Do you search for them? If so, do you use keywords to search?
- Does anyone use voice such as Siri or Alexa to search? If so, how do you find this?
- Do you view the recommended videos?
- Who are your favourite celebrities on YouTube? Why?

- Do you ever copy things that you see on YouTube?
- Do you ever do any of the challenges you see on YouTube?
- Have you ever learnt anything on YouTube and if so what was that?
- Do you talk with your friends about what you watch on YouTube? Tell me about what you sometimes talk about.
- Does anyone upload their own videos on YouTube? If so, what are these, please tell me about them.
- Have you ever seen anything on YouTube that upset you? What did you do about this?
- Have you ever commented on anything you have watched on YouTube?
- What you do when adverts come on on YouTube, do you watch them or do you skip them?
- Does anyone have their own channel on YouTube?
- Is there anything else about YouTube that you want to tell me?

And I want to ask you about your use of other social media.

- Does anyone use Facebook ?
- If so, tell me about that - when do you use it, what for, who with.
- Why did you start using it, and when?
- Have you got your own Facebook account and if so, who set it up?
- What do you like/dislike about Facebook?
- Does anyone use Facebook Messenger?
- Who set up the account for you if so?
- What do you like/ dislike about Facebook Messenger?
- Have you ever seen anything on Facebook/ Facebook Messenger that upset you? What did you do about this?
- What would you tell a friend about Facebook/ Facebook Messenger?
- Does anyone use Instagram?
- If so, tell me about that - when do you use it, what for, who with.
- Why did you start using it, and when?
- Have you got your own Instagram account and if so, who set it up?
- What do you like/dislike about Instagram?
- Have you ever seen anything on Instagram that upset you? What did you do about this?
- What would you tell a friend about Instagram?
- Does anyone use SnapChat?
- If so, tell me about that - when do you use it, what for, who with.

- Why did you start using it, and when?
- Have you got your own Snapchat account and if so, who set it up?
- What do you like/dislike about SnapChat?
- Have you ever seen anything on Snapchat that upset you? What did you do about this?
- What would you tell a friend about Snapchat?

Are there any other sites you use that you want to tell me about e.g. Twitter, WhatsApp, CBBC Buzz, Musical.ly?

(Probe as above)

What advice would you give to a younger brother or sister about using social media sites?

I will now ask you about your television and film viewing.

- When you watch television?
- Who do you watch it with?
- What you like to watch on television?
- Why these programmes?
- Do you have favourite channels?
- Do you watch catch-up services if so, which ones? BBC IPlayer?
- Why do you watch catch-up TV?
- Do you watch streaming services such as Netflix/ Amazon Video?
- Where do you watch television - on TV sets/ tablets/ laptops (probe reasons for answers).
- Would you say you prefer television or YouTube? Why?
- What sorts of things would you like to see on television that you cannot watch at the moment?

Can you tell me something about the rules you have for going online.

- What rules do you have (e.g. don't give names out).
- Who taught you those rules?
- Do you know how to block people? Has anyone ever blocked anyone? Why?
- Do you know how to make your account more private?

If you could only use one of all of the things we have talked about – television, YouTube, Facebook, Instagram, Snapchat and so on - what would that be and why?

Is there anything else you want to tell me today?

Thank you so much for your answers.

Appendix 4

TELEPHONE INTERVIEW QUESTIONS

Thank you very much for agreeing to be interviewed. This interview will take about 20-30 minutes. I will be digitally recording it.

I want to find out about your use of social media, including You Tube, and I want to ask you about your television viewing.

We will change your name when we report on the study, so you answers will be anonymous. Your answers will be confidential, but if you tell me anything that I feel needs reporting to others to protect your safety, then I would do so.

You don't have to answer questions if you do not wish to, and if you wish to stop the interview at any point, that is fine, just let me know.

Does anyone have any questions about the process?

Questions

I will begin by asking you about your use of YouTube.

- How often would you say watched YouTube?
- For how long each time?
- Where do you watch YouTube - on phones, tablets and laptops et cetera?
- Do you watch YouTube Kids? If so, do you also watch YouTube? How do you decide which one of these to watch?
- Tell me what you like about YouTube.
- Is there anything you don't like about YouTube?
- What kinds of videos do you watch on YouTube?
- Why do you watch these videos?
- How do you find them? Do you search for them? If so, do you use keywords to search?
- Do you use voice such as Siri or Alexa to search? If so, how do you find this?
- Do you view the recommended videos?
- Do you watch YoutTube with anyone else- when? What do you watch?
- Who are your favourite celebrities on YouTube? Why?
- Do you ever copy things that you see on YouTube?
- Do you ever do any of the challenges you see on YouTube?
- Have you ever learnt anything on YouTube and if so what was that?
- Do you talk with your friends about what you watch on YouTube? Tell me about what you sometimes talk about.

- Do you upload your own videos on YouTube? If so, what are these, please tell me about them.
- Have you ever seen anything on YouTube that upset you? What did you do about this?
- Have you ever commented on anything you have watched on YouTube?
- What you do when adverts come on on YouTube, do you watch them or do you skip them?
- Do you have your own channel on YouTube?
- Is there anything else about YouTube that you want to tell me?

And I want to ask you about your use of other social media.

- Do you use Instagram?
- If so, tell me about that - when do you use it, what for, who with.
- What do you take photos of?
- Do you ever do things just to take photos of them for Instagram – if so, what?
- Why did you start using it, and when?
- Have you got your own Instagram account and if so, who set it up?
- What do you like/dislike about Instagram?
- Have you ever seen anything on Instagram that upset you? What did you do about this?
- Do you think there are fake things on Instagram? If so, what?
- Do you use the filters or other settings and if so why?
- What would you tell a friend about Instagram?
- Have you heard of Instagram TV? If so, what do you know about it? Would/ do you watch it?
- Do you use SnapChat?
- If so, tell me about that - when do you use it, what for, who with.
- Why did you start using it, and when?
- Have you got your own Snapchat account and if so, who set it up?
- What do you like/dislike about SnapChat?
- Do you ever do things just to take photos of them for Snapchat– if so, what?
- Do you think there are fake things on Snapchat? If so, what?
- Do you use the filters or other settings and if so why?
- Have you ever seen anything on Snapchat that upset you? What did you do about this?
- What would you tell a friend about Snapchat?
- Do you use Facebook?
- If so, tell me about that - when do you use it, what for, who with.
- Why did you start using it, and when?

- Who set up the account for you if you were under 13?
- Have you got your own Facebook account and if so, who set it up?
- Do you use Facebook Messenger?
- What do you like/dislike about Facebook/ Facebook Messenger?
- What games do you play on them, if any?
- Have you ever seen anything on Facebook/ Facebook Messenger that upset you? What did you do about this?
- What would you tell a friend about Facebook/ Facebook Messenger?

Are there any other sites you use that you want to tell me about e.g. Twitter, WhatsApp, CBBC Buzz, Musical.ly?

(Probe as above)

What advice would you give to a younger brother or sister about using social media sites?

I will now ask you about your television and film viewing.

- When you watch television?
- Who do you watch it with?
- What you like to watch on television?
- Why these programmes?
- Do you have favourite channels?
- Do you watch catch-up services if so, which ones? BBC IPlayer?
- Why do you watch catch-up TV?
- Do you watch streaming services such as Netflix/ Amazon Video?
- Where do you watch television - on TV sets/ tablets/ laptops (probe reasons for answers).
- Would you say you prefer television or YouTube? Why?
- What sorts of things would you like to see on television that you cannot watch at the moment?

Can you tell me something about the rules you have for going online.

- What rules do you have (e.g. don't give names out).
- Who taught you those rules?
- Do you know how to block people? Has anyone ever blocked anyone? Why?
- Do you know how to make your account more private?

If you could only use one of all of the things we have talked about – television, YouTube, Facebook, Instagram, Snapchat and so on - what would that be and why?

Is there anything else you want to tell me today?

Thank you so much for your answers.

Appendix 5

SURVEY DATA

Social Media & TV in the Lives of Children

Statistical Report

Notes on the presentation of this report (adapted from previous, similar projects such as Digital Beginnings, Technology and Play):

1. All figures are presented as percentages, unless stated otherwise
2. Due to rounding, and the consideration of proportions within subsets of data, the table-columns may not always sum to 100%
3. Summary statistics and associated tests from "Section C" onwards have been calculated using a weighting variable provided by the Dubit research team (based on gender and age variables). This process adjusts the statistical output to account for known differences between the sample demographic profile and that of the UK population from which the sample was drawn.
4. Where data are compared across demographic sub-groups, chi-squared tests have been conducted to determine where there is a statistically significant association between variables (e.g. an association between tablet ownership and gender). Where the data are significantly associated at the 0.1% level, statistics are headed with **; where the data are significantly associated at the 1% level, statistics are headed with*. To account for the large sample size, only differences at these two levels of significance are reported, rather than differences at the 5% level.
5. Socio-economic status categories A, B, C1, C2, D, and E have been coded using the "NRS Social Grade" system of demographic classification using participants' responses to Qe. Participants who responded "other" or "not applicable" have not been assigned an SES classification and are therefore not included in the calculation of later SES tables.

Sample demographics (Unweighted *sample* proportions reported unless otherwise stated)

Total sample size: **3154**

RECQa: How old are you?

18 to 24	11.0%	35 to 44	33.9%	55 to 64	4.2%
25 to 34	32.8%	45 to 54	17.1%	65+	1.0%

Qb. Gender, are you (male or female)?

Male	35.4%	Gender variant/ non-conforming	0.3%
Female	64.2%	Prefer not to answer	0.1%

RECQc. Which of these best describes your ethnic group?

White (this includes all White backgrounds)	84.1%
Mixed	4.9%
Asian or Asian-British	6.0%
Black or Black-British	3.2%
Chinese or other ethnic group	1.9%

Qd. Which region of the UK do you live in?

London	18.6%	Yorkshire and Lincolnshire	8.2%
South and South East England (including Channel Islands)	13.1%	North West England/ Isle of Man	12.4%
West and South West England	7.4%	North East England	4.4%
West Midlands	9.2%	Scotland	7.1%
East Midlands	6.6%	Northern Ireland	1.8%
East Anglia	6.6%	Wales	4.7%

Qe. Which one of the following options best describes the sort of work that the chief income earner in your household does?

Professional or higher managerial/technical	16.7%	Professional or higher managerial/technical	16.7%
Manager or senior administrator	21.0%	Manager or senior administrator	21.0%
Junior manager	10.4%	Junior manager	10.4%
Non-managerial	8.1%	Non-managerial	8.1%
Foreman or supervisor of other workers	4.0%	Foreman or supervisor of other workers	4.0%
Skilled manual work	16.8%	Skilled manual work	16.8%

Qe-recode: SES_NRF – Socio-economic status, recoded using National Readership Survey categories

A	16.7%
B	21.0%
C1	22.5%
C2	16.8%
D	12.2%
E	3.4%
Other/Not Applicable	7.5%

ABC1	60.1%
C2DE	32.4%

recf_1. How many children do you have in the household?

Number of children in the household	Number of families	Proportion of the sample
1	1291	40.9%
2	1318	41.8%
3	382	12.1%
4	124	3.9%
5	23	0.7%
6 (no families reported > 6 children)	16	0.5%

Qg(1-11): Which of the following devices do your children have access to?

	Proportion of the sample	Population estimate (weighted)
Tablet	71.9%	69.6%
Mobile Phone	69.6%	65.9%
Games console	65.2%	59.3%
Laptop	61.5%	57.8%
Desktop computer	36.7%	33.9%
Smart TV	55.8%	55.0%
Smart speaker assistants e.g. Alexa	24.4%	23.2%
Toy connected to the internet e.g. Furby, toy robot	18.8%	19.7%
Virtual Reality equipment (e.g. headset)	15.5%	14.1%
Children's tablet e.g. Amazon Fire Kids or LeapPad	34.2%	35.8%
None	0.0%	0.0%

Qh: With one of your children in mind, please state your child's gender.

Male	55.5%	Gender variant/ non-conforming	0.4%
Female	43.5%	Prefer not to answer	0.6%

Note: Total sample size 3154, 5 responded "Gender variant/non-conforming" and 7 "prefer not to answer"- these groups have therefore been omitted from later analyses due to lack of data.

Recoh: With one of your children in mind, please state their age

	n	%
0-7 years	1176	37.3%
8-16 years	1978	62.7%
Total	3154	

Response data tabulated by gender, age group, ethnicity and socioeconomic status

Section C: Use of online services

* denotes significant chi-square result at 1% level, ** denotes significance at 0.1% level – Cramer's V reported for significant results where space allows

			Child's gender * V =0.070		Age * V =0.072		Ethnicity		Socioeconomic Status ** V =0.094	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
CQ1 - We want to know about how confident you are in using technology compared to your peers?	Not confident at all	0.6%	0.7%	0.4%	0.8%	0.3%	0.5%	0.6%	0.5%	0.5%
	Not very confident	4.3%	4.9%	3.7%	5.1%	3.5%	4.3%	4.0%	3.0%	6.0%
	Somewhat confident	22.5%	20.3%	24.9%	24.1%	21.0%	23.0%	20.3%	21.1%	25.4%
	Confident	38.9%	38.5%	39.4%	37.3%	40.6%	39.1%	38.2%	40.2%	37.2%
	Very confident	33.7%	35.6%	31.7%	32.7%	34.7%	33.1%	36.8%	35.1%	31.0%

			Child's gender		Age ** V =0.088		Ethnicity		Socioeconomic Status ** V =0.087	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
CQ2 - We want to know about how confident you are in helping your child use technology	Not confident at all	0.9%	0.7%	1.0%	0.6%	1.1%	1.0%	0.0%	0.6%	1.1%
	Not very confident	6.8%	6.7%	7.0%	5.4%	8.2%	6.6%	8.1%	6.2%	7.2%
	Somewhat confident	21.8%	22.5%	21.1%	19.6%	23.9%	22.2%	19.6%	19.5%	26.0%
	Confident	38.0%	36.5%	39.5%	39.7%	36.3%	37.8%	38.7%	39.1%	36.2%
	Very confident	32.5%	33.7%	31.4%	34.7%	30.5%	32.3%	33.5%	34.6%	29.6%

			Child's gender		Age ** V =0.112		Ethnicity		Socioeconomic Status ** V =0.087	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
CQ3 - We want to know about how confident you are in using technology for your own purposes	Not confident at all	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%	0.5%	0.2%	0.5%
	Not very confident	3.1%	3.5%	2.7%	3.2%	3.1%	2.9%	4.0%	2.9%	3.3%
	Somewhat confident	17.5%	16.8%	18.1%	14.1%	20.7%	17.8%	15.9%	15.7%	20.4%
	Confident	37.4%	37.3%	37.6%	35.8%	39.0%	38.1%	34.3%	36.4%	38.9%
	Very confident	41.7%	42.0%	41.4%	46.6%	37.1%	41.0%	45.1%	44.8%	36.9%

C-Q4, 5, 6: We want to know about what your child can do on [online services], if he/she uses it. Please indicate what your child is able to do.

*Notes: Percentages calculated out of each 'column' subgroup. Where results are found to be statistically significant (chi-square test to evaluate the difference between observed and expected responses for each question) ** indicates significance at 0.1% level, * indicates significance at 1% level. For each question, the number of users is reported first, then the subsequent percentages are calculated as a proportion of these users (rather than the whole sample).*

CQ4 – YouTube/YouTube Kids (significant results indicated with Phi coefficients for 2x2 tables)

			Child's gender		Age ** φ = -0.110		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Does my child use YouTube	Yes	87.8%	87.5%	88.1%	84.1%	91.3%	88.0%	86.7%	87.7%	88.8%
	No	12.2%	12.5%	11.9%	15.9%	8.7%	12.0%	13.3%	12.3%	11.2%

"if he/she uses it. Please indicate what your child is able to do" – table below shows responses from those reporting "yes" to CQ4

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Undertake searches using the search bar	Is able to do unassisted	62.9%	62.4%	63.5%	**35.5%	**87.0%	**64.6%	**54.9%	61.3%	65.0%
	Needs some assistance	21.7%	23.0%	20.3%	**35.5%	**9.5%	**20.5%	**27.6%	22.4%	21.3%
	Is unable to do / unaware of	15.4%	14.7%	16.2%	**29.0%	**3.5%	**15.0%	**17.6%	16.4%	13.8%
Use filters to filter out unwanted content	Is able to do unassisted	33.6%	35.4%	31.7%	**16.1%	**48.9%	34.3%	30.3%	32.5%	34.1%
	Needs some assistance	28.0%	28.4%	27.5%	**25.1%	**30.5%	27.4%	31.0%	28.7%	28.4%
	Is unable to do / unaware of	38.4%	36.2%	40.8%	**58.7%	**20.6%	38.4%	38.7%	38.8%	37.5%
Set up own channel	Is able to do unassisted	31.3%	**33.3%	**29.3%	**13.3%	**47.1%	31.7%	29.1%	29.8%	32.3%
	Needs some assistance	23.5%	**25.3%	**21.6%	**19.9%	**26.6%	22.9%	26.6%	23.8%	23.9%
	Is unable to do / unaware of	45.2%	**41.4%	**49.2%	**66.8%	**26.3%	45.4%	44.3%	46.4%	43.8%
Subscribe to a channel	Is able to do unassisted	53.5%	55.1%	51.8%	**31.4%	**72.9%	**54.9%	**46.5%	50.7%	56.5%
	Needs some assistance	19.9%	20.8%	18.9%	**24.7%	**15.6%	**18.2%	**28.1%	21.3%	18.9%
	Is unable to do / unaware of	26.7%	24.2%	29.3%	**43.9%	**11.5%	**26.9%	**25.4%	28.0%	24.6%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Click on link to clear advert after timed content	Is able to do unassisted	67.1%	67.4%	66.8%	**53.3%	**79.3%	**69.2%	**56.9%	65.7%	68.8%
	Needs some assistance	18.8%	20.0%	17.6%	**24.9%	**13.5%	**17.0%	**27.6%	19.4%	17.8%
	Is unable to do / unaware of	14.1%	12.6%	15.6%	**21.8%	**7.2%	**13.8%	**15.5%	14.9%	13.4%
Can make a video for YouTube	Is able to do unassisted	36.4%	37.2%	35.6%	**14.9%	**55.3%	*37.2%	*32.4%	35.0%	36.9%
	Needs some assistance	23.8%	24.8%	22.7%	**22.3%	**25.1%	*22.7%	*29.3%	25.4%	23.1%
	Is unable to do / unaware of	39.8%	37.9%	41.7%	**62.8%	**19.6%	*40.1%	*38.3%	39.6%	40.1%
Can edit a video for YouTube	Is able to do unassisted	28.0%	**29.9%	**26.0%	**11.4%	**42.6%	28.7%	24.7%	26.4%	29.5%
	Needs some assistance	23.1%	**24.9%	**21.2%	**18.8%	**26.9%	22.3%	27.3%	24.3%	22.4%
	Is unable to do / unaware of	48.9%	**45.1%	**52.8%	**69.8%	**30.5%	49.1%	47.9%	49.4%	48.1%
Can post a video on YouTube	Is able to do unassisted	37.2%	*38.7%	*35.7%	**13.5%	**58.0%	38.2%	32.6%	35.5%	38.8%
	Needs some assistance	20.5%	*22.1%	*18.7%	**19.7%	**21.2%	19.6%	24.6%	20.9%	20.4%
	Is unable to do / unaware of	42.3%	*39.2%	*45.6%	**66.8%	**20.8%	42.2%	42.9%	43.6%	40.8%
Can say what they like/ dislike about a video	Is able to do unassisted	69.4%	69.8%	69.1%	**54.7%	**82.3%	**70.9%	**62.1%	68.7%	69.4%
	Needs some assistance	17.4%	17.8%	17.1%	**25.3%	**10.5%	**16.2%	**23.4%	18.4%	17.0%
	Is unable to do / unaware of	13.2%	12.5%	13.9%	**20.0%	**7.2%	**12.9%	**14.4%	12.9%	13.6%
Understand that not all videos are real	Is able to do unassisted	59.7%	58.7%	60.7%	**39.0%	**77.8%	**62.8%	**44.1%	*57.2%	*62.7%
	Needs some assistance	27.3%	29.1%	25.5%	**37.6%	**18.3%	**25.6%	**35.9%	*29.6%	*23.8%
	Is unable to do / unaware of	13.0%	12.2%	13.8%	**23.4%	**3.9%	**11.6%	**20.0%	*13.2%	*13.5%

CQ5 – Instagram

			Child's gender		Age ** φ = -0.226		Ethnicity ** φ = -0.064		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Does my child use INSTAGRAM	Yes	46.3%	47.8%	44.7%	34.7%	57.3%	44.8%	53.3%	47.8%	44.4%
	No	53.7%	52.2%	55.3%	65.3%	42.7%	55.2%	46.7%	52.2%	55.6%

"if he/she uses it. Please indicate what your child is able to do" – table below shows responses from those reporting "yes" to CQ5

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Find the site on the device	Is able to do unassisted	61.2%	**56.8%	**66.1%	**31.9%	**78.1%	**64.7%	**46.8%	60.6%	62.1%
	Needs some assistance	19.3%	**22.9%	**15.1%	**31.4%	**12.2%	**17.2%	**27.7%	20.2%	18.0%
	Is unable to do / unaware of	19.5%	**20.3%	**18.7%	**36.7%	**9.6%	**18.1%	**25.5%	19.2%	19.9%
Enter their username and password	Is able to do unassisted	58.9%	*55.6%	*62.7%	**23.6%	**79.3%	**62.3%	**45.0%	58.0%	60.7%
	Needs some assistance	17.0%	*20.2%	*13.4%	**26.9%	**11.3%	**15.5%	**23.1%	18.3%	15.3%
	Is unable to do / unaware of	24.1%	*24.2%	*23.9%	**49.5%	**9.4%	**22.2%	**31.8%	23.7%	24.0%
'Like' a photo or video	Is able to do unassisted	65.7%	**61.2%	**70.7%	**37.7%	**81.9%	**68.6%	**53.6%	66.0%	64.4%
	Needs some assistance	16.3%	**19.7%	**12.3%	**27.9%	**9.5%	**14.6%	**23.3%	17.2%	15.7%
	Is unable to do / unaware of	18.1%	**19.0%	**17.0%	**34.4%	**8.6%	**16.8%	**23.1%	16.9%	19.9%
Add a comment to someone's video/ photograph	Is able to do unassisted	57.8%	*54.3%	*61.8%	**22.8%	**78.0%	**61.7%	**41.8%	56.8%	59.2%
	Needs some assistance	17.6%	*20.1%	*14.8%	**28.5%	**11.3%	**16.4%	**22.7%	19.0%	15.4%
	Is unable to do / unaware of	24.6%	*25.6%	*23.4%	**48.7%	**10.6%	**21.9%	**35.5%	24.3%	25.4%
Can post an image	Is able to do unassisted	59.0%	*54.8%	*63.6%	**25.4%	**78.4%	**61.9%	**47.0%	57.9%	60.2%
	Needs some assistance	16.7%	*18.9%	*14.3%	**26.4%	**11.2%	**15.5%	**21.8%	18.1%	15.5%
	Is unable to do / unaware of	24.3%	*26.3%	*22.1%	**48.3%	**10.5%	**22.6%	**31.2%	24.0%	24.3%
Can apply filters	Is able to do unassisted	55.2%	**49.3%	**61.7%	**25.3%	**72.4%	**58.1%	**43.1%	54.4%	55.9%
	Needs some assistance	20.1%	**26.1%	**13.4%	**27.2%	**16.1%	**19.4%	**23.2%	21.5%	19.0%
	Is unable to do / unaware of	24.7%	**24.5%	**24.8%	**47.5%	**11.5%	**22.5%	**33.7%	24.1%	25.1%

CQ6 – Snapchat

			Child's gender		Age ** φ = -0.204		Ethnicity ** φ = -0.059		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Does my child use SNAPCHAT	Yes	46.7%	46.7%	46.6%	36.3%	56.6%	45.4%	53.2%	46.3%	48.2%
	No	53.3%	53.3%	53.4%	63.7%	43.4%	54.6%	46.8%	53.7%	51.8%

"if he/she uses it. Please indicate what your child is able to do" – table below shows responses from those reporting "yes" to CQ6

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Find the site on the device	Is able to do unassisted	65.0%	**59.4%	**70.9%	**39.7%	**80.5%	**68.9%	**48.6%	63.2%	66.4%
	Needs some assistance	16.5%	**20.2%	**12.6%	**25.2%	**11.1%	**14.9%	**23.2%	18.4%	14.1%
	Is unable to do / unaware of	18.5%	**20.4%	**16.5%	**35.1%	**8.4%	**16.2%	**28.2%	18.4%	19.5%
Enter their username and password	Is able to do unassisted	57.8%	**52.7%	**63.1%	**23.2%	**78.8%	**61.0%	**44.1%	58.1%	55.5%
	Needs some assistance	16.9%	**20.3%	**13.4%	**26.4%	**11.1%	**16.1%	**20.5%	18.2%	16.5%
	Is unable to do / unaware of	25.3%	**27.0%	**23.5%	**50.4%	**10.0%	**22.9%	**35.4%	23.7%	28.0%
'Like' a photo or video	Is able to do unassisted	59.4%	*55.9%	*63.1%	**27.9%	**78.6%	**63.1%	**44.2%	59.3%	59.1%
	Needs some assistance	16.3%	*19.4%	*13.0%	**27.2%	**9.6%	**15.3%	**20.3%	17.5%	14.9%
	Is unable to do / unaware of	24.3%	*24.7%	*23.9%	**44.9%	**11.8%	**21.6%	**35.5%	23.2%	26.1%
Add a comment to someone's video/ photograph	Is able to do unassisted	56.1%	**51.1%	**61.4%	**21.3%	**77.3%	**59.6%	**41.3%	55.8%	55.3%
	Needs some assistance	17.3%	**20.5%	**13.9%	**28.5%	**10.5%	**15.6%	**24.4%	19.1%	15.6%
	Is unable to do / unaware of	26.6%	**28.5%	**24.7%	**50.2%	**12.2%	**24.8%	**34.2%	25.1%	29.1%
Can post an image	Is able to do unassisted	60.5%	**54.6%	**66.7%	**28.0%	**80.3%	**64.0%	**45.8%	59.4%	61.4%
	Needs some assistance	18.3%	**22.8%	**13.6%	**30.2%	**11.0%	**15.9%	**28.4%	19.1%	17.9%
	Is unable to do / unaware of	21.2%	**22.6%	**19.8%	**41.8%	**8.7%	**20.1%	**25.8%	21.5%	20.7%
Can apply filters	Is able to do unassisted	61.3%	**54.4%	**68.6%	**35.0%	**77.4%	**64.2%	**49.3%	60.0%	62.2%
	Needs some assistance	18.0%	**22.3%	**13.5%	**26.7%	**12.7%	**17.3%	**20.7%	18.9%	17.7%
	Is unable to do / unaware of	20.7%	**23.3%	**17.9%	**38.2%	**10.0%	**18.5%	**29.9%	21.1%	20.2%

C-Q7. Has your child ever?

Notes: Percentages out of each demographic group, e.g. out of parents responding in relation to a male child, 16.9% say that their child has bought something online by accident.

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Bought something online by accident	14.9%	*16.9%	*12.8%	14.8%	15.0%	14.5%	17.0%	16.2%	12.8%
Bought something online without permission	11.0%	*12.5%	*9.3%	**8.2%	**13.5%	10.7%	12.0%	11.3%	10.9%
Uploaded content to a social media site without your knowledge	15.1%	15.6%	14.4%	**9.2%	**20.6%	14.9%	16.0%	*17.1%	*12.4%
Been exposed to content that made them feel uncomfortable	15.1%	15.4%	14.9%	**12.5%	**17.6%	15.1%	15.0%	*16.6%	*12.2%
Been exposed to content that made you feel uncomfortable	22.7%	23.6%	21.6%	22.0%	23.3%	22.8%	22.0%	*24.5%	*19.9%
Asked you about something they saw online that was inappropriate	18.9%	19.5%	18.3%	**14.5%	**23.1%	19.3%	17.2%	20.4%	16.7%
Clicked on a link when online that took them to inappropriate content	17.2%	**19.6%	**14.7%	17.3%	17.2%	16.6%	20.4%	**19.4%	**14.2%
Watched content (brand, characters shows) on more than one platform at the same time	26.9%	27.6%	26.2%	26.5%	27.4%	26.5%	29.2%	**30.7%	**21.7%
Seen an advert on a screen and asked you about it	37.7%	38.6%	36.7%	39.7%	35.7%	37.6%	38.3%	40.0%	36.2%
Joined a social media site without you knowing	14.4%	14.4%	14.4%	**7.7%	**20.7%	13.9%	16.5%	15.6%	13.0%
None of these	25.0%	**22.4%	**27.8%	25.2%	24.9%	25.4%	23.1%	**21.6%	**27.8%

D-Q1_1 to DQ1_7: We want to understand how comfortable or uncomfortable you are with your child using social media sites

			Child's gender * V =0.066		Age ** V =0.110		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
The amount of time my child spends on social media sites	Very comfortable	20.6%	20.1%	21.0%	20.3%	20.8%	21.2%	17.5%	19.9%	22.1%
	Quite comfortable	33.0%	35.5%	30.3%	29.0%	36.7%	33.0%	32.8%	34.1%	31.8%
	Neither comfortable nor non-comfortable	25.4%	23.3%	27.6%	28.8%	22.1%	25.0%	27.5%	25.4%	25.0%
	Quite uncomfortable	15.8%	15.4%	16.3%	15.3%	16.3%	15.8%	16.1%	16.3%	15.4%
	Very uncomfortable	5.2%	5.6%	4.8%	6.5%	4.0%	5.0%	6.1%	4.2%	5.7%

			Child's gender * V =0.066		Age ** V =0.214		Ethnicity ** V = 0.080		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
The sorts of things my child does on social media sites	Very comfortable	20.3%	20.6%	19.9%	17.3%	23.1%	20.6%	18.6%	20.2%	20.9%
	Quite comfortable	39.6%	39.7%	39.5%	32.2%	46.7%	40.9%	33.3%	40.4%	39.8%
	Neither comfortable nor non-comfortable	25.8%	25.8%	25.7%	32.3%	19.5%	25.1%	29.1%	26.1%	24.7%
	Quite uncomfortable	9.7%	8.7%	10.7%	11.3%	8.1%	9.0%	13.2%	9.4%	10.4%
	Very uncomfortable	4.6%	5.1%	4.1%	6.8%	2.6%	4.4%	5.7%	3.9%	4.2%

			Child's gender		Age ** V =0.198		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Things that they can be exposed to on the sites	Very comfortable	14.3%	15.1%	13.5%	11.0%	17.5%	14.6%	13.0%	14.0%	15.5%
	Quite comfortable	26.5%	27.3%	25.5%	20.7%	31.9%	25.9%	29.4%	26.6%	27.5%
	Neither comfortable nor non-comfortable	25.3%	24.9%	25.7%	27.3%	23.3%	25.6%	23.9%	25.0%	25.8%
	Quite uncomfortable	24.0%	23.8%	24.2%	27.1%	21.1%	24.2%	22.9%	24.9%	22.4%
	Very uncomfortable	10.0%	8.9%	11.1%	13.9%	6.2%	9.8%	10.8%	9.4%	8.8%

			Child's gender		Age ** V =0.161		Ethnicity ** V = 0.082		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
That they know when to ask for parental / other help	Very comfortable	32.3%	32.1%	32.5%	28.3%	36.1%	33.4%	26.9%	31.1%	34.9%
	Quite comfortable	41.4%	40.9%	42.0%	38.4%	44.3%	41.5%	41.3%	42.0%	41.6%
	Neither comfortable nor non-comfortable	16.3%	16.8%	15.8%	20.3%	12.5%	16.0%	17.6%	16.6%	15.1%
	Quite uncomfortable	7.0%	7.4%	6.5%	8.6%	5.4%	6.1%	11.0%	8.0%	5.4%
	Very uncomfortable	3.0%	2.8%	3.2%	4.4%	1.7%	3.0%	3.2%	2.3%	3.0%

			Child's gender		Age ** V =0.267		Ethnicity ** V = 0.077		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
That they know where their content is	Very comfortable	21.7%	22.0%	21.3%	16.3%	26.8%	22.1%	19.5%	21.2%	22.1%
	Quite comfortable	41.3%	41.3%	41.4%	34.0%	48.3%	42.5%	35.4%	41.7%	41.8%
	Neither comfortable nor non-comfortable	23.8%	21.9%	25.8%	30.4%	17.6%	22.8%	28.8%	24.5%	23.1%
	Quite uncomfortable	8.4%	9.5%	7.3%	11.8%	5.2%	8.0%	10.7%	8.9%	7.7%
	Very uncomfortable	4.8%	5.3%	4.2%	7.6%	2.1%	4.6%	5.6%	3.7%	5.2%

			Child's gender		Age ** V =0.334		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
That they know how to avoid other content	Very comfortable	19.8%	19.6%	19.9%	13.4%	25.9%	20.0%	18.8%	18.7%	21.2%
	Quite comfortable	34.9%	35.8%	33.8%	24.7%	44.6%	35.4%	32.2%	35.0%	35.4%
	Neither comfortable nor non-comfortable	24.9%	24.8%	25.1%	31.9%	18.3%	24.8%	25.4%	24.5%	25.3%
	Quite uncomfortable	15.0%	14.9%	15.0%	21.1%	9.1%	14.8%	15.9%	16.9%	12.8%
	Very uncomfortable	5.5%	4.9%	6.1%	9.0%	2.2%	5.1%	7.6%	5.0%	5.2%

			Child's gender		Age ** V =0.155		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
That social media can be used for positive things e.g. learning or creativity	Very comfortable	26.9%	27.1%	26.6%	22.8%	30.7%	26.4%	29.2%	27.0%	27.0%
	Quite comfortable	44.6%	43.4%	45.8%	42.7%	46.4%	45.5%	40.2%	45.6%	43.6%
	Neither comfortable nor non-comfortable	19.3%	19.4%	19.2%	21.5%	17.2%	19.4%	18.8%	18.6%	19.6%
	Quite uncomfortable	6.1%	6.8%	5.4%	8.7%	3.7%	5.6%	8.8%	6.3%	6.5%
	Very uncomfortable	3.2%	3.4%	2.9%	4.4%	2.0%	3.2%	2.9%	2.6%	3.3%

D-Q2: Do you use any parental monitoring software?

			Child's gender		Age ** V =0.094		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Do you use any parental monitoring software?	Yes	41.7%	43.3%	40.0%	45.7%	37.9%	41.2%	43.8%	44.1%	39.0%
	No	49.6%	47.7%	51.5%	44.7%	54.2%	49.8%	48.6%	48.2%	51.4%
	Not aware of any parental monitoring software	8.7%	9.0%	8.5%	9.6%	7.9%	9.0%	7.6%	7.7%	9.6%

D-Q3: Do you use any safety features of the sites?

			Child's gender		Age ** V =0.060		Ethnicity		Socioeconomic Status ** V=0.079	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Do you use any safety features of the sites?	Yes	54.6%	56.5%	52.7%	57.5%	52.0%	53.9%	58.4%	58.3%	50.2%
	No	35.9%	35.1%	36.7%	33.0%	38.6%	36.6%	32.6%	33.0%	40.2%
	Not aware of any safety features of the sites	9.4%	8.3%	10.6%	9.5%	9.4%	9.5%	9.0%	8.7%	9.7%

D-Q4: How aware would you say your child is of the potential dangers of using social media sites?

			Child's gender		Age ** V =0.485		Ethnicity ** V = 0.072		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
How aware would you say your child is of the potential dangers of using social media sites?	Not aware at all	19.3%	19.6%	18.9%	34.6%	4.7%	18.2%	24.2%	20.0%	18.3%
	Has limited awareness	40.1%	42.0%	38.1%	46.4%	34.1%	39.7%	42.0%	41.3%	39.4%
	Is aware	40.6%	38.4%	43.0%	19.0%	61.2%	42.0%	33.8%	38.7%	42.3%

DQ-5: How aware is your child of how to do the following?

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Keep information private	Is able to do unassisted	38.2%	37.5%	38.9%	**17.3%	**58.0%	*39.5%	*31.5%	36.4%	40.8%
	Needs some assistance	31.8%	33.5%	30.0%	**29.5%	**33.9%	*31.7%	*32.4%	31.8%	31.7%
	Is unable to do / unaware of	30.0%	29.0%	31.1%	**53.1%	**8.1%	*28.8%	*36.1%	31.8%	27.5%
Change their password	Is able to do unassisted	39.2%	39.2%	39.2%	**12.7%	**64.5%	*40.5%	*32.7%	38.9%	38.9%
	Needs some assistance	27.0%	27.6%	26.3%	**27.4%	**26.5%	*26.5%	*28.9%	26.2%	29.2%
	Is unable to do / unaware of	33.8%	33.2%	34.5%	**59.9%	**9.0%	*32.9%	*38.3%	34.9%	31.9%
Block certain users or sites that they do not want to contact them	Is able to do unassisted	35.8%	36.7%	34.9%	**14.5%	**56.2%	**37.4%	**28.1%	35.4%	36.1%
	Needs some assistance	29.2%	30.2%	28.2%	**26.2%	**32.2%	**28.6%	**32.6%	28.7%	30.9%
	Is unable to do / unaware of	34.9%	33.1%	36.9%	**59.4%	**11.6%	**34.0%	**39.3%	35.9%	33.0%
Report something	Is able to do unassisted	36.5%	36.6%	36.4%	**16.0%	**56.1%	37.2%	33.1%	35.2%	39.0%
	Needs some assistance	32.0%	33.0%	31.0%	**29.5%	**34.5%	31.9%	32.8%	32.6%	31.2%
	Is unable to do / unaware of	31.5%	30.3%	32.6%	**54.6%	**9.5%	30.9%	34.0%	32.2%	29.8%

DQ6 - We'd like to understand your opinion of the time your child spends using social media.

			Child's gender		Age ** V =0.188		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child spends too much time using social media sites	Strongly disagree	19.5%	18.4%	20.6%	26.5%	12.8%	19.6%	19.0%	17.8%	21.1%
	Tend to disagree	21.6%	21.7%	21.5%	21.8%	21.5%	22.1%	19.0%	21.3%	23.6%
	Neither agree/disagree	25.1%	24.7%	25.5%	23.7%	26.5%	25.3%	24.2%	25.2%	25.1%
	Tend to agree	22.6%	23.2%	22.0%	18.0%	27.0%	22.2%	24.9%	23.9%	20.7%
	Strongly agree	11.2%	12.0%	10.3%	10.0%	12.3%	10.8%	12.8%	11.7%	9.6%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I worry about what my child is watching	Strongly disagree	9.2%	9.4%	9.1%	10.2%	8.3%	8.9%	11.1%	8.0%	10.1%
	Tend to disagree	18.9%	17.8%	20.1%	18.2%	19.6%	19.2%	17.4%	19.1%	19.4%
	Neither agree/disagree	22.8%	23.3%	22.3%	21.5%	24.0%	23.5%	19.6%	22.1%	24.2%
	Tend to agree	33.5%	33.7%	33.3%	32.7%	34.3%	33.2%	34.9%	35.0%	32.1%
	Strongly agree	15.5%	15.8%	15.3%	17.4%	13.8%	15.2%	17.0%	15.7%	14.2%

			Child's gender		Age ** V=0.205		Ethnicity		Socioeconomic Status * V=0.071	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
It is important for me to supervise my child's use of social media sites	Strongly disagree	6.2%	6.8%	5.6%	6.0%	6.4%	5.9%	7.4%	5.3%	7.0%
	Tend to disagree	9.3%	9.4%	9.2%	5.9%	12.6%	9.3%	9.4%	9.5%	9.3%
	Neither agree/disagree	18.3%	19.7%	16.7%	14.3%	22.0%	18.5%	17.3%	16.5%	21.1%
	Tend to agree	32.8%	32.7%	32.8%	31.7%	33.8%	33.2%	30.7%	33.9%	31.0%
	Strongly agree	33.5%	31.4%	35.7%	42.1%	25.3%	33.1%	35.2%	34.8%	31.6%

			Child's gender		Age ** V=0.112		Ethnicity * V=0.068		Socioeconomic Status ** V=0.089	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I would prefer it if social media sites my children use did not have adverts	Strongly disagree	5.1%	6.2%	4.0%	5.4%	4.9%	5.0%	6.0%	4.9%	5.0%
	Tend to disagree	8.0%	8.4%	7.5%	8.4%	7.6%	7.2%	11.8%	8.2%	8.4%
	Neither agree/disagree	22.8%	22.4%	23.2%	19.3%	26.1%	23.2%	20.8%	20.1%	27.7%
	Tend to agree	36.8%	37.3%	36.4%	35.3%	38.3%	37.2%	35.1%	38.6%	33.8%
	Strongly agree	27.3%	25.7%	28.9%	31.6%	23.1%	27.4%	26.4%	28.1%	25.1%

			Child's gender *V = 0.066		Age		Ethnicity * V=0.068		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child struggles to concentrate on one screen at a time	Strongly disagree	19.4%	17.7%	21.3%	18.5%	20.3%	20.0%	16.4%	18.6%	20.0%
	Tend to disagree	30.4%	31.1%	29.6%	29.7%	31.0%	30.7%	28.9%	30.5%	31.4%
	Neither agree/disagree	23.8%	23.2%	24.4%	23.0%	24.5%	23.8%	23.9%	22.2%	25.6%
	Tend to agree	18.3%	18.5%	18.0%	19.9%	16.8%	17.4%	22.7%	19.9%	16.2%
	Strongly agree	8.1%	9.5%	6.7%	8.9%	7.4%	8.1%	8.1%	8.9%	6.9%

			Child's gender		Age * V=0.072		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I worry about my child being exposed to inappropriate content on social media sites	Strongly disagree	6.9%	7.1%	6.8%	8.1%	5.8%	6.6%	8.3%	6.4%	6.9%
	Tend to disagree	11.7%	13.1%	10.2%	11.5%	11.9%	11.7%	11.6%	12.1%	11.9%
	Neither agree/disagree	17.1%	17.1%	17.2%	15.9%	18.3%	17.3%	16.4%	15.8%	19.3%
	Tend to agree	39.6%	38.1%	41.1%	37.7%	41.3%	40.4%	35.4%	41.1%	38.3%
	Strongly agree	24.7%	24.6%	24.8%	26.9%	22.7%	24.0%	28.3%	24.6%	23.6%

			Child's gender		Age ** V=0.094		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I worry about my child being bullied online	Strongly disagree	12.1%	11.4%	12.8%	14.5%	9.8%	11.7%	13.8%	11.3%	12.9%
	Tend to disagree	16.0%	16.4%	15.7%	15.2%	16.8%	15.8%	17.2%	17.3%	14.4%
	Neither agree/disagree	21.6%	22.0%	21.2%	22.4%	20.9%	21.5%	22.3%	19.8%	24.1%
	Tend to agree	31.6%	31.4%	31.8%	28.3%	34.8%	31.8%	31.0%	32.6%	31.4%
	Strongly agree	18.6%	18.8%	18.5%	19.6%	17.7%	19.2%	15.7%	19.1%	17.2%

DQ7 - We'd like to understand your opinion of how far you feel you can help your child when they use social media.

			Child's gender		Age ** V=0.194		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I regularly talk to my child about their social media use	Strongly disagree	5.5%	5.1%	6.1%	7.5%	3.7%	5.6%	5.3%	5.2%	6.0%
	Tend to disagree	10.0%	11.2%	8.8%	11.3%	8.8%	10.1%	9.6%	11.1%	9.0%
	Neither agree/disagree	23.3%	21.8%	24.9%	29.4%	17.5%	23.2%	23.8%	21.8%	25.7%
	Tend to agree	37.7%	39.1%	36.3%	30.8%	44.2%	37.3%	39.6%	38.2%	37.0%
	Strongly agree	23.4%	22.9%	24.0%	21.0%	25.8%	23.8%	21.7%	23.7%	22.4%

			Child's gender		Age ** V=0.156		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I check who my child is communicating with using social media	Strongly disagree	5.7%	5.6%	5.9%	6.9%	4.7%	6.0%	4.5%	5.5%	5.4%
	Tend to disagree	9.3%	10.8%	7.7%	6.7%	11.8%	9.0%	10.8%	9.7%	8.6%
	Neither agree/disagree	21.6%	22.2%	21.1%	25.7%	17.8%	22.0%	20.1%	21.1%	23.4%
	Tend to agree	33.6%	32.4%	34.9%	28.9%	38.1%	33.1%	36.4%	34.1%	33.2%
	Strongly agree	29.7%	29.0%	30.3%	31.8%	27.6%	29.9%	28.3%	29.5%	29.5%

			Child's gender		Age ** V=0.196		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I limit the time my child spends on social media	Strongly disagree	5.7%	5.5%	5.8%	5.7%	5.7%	6.0%	4.0%	5.4%	5.7%
	Tend to disagree	9.7%	9.9%	9.6%	5.4%	13.9%	9.8%	9.5%	9.3%	10.9%
	Neither agree/disagree	19.9%	19.7%	20.2%	17.9%	21.9%	20.1%	19.2%	19.0%	21.3%
	Tend to agree	34.4%	34.9%	34.0%	33.4%	35.4%	34.0%	36.3%	35.1%	34.4%
	Strongly agree	30.2%	30.1%	30.4%	37.7%	23.1%	30.1%	30.9%	31.2%	27.8%

			Child's gender		Age ** V=0.225		Ethnicity * V = 0.070		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I know my child's passwords for their social media sites	Strongly disagree	7.8%	7.6%	7.9%	5.7%	9.7%	7.9%	7.3%	7.5%	7.9%
	Tend to disagree	10.0%	10.5%	9.4%	5.8%	14.0%	9.3%	13.6%	10.7%	9.2%
	Neither agree/disagree	21.4%	20.6%	22.2%	27.7%	15.4%	21.2%	22.1%	21.3%	21.9%
	Tend to agree	26.6%	27.8%	25.3%	22.6%	30.4%	26.2%	28.5%	26.2%	27.8%
	Strongly agree	34.3%	33.4%	35.2%	38.3%	30.5%	35.5%	28.5%	34.4%	33.1%

			Child's gender		Age ** V=0.083		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I feel I am a good role model for my child in using social media	Strongly disagree	3.3%	3.7%	2.9%	4.1%	2.6%	3.3%	3.7%	2.8%	4.2%
	Tend to disagree	6.3%	6.7%	5.9%	7.0%	5.7%	6.3%	6.6%	6.8%	6.0%
	Neither agree/disagree	21.1%	20.9%	21.3%	22.0%	20.3%	20.9%	22.4%	19.7%	23.4%
	Tend to agree	41.0%	40.4%	41.6%	37.1%	44.6%	41.8%	37.1%	41.4%	41.0%
	Strongly agree	28.3%	28.3%	28.3%	29.8%	26.8%	27.9%	30.3%	29.4%	25.5%

			Child's gender		Age ** V=0.092		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
I know where to get help and advice if I am worried about my child's use of social media	Strongly disagree	5.4%	5.7%	5.0%	6.7%	4.1%	5.0%	7.2%	4.9%	5.7%
	Tend to disagree	12.3%	12.1%	12.5%	13.4%	11.2%	12.1%	13.0%	12.6%	12.4%
	Neither agree/disagree	22.1%	22.2%	22.0%	23.1%	21.2%	22.1%	22.4%	21.2%	23.2%
	Tend to agree	36.6%	36.4%	36.9%	32.8%	40.2%	37.1%	34.2%	36.7%	37.2%
	Strongly agree	23.6%	23.6%	23.7%	23.9%	23.3%	23.7%	23.1%	24.6%	21.6%

Section NEWAQ1 – Access to technology

Note: Chi-square tests conducted on individual response variables for each "type" of access to technology; yes/no against demographic variable

Televisions

Standard TV

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	33.0%	33.5%	32.6%	**24.3%	**41.3%	**35.6%	**20.6%	**29.4%	**38.3%
Yes - have one they can use	41.5%	41.0%	42.1%	42.5%	40.6%	42.2%	38.1%	43.3%	39.0%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	13.4%	13.8%	12.9%	**16.7%	**10.1%	12.8%	16.2%	14.0%	13.4%
No - we don't have one but we do expect to get one	3.0%	2.9%	3.0%	**4.3%	**1.7%	**2.3%	**6.2%	3.2%	2.3%
No - we don't have one AND do NOT expect to get one in the near future	18.3%	17.5%	19.1%	19.4%	17.2%	**17.1%	**24.0%	19.2%	16.6%

Smart TV

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	21.7%	23.4%	19.9%	**14.3%	**28.7%	22.2%	19.0%	21.8%	22.3%
Yes - have one they can use	48.9%	48.2%	49.7%	**52.5%	**45.4%	49.9%	44.1%	**53.3%	**42.6%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	9.7%	11.0%	8.4%	**12.5%	**7.0%	**8.5%	**15.4%	10.6%	8.7%
No - we don't have one but we do expect to get one	9.6%	9.0%	10.3%	10.7%	8.6%	*8.9%	*13.2%	8.7%	11.0%
No - we don't have one AND do NOT expect to get one in the near future	16.1%	15.5%	16.8%	15.0%	17.2%	16.8%	13.0%	**12.5%	**20.3%

Tablets

IPad

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	23.7%	23.2%	24.2%	**15.4%	**31.6%	23.7%	23.3%	23.7%	22.7%
Yes - have one they can use	26.8%	28.0%	25.5%	**30.1%	**23.6%	26.4%	28.7%	**31.1%	**21.5%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	9.7%	10.2%	9.3%	**13.5%	**6.2%	**8.6%	**15.4%	*11.5%	*7.8%
No - we don't have one but we do expect to get one	9.4%	10.3%	8.5%	10.6%	8.3%	9.0%	11.7%	9.2%	10.0%
No - we don't have one AND do NOT expect to get one in the near future	34.3%	32.4%	36.3%	34.1%	34.5%	**36.4%	**24.2%	**29.1%	**41.3%

Samsung Galaxy Tab

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	14.5%	*16.2%	*12.7%	**11.7%	**17.1%	14.7%	13.4%	14.8%	13.3%
Yes - have one they can use	15.2%	16.6%	13.6%	14.9%	15.4%	14.8%	16.8%	**16.9%	**12.7%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	7.6%	8.7%	6.5%	**9.6%	**5.8%	7.2%	9.7%	8.4%	7.1%
No - we don't have one but we do expect to get one	9.1%	8.0%	10.3%	10.2%	8.0%	**7.8%	**15.4%	8.5%	10.2%
No - we don't have one AND do NOT expect to get one in the near future	55.1%	**51.9%	**58.5%	54.5%	55.8%	**57.0%	**46.1%	53.0%	58.0%

Microsoft Surface

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	5.1%	*6.1%	*4.0%	4.4%	5.8%	5.2%	4.6%	*6.1%	*3.2%
Yes - have one they can use	8.4%	**10.1%	**6.6%	8.9%	7.9%	8.1%	9.7%	**10.3%	**6.0%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	6.8%	7.9%	5.6%	*8.3%	*5.3%	**5.9%	**11.2%	7.6%	6.7%
No - we don't have one but we do expect to get one	10.6%	10.5%	10.8%	11.7%	9.7%	*9.9%	*14.5%	10.7%	11.3%
No - we don't have one AND do NOT expect to get one in the near future	70.3%	**66.8%	**74.0%	68.3%	72.2%	**72.2%	**60.8%	*67.1%	*73.3%

Microsoft Surface

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	5.1%	*6.1%	*4.0%	4.4%	5.8%	5.2%	4.6%	*6.1%	*3.2%
Yes - have one they can use	8.4%	**10.1%	**6.6%	8.9%	7.9%	8.1%	9.7%	**10.3%	**6.0%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	6.8%	7.9%	5.6%	*8.3%	*5.3%	**5.9%	**11.2%	7.6%	6.7%
No - we don't have one but we do expect to get one	10.6%	10.5%	10.8%	11.7%	9.7%	*9.9%	*14.5%	10.7%	11.3%
No - we don't have one AND do NOT expect to get one in the near future	70.3%	**66.8%	**74.0%	68.3%	72.2%	**72.2%	**60.8%	*67.1%	*73.3%

Amazon Fire

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	14.1%	14.6%	13.5%	13.5%	14.7%	14.8%	10.7%	13.7%	14.5%
Yes - have one they can use	14.0%	14.9%	12.9%	15.5%	12.5%	13.9%	14.3%	**16.2%	**10.7%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	7.8%	**9.6%	**5.9%	**9.6%	**6.1%	**7.0%	**11.7%	9.0%	6.9%
No - we don't have one but we do expect to get one	9.8%	10.6%	9.0%	11.0%	8.7%	**8.9%	**14.1%	9.9%	9.7%
No - we don't have one AND do NOT expect to get one in the near future	56.1%	**52.2%	**60.2%	**52.6%	**59.5%	57.1%	51.4%	**53.0%	**60.0%

Kindle Fire

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	12.5%	12.1%	12.9%	**10.1%	**14.8%	12.9%	10.7%	13.4%	11.0%
Yes - have one they can use	16.0%	16.4%	15.6%	17.3%	14.8%	16.1%	15.7%	**18.4%	**12.0%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	7.3%	**9.3%	**5.1%	**9.2%	**5.4%	6.9%	9.2%	8.0%	7.0%
No - we don't have one but we do expect to get one	9.6%	9.8%	9.5%	10.7%	8.6%	**8.6%	**14.8%	10.0%	9.6%
No - we don't have one AND do NOT expect to get one in the near future	56.3%	54.6%	58.0%	54.1%	58.3%	*57.3%	*51.1%	**51.9%	**61.8%

Huawai Media pad

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	4.5%	*5.4%	*3.5%	3.9%	5.1%	4.4%	5.0%	*5.4%	*2.7%
Yes - have one they can use	6.0%	**7.8%	**4.1%	6.2%	5.9%	5.6%	8.1%	7.1%	5.1%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	6.0%	*7.3%	*4.7%	**7.8%	**4.4%	*5.5%	*8.6%	6.9%	5.5%
No - we don't have one but we do expect to get one	10.5%	10.5%	10.5%	11.6%	9.4%	*9.7%	*14.2%	10.2%	11.0%
No - we don't have one AND do NOT expect to get one in the near future	73.6%	**69.7%	**77.7%	*71.4%	*75.8%	**75.4%	**64.9%	*71.2%	*76.1%

Other tablet computer

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	13.3%	13.1%	13.5%	**10.7%	**15.7%	13.7%	11.2%	12.2%	14.2%
Yes - have one they can use	13.0%	*14.7%	*11.3%	12.7%	13.4%	13.0%	13.3%	14.3%	12.1%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	8.2%	*9.4%	*6.8%	**11.0%	**5.5%	7.7%	10.6%	9.3%	7.3%
No - we don't have one but we do expect to get one	8.8%	9.6%	8.1%	10.0%	7.8%	8.2%	11.8%	8.5%	9.4%
No - we don't have one AND do NOT expect to get one in the near future	58.1%	**54.7%	**61.6%	56.8%	59.3%	58.8%	54.6%	57.1%	58.4%

Phones

iPhone

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	25.5%	24.3%	26.8%	**10.4%	**39.9%	26.4%	21.0%	25.5%	25.1%
Yes - have one they can use	25.4%	24.0%	26.9%	**32.0%	**19.2%	*24.2%	*31.4%	*28.4%	*22.8%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	7.9%	*9.2%	*6.6%	**9.9%	**6.0%	**7.0%	**12.4%	9.3%	6.6%
No - we don't have one but we do expect to get one	8.5%	9.7%	7.3%	**10.9%	**6.3%	8.0%	11.2%	8.5%	8.6%
No - we don't have one AND do NOT expect to get one in the near future	36.5%	36.6%	36.4%	*39.4%	*33.8%	**38.1%	**28.5%	**32.5%	**40.7%

Samsung Galaxy

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	15.0%	16.4%	13.5%	**7.8%	**21.8%	15.1%	14.5%	15.2%	14.3%
Yes - have one they can use	23.9%	25.1%	22.6%	**27.6%	**20.3%	23.4%	26.2%	25.6%	21.8%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	8.8%	*10.3%	*7.3%	**11.2%	**6.6%	*8.1%	*12.6%	9.6%	8.5%
No - we don't have one but we do expect to get one	8.3%	8.6%	8.0%	*9.6%	*7.1%	**7.4%	**12.6%	7.7%	9.1%
No - we don't have one AND do NOT expect to get one in the near future	47.1%	**43.1%	**51.4%	46.7%	47.5%	**49.1%	**37.6%	45.3%	49.3%

HTC

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	3.9%	4.5%	3.3%	3.6%	4.3%	3.9%	4.0%	**4.6%	**1.8%
Yes - have one they can use	6.5%	**8.3%	**4.5%	6.8%	6.2%	6.1%	8.5%	7.6%	5.6%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	5.4%	**7.2%	**3.5%	6.4%	4.4%	**4.3%	**10.9%	6.4%	4.5%
No - we don't have one but we do expect to get one	10.4%	10.6%	10.2%	11.3%	9.5%	*9.6%	*14.3%	10.2%	10.7%
No - we don't have one AND do NOT expect to get one in the near future	74.0%	**69.5%	**78.7%	72.1%	75.8%	**76.3%	**62.8%	*71.5%	*77.4%

Nokia

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	4.6%	5.3%	3.9%	4.3%	4.9%	*4.2%	*6.7%	5.1%	3.6%
Yes - have one they can use	5.7%	*7.0%	*4.4%	5.4%	6.0%	5.4%	7.1%	**7.3%	**3.5%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	5.1%	**6.8%	**3.4%	*6.4%	*3.9%	4.9%	6.4%	6.1%	4.0%
No - we don't have one but we do expect to get one	10.0%	10.3%	9.7%	10.8%	9.2%	**9.1%	**14.6%	9.7%	10.9%
No - we don't have one AND do NOT expect to get one in the near future	74.9%	**71.0%	**79.1%	73.4%	76.4%	**76.8%	**66.0%	*72.4%	*78.2%

Sony

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	5.1%	*6.2%	*3.9%	**3.6%	**6.5%	5.2%	4.6%	5.6%	3.6%
Yes - have one they can use	8.7%	*10.1%	*7.2%	*10.2%	*7.3%	8.4%	10.0%	**10.3%	**6.4%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	5.7%	**7.7%	**3.7%	*6.9%	*4.7%	5.6%	6.3%	5.9%	6.4%
No - we don't have one but we do expect to get one	10.2%	9.5%	10.8%	10.9%	9.4%	**9.0%	**15.7%	10.0%	10.4%
No - we don't have one AND do NOT expect to get one in the near future	70.9%	**67.0%	**75.1%	69.0%	72.8%	**72.4%	**63.9%	*68.7%	*73.8%

Other Smartphone

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	7.6%	8.0%	7.2%	**3.9%	**11.2%	7.6%	7.7%	*8.6%	*5.1%
Yes - have one they can use	11.0%	11.3%	10.7%	12.0%	10.1%	10.4%	13.8%	*12.3%	*9.0%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	6.6%	**8.9%	**4.3%	7.8%	5.5%	6.2%	8.6%	*7.7%	*5.1%
No - we don't have one but we do expect to get one	9.3%	9.8%	8.8%	10.0%	8.6%	8.7%	12.3%	8.9%	9.9%
No - we don't have one AND do NOT expect to get one in the near future	66.8%	**63.4%	**70.4%	67.2%	66.4%	**68.2%	**59.8%	**63.9%	**71.9%

Video gaming consoles

Xbox (including Kinect)

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	22.6%	**29.6%	**15.2%	**11.7%	**32.9%	**24.2%	**14.5%	23.2%	21.4%
Yes - have one they can use	20.4%	20.9%	19.8%	20.0%	20.7%	20.9%	17.9%	20.7%	20.3%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	8.0%	9.1%	6.8%	**11.0%	**5.1%	**7.1%	**12.1%	8.7%	7.4%
No - we don't have one but we do expect to get one	7.1%	7.2%	7.1%	**9.7%	**4.7%	**6.4%	**10.9%	6.5%	8.1%
No - we don't have one AND do NOT expect to get one in the near future	43.9%	**35.5%	**52.7%	**49.5%	**38.6%	43.5%	46.2%	43.1%	44.2%

Playstation

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	21.2%	**27.3%	**14.8%	**13.1%	**28.9%	21.8%	18.0%	21.0%	21.4%
Yes - have one they can use	26.5%	26.5%	26.5%	*28.7%	*24.5%	26.5%	26.5%	27.9%	25.4%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	7.9%	8.8%	6.9%	**9.8%	**6.1%	**6.7%	**13.6%	8.7%	7.3%
No - we don't have one but we do expect to get one	8.2%	7.9%	8.6%	**10.6%	**5.9%	*7.5%	*11.8%	8.1%	9.1%
No - we don't have one AND do NOT expect to get one in the near future	38.1%	**31.9%	**44.6%	39.2%	37.0%	*39.3%	*32.4%	36.5%	38.5%

Nintendo (including Wii, WiiU or Switch)

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	19.1%	20.7%	17.4%	**13.9%	**23.9%	19.5%	16.9%	20.1%	18.1%
Yes - have one they can use	25.0%	24.1%	25.9%	24.1%	25.8%	24.9%	25.4%	27.0%	22.6%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	7.2%	*8.5%	*5.8%	**9.1%	**5.4%	**6.4%	**10.8%	8.2%	5.8%
No - we don't have one but we do expect to get one	9.7%	10.3%	9.0%	**13.1%	**6.4%	9.1%	12.6%	9.0%	10.6%
No - we don't have one AND do NOT expect to get one in the near future	40.8%	*38.1%	*43.6%	40.9%	40.6%	41.7%	36.0%	**37.5%	**44.5%

Handheld consoles

Playstation Handheld (PSP, VITA)

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	9.1%	**11.0%	**7.0%	**6.9%	**11.1%	9.1%	8.9%	10.0%	8.2%
Yes - have one they can use	10.3%	**12.3%	**8.1%	9.5%	11.0%	*9.5%	*14.0%	*11.9%	*8.7%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	6.3%	*7.5%	*5.2%	**8.6%	**4.2%	**5.6%	**9.9%	7.1%	5.7%
No - we don't have one but we do expect to get one	9.8%	10.2%	9.3%	**11.9%	**7.7%	**8.7%	**15.0%	8.8%	11.7%
No - we don't have one AND do NOT expect to get one in the near future	65.3%	**60.0%	**70.8%	63.6%	66.8%	**67.8%	**53.0%	63.1%	66.2%

Nintendo Handheld (DS, 2DS, 3DS)

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	21.7%	23.5%	19.7%	**12.7%	**30.2%	**22.9%	**15.5%	21.5%	22.2%
Yes - have one they can use	14.4%	13.6%	15.1%	15.5%	13.3%	14.0%	16.2%	15.9%	13.1%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	6.7%	*8.2%	*5.2%	**8.7%	**4.8%	**5.8%	**11.5%	7.2%	6.6%
No - we don't have one but we do expect to get one	9.2%	9.2%	9.2%	**11.2%	**7.3%	*8.4%	*12.8%	8.8%	9.8%
No - we don't have one AND do NOT expect to get one in the near future	49.7%	*47.1%	*52.5%	**53.2%	**46.3%	**50.4%	**46.1%	48.2%	50.2%

Computers and other devices

PC or Laptop

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	26.7%	27.0%	26.4%	**10.8%	**41.8%	26.9%	25.7%	26.7%	26.7%
Yes - have one they can use	46.2%	*43.2%	*49.3%	46.9%	45.5%	*47.2%	*41.0%	*48.5%	*42.6%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	8.8%	*10.3%	*7.3%	**11.4%	**6.4%	**7.8%	**13.8%	10.0%	7.3%
No - we don't have one but we do expect to get one	5.7%	*6.8%	*4.6%	**8.5%	**3.1%	**4.7%	**10.6%	5.3%	5.9%
No - we don't have one AND do NOT expect to get one in the near future	19.0%	18.8%	19.1%	**26.0%	**12.2%	19.7%	15.4%	**16.7%	**22.3%
ACCESS	75%	74%	76%	66%	84.6%	75.5%	70.6%	78.0%	70.8%

Internet connected Portable Media Player (e.g. iPod, Archos)

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	12.3%	12.8%	11.7%	**7.7%	**16.6%	12.3%	12.1%	13.0%	11.1%
Yes - have one they can use	14.6%	15.1%	14.2%	15.4%	13.9%	14.4%	16.0%	**17.2%	**11.4%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	6.2%	*7.7%	*4.6%	**8.6%	**3.9%	*5.6%	*8.9%	*7.6%	*4.6%
No - we don't have one but we do expect to get one	10.0%	10.2%	9.7%	*11.8%	*8.2%	**9.0%	**14.6%	9.7%	10.7%
No - we don't have one AND do NOT expect to get one in the near future	58.2%	*55.7%	*60.9%	57.8%	58.6%	**59.8%	**50.5%	**53.8%	**63.5%
ACCESS	31.9%	34.1%	29.4%	30.5%	33.2%	31.2%	33.8%	37.4%	24.6%

Smart speaker assistants e.g. Alexa

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	9.4%	**11.4%	**7.3%	**6.2%	**12.5%	9.5%	8.9%	10.3%	8.2%
Yes - have one they can use	19.0%	20.3%	17.6%	20.0%	18.0%	19.3%	17.5%	**21.9%	**15.0%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	7.8%	*9.2%	*6.4%	**10.2%	**5.6%	7.3%	10.3%	*9.3%	*6.2%
No - we don't have one but we do expect to get one	12.5%	11.8%	13.2%	13.0%	12.0%	12.0%	14.8%	12.6%	12.5%
No - we don't have one AND do NOT expect to get one in the near future	52.2%	**48.2%	**56.4%	51.2%	53.1%	52.8%	49.2%	**47.0%	**58.8%
ACCESS	35.3%	40.0%	30.4%	35.8%	34.9%	35.2%	35.0%	41.1%	27.2%

Smart toy

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	11.3%	11.6%	11.0%	12.7%	9.9%	11.7%	9.2%	11.9%	11.3%
Yes - have one they can use	9.1%	*10.5%	*7.7%	10.3%	8.1%	*8.4%	*12.7%	**11.5%	**6.1%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	5.6%	**7.6%	**3.5%	**7.7%	**3.6%	**4.7%	**10.0%	6.5%	4.7%
No - we don't have one but we do expect to get one	11.6%	11.9%	11.2%	**14.5%	**8.8%	*10.7%	*15.8%	11.0%	13.0%
No - we don't have one AND do NOT expect to get one in the near future	63.3%	**59.7%	**67.1%	**55.9%	**70.4%	**65.2%	**54.1%	*60.2%	*65.7%
ACCESS	25.2%	28.4%	21.7%	29.7%	20.8%	24.2%	28.6%	29.5%	19.4%

Virtual Reality equipment (e.g. headset)

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	8.9%	**11.2%	**6.5%	**6.2%	**11.6%	9.4%	6.8%	9.3%	8.5%
Yes - have one they can use	11.0%	12.4%	9.6%	10.6%	11.4%	10.6%	13.1%	**13.2%	**8.1%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	6.4%	**8.6%	**4.2%	**8.4%	**4.5%	**5.3%	**12.2%	7.5%	5.5%
No - we don't have one but we do expect to get one	12.7%	12.6%	12.7%	12.8%	12.6%	12.0%	15.9%	12.7%	12.8%
No - we don't have one AND do NOT expect to get one in the near future	61.8%	**56.3%	**67.5%	62.5%	61.1%	**63.7%	**52.5%	**58.3%	**65.5%
ACCESS	25.6%	31.1%	19.8%	24.8%	26.4%	24.4%	29.8%	29.7%	20.0%

Child Tablet (e.g. LeapPad 2, VTech Innotab or Kurio)

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	17.1%	17.5%	16.7%	**24.2%	**10.4%	17.2%	16.6%	16.9%	17.1%
Yes - have one they can use	11.4%	12.1%	10.6%	*12.9%	*9.9%	10.9%	14.0%	*13.3%	*9.6%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	6.6%	*7.9%	*5.3%	**8.5%	**4.9%	**5.8%	**10.5%	7.9%	5.4%
No - we don't have one but we do expect to get one	10.7%	11.5%	9.8%	**14.1%	**7.4%	*10.0%	*13.9%	10.7%	10.8%
No - we don't have one AND do NOT expect to get one in the near future	55.4%	*52.6%	*58.3%	**41.6%	**68.5%	**57.3%	**45.9%	*52.6%	*58.2%
ACCESS	34.0%	35.9%	31.8%	44.3%	24.2%	32.8%	38.5%	37.1%	29.2%

NET SCORE: DEVICES

NET:TV

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	46.3%	48.0%	44.5%	33.0%	59.1%	49.2%	30.9%	43.2%	51.4%
Yes - have one they can use	71.1%	71.3%	70.9%	73.0%	69.3%	71.7%	69.4%	75.0%	64.8%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	19.8%	21.2%	18.3%	24.6%	15.2%	18.5%	25.2%	21.5%	17.2%
No - we don't have one but we do expect to get one	12.0%	11.4%	12.5%	13.9%	10.1%	10.7%	16.7%	11.1%	12.9%
No - we don't have one AND do NOT expect to get one in the near future	32.6%	31.0%	34.4%	31.8%	33.4%	32.4%	34.7%	30.0%	36.7%
NET TV: ACCESS	97.2%	97.0%	97.4%	95.6%	98.7%	97.6%	95.9%	98.0%	95.9%
NET TV: NO ACCESS	44.2%	41.8%	46.7%	45.0%	43.4%	42.7%	50.9%	40.8%	49.1%
NET : STANDARD TV ACCESS	78.7%	79.6%	77.8%	76.3%	81.1%	80.6%	65.8%	77.5%	80.3%
NET: STANDARD TV NO ACCESS	21.3%	20.4%	22.2%	23.7%	18.9%	19.4%	34.2%	22.5%	19.7%
NET: SMART TV ACCESS	74.3%	75.5%	72.9%	74.3%	74.3%	74.3%	77.2%	79.7%	66.4%
NET: SMART TV NO ACCESS	25.7%	24.5%	27.1%	25.7%	25.7%	25.7%	22.8%	20.3%	33.6%

NET:TABLET

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	56.7%	56.2%	57.2%	46.0%	66.8%	58.5%	47.5%	54.3%	60.5%
Yes - have one they can use	56.7%	58.5%	54.6%	60.8%	52.8%	56.0%	60.4%	62.7%	47.2%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	25.6%	28.2%	22.8%	32.2%	19.4%	24.1%	31.3%	29.8%	19.3%
No - we don't have one but we do expect to get one	25.1%	26.0%	24.1%	28.6%	21.7%	22.9%	34.0%	26.3%	23.3%
No - we don't have one AND do NOT expect to get one in the near future	79.8%	76.4%	83.6%	78.6%	81.0%	80.8%	77.6%	76.8%	83.6%
NET: ACCESS	91.0%	90.9%	91.0%	91.4%	90.6%	91.2%	89.9%	92.1%	88.7%
NET: NO ACCESS	91.6%	88.9%	94.5%	92.1%	91.2%	91.8%	92.3%	89.0%	95.0%

NET:SMARTPHONE

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	47.2%	47.5%	46.8%	21.4%	71.7%	48.4%	39.8%	46.9%	47.6%
Yes - have one they can use	53.4%	54.1%	52.7%	62.6%	44.7%	52.6%	57.7%	57.9%	46.4%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	20.4%	23.6%	17.0%	25.6%	15.5%	19.1%	24.3%	23.4%	16.2%
No - we don't have one but we do expect to get one	20.1%	22.1%	17.9%	23.5%	16.8%	18.3%	27.2%	20.9%	19.2%
No - we don't have one AND do NOT expect to get one in the near future	80.6%	77.3%	84.3%	80.0%	81.3%	82.0%	76.8%	77.4%	84.9%
NET: ACCESS	86.1%	86.8%	85.4%	80.3%	91.7%	86.2%	84.7%	88.0%	83.1%
NET: NO ACCESS	91.8%	89.6%	94.2%	92.1%	91.5%	92.3%	90.2%	88.5%	96.2%

NET:CONSOLE

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	42.5%	51.6%	32.9%	25.8%	58.4%	44.0%	34.9%	42.0%	43.6%
Yes - have one they can use	49.0%	49.1%	48.8%	50.0%	47.9%	49.3%	47.5%	51.6%	44.2%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	16.9%	19.2%	14.5%	21.4%	12.6%	15.4%	22.6%	19.0%	14.0%
No - we don't have one but we do expect to get one	16.5%	16.8%	16.1%	21.7%	11.6%	15.5%	20.0%	16.2%	16.9%
No - we don't have one AND do NOT expect to get one in the near future	64.2%	58.3%	70.6%	63.6%	64.8%	65.9%	59.3%	61.0%	68.4%
NET: ACCESS	80.1%	85.1%	74.8%	72.2%	87.5%	81.1%	75.3%	80.9%	78.5%
NET: NO ACCESS	75.5%	70.2%	81.1%	78.0%	73.1%	76.2%	73.8%	71.8%	80.7%

NET:HANDHELD

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Yes - they have one of their own	25.6%	28.5%	22.6%	15.4%	35.3%	26.6%	22.3%	26.1%	25.1%
Yes - have one they can use	20.5%	21.7%	19.1%	20.7%	20.3%	19.8%	24.1%	23.5%	16.2%
Yes – there is one elsewhere (e.g. a grandparents' home) which they can use	10.5%	12.5%	8.4%	13.8%	7.4%	9.2%	15.1%	11.7%	9.1%
No - we don't have one but we do expect to get one	13.2%	13.6%	12.7%	16.4%	10.1%	11.9%	17.0%	12.6%	14.2%
No - we don't have one AND do NOT expect to get one in the near future	69.5%	64.6%	74.8%	68.2%	70.8%	71.5%	61.8%	66.0%	73.7%
NET: ACCESS	46.3%	49.1%	43.2%	40.7%	51.6%	46.0%	47.9%	48.4%	43.4%
NET: NO ACCESS	80.1%	75.5%	85.0%	80.6%	79.6%	81.2%	75.3%	76.0%	85.4%

NEWAQ2X1_1 On a normal weekday, how much time does your child spend watching the following channels?

Normal weekday usage

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
CBeebies	Less than 30 minutes	38.4%	*35.9%	*41.3%	**31.2%	**51%	39.9%	32.7%	35.5%	41.1%
	31-60 minutes	23.2%	*22.1%	*24.4%	**25.7%	**18.9%	22.7%	25.3%	25.0%	21.2%
	Between 1 and 2 hours	17.4%	*18.8%	*15.9%	**20.2%	**12.7%	17.7%	16.5%	17.7%	17.9%
	Between 2 and 3 hours	9.1%	*9.1%	*9.1%	**10.6%	**6.5%	8.7%	10.6%	9.4%	8.7%
	Between 3 and 4 hours	3.7%	*3.9%	*3.4%	**4.4%	**2.4%	3.1%	5.9%	3.3%	3.8%
	Between 4 and 5 hours	2.1%	*2.4%	*1.8%	**2.2%	**1.8%	1.7%	3.7%	1.9%	2.6%
	Between 5 and 6 hours	1.2%	*1.1%	*1.4%	**1.2%	**1.4%	1.2%	1.3%	1.2%	1.5%
	Between 6 and 7	1.7%	*2.2%	*1.2%	**1.8%	**1.5%	1.6%	1.9%	2.0%	1.4%
	Between 7 and 8 hours	1.4%	*2.2%	*0.6%	**1%	**2.2%	1.6%	1.0%	1.8%	1.0%
	Between 8 and 9 hours	0.5%	*0.6%	*0.3%	**0.2%	**0.9%	0.5%	0.3%	0.7%	0.2%
	More than 9 hours	1.2%	*1.8%	*0.5%	**1.4%	**0.8%	1.3%	0.8%	1.6%	0.6%
CBBC	Less than 30 minutes	42.9%	**38.8%	**47.4%	41.2%	45.1%	**45.6%	**32.2%	39.8%	46.5%
	31-60 minutes	22.3%	**22.5%	**22.2%	23.4%	21.1%	**22.1%	**23.3%	23.3%	21.1%
	Between 1 and 2 hours	16.4%	**16.4%	**16.5%	16.6%	16.1%	**15.6%	**19.6%	16.6%	17.0%
	Between 2 and 3 hours	7.7%	**9.7%	**5.5%	7.7%	7.7%	**6.5%	**12.5%	8.0%	7.5%
	Between 3 and 4 hours	3.4%	**3.8%	**2.9%	4.1%	2.4%	**3.2%	**3.8%	4.1%	2.2%
	Between 4 and 5 hours	2.1%	**2.1%	**2.1%	2.0%	2.2%	**1.8%	**3.3%	2.5%	1.4%
	Between 5 and 6 hours	0.8%	**1.1%	**0.4%	0.7%	1.0%	**0.7%	**1%	0.7%	1.2%
	Between 6 and 7	1.5%	**2.1%	**0.9%	2.0%	1.0%	**1.7%	**1%	1.8%	0.9%
	Between 7 and 8 hours	1.1%	**1.5%	**0.7%	0.8%	1.4%	**1.1%	**1.1%	1.3%	0.8%
	Between 8 and 9 hours	0.7%	**1%	**0.3%	0.5%	0.9%	**0.8%	**0.2%	0.5%	0.8%
	More than 9 hours	1.1%	**1%	**1.1%	1.1%	1.0%	**0.9%	**1.9%	1.4%	0.6%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Cartoon Network	Less than 30 minutes	44.7%	**39%	**51.6%	45.1%	44.1%	**47.1%	**35%	*41.4%	*48.8%
	31-60 minutes	21.3%	**22.6%	**19.8%	21.0%	21.7%	**19.6%	**28.3%	*22.6%	*18.3%
	Between 1 and 2 hours	15.6%	**16.3%	**14.9%	15.3%	16.0%	**15.8%	**14.8%	*15.5%	*15.5%
	Between 2 and 3 hours	8.2%	**9.7%	**6.3%	9.2%	7.0%	**7.5%	**10.6%	*7.9%	*9.9%
	Between 3 and 4 hours	3.5%	**4.2%	**2.6%	3.6%	3.5%	**2.8%	**6.1%	*4.4%	*2.3%
	Between 4 and 5 hours	1.8%	**2.1%	**1.5%	1.7%	2.0%	**2.1%	**0.8%	*2%	*1.9%
	Between 5 and 6 hours	1.2%	**1%	**1.5%	1.4%	1.0%	**1.3%	**0.9%	*1.6%	*0.8%
	Between 6 and 7	1.3%	**1.8%	**0.8%	1.2%	1.5%	**1.5%	**0.8%	*1.5%	*1%
	Between 7 and 8 hours	1.0%	**1.6%	**0.4%	0.7%	1.4%	**0.9%	**1.4%	*1.6%	*0%
	Between 8 and 9 hours	0.6%	**0.9%	**0.2%	0.3%	1.0%	**0.7%	**0.2%	*0.7%	*0.6%
	More than 9 hours	0.7%	**0.8%	**0.5%	0.5%	0.8%	**0.6%	**1%	*0.6%	*0.7%
Boomerang	Less than 30 minutes	50.4%	**43.3%	**59%	*50.4%	*50.4%	52.8%	40.9%	47.7%	52.7%
	31-60 minutes	18.9%	**21.2%	**16.2%	*20%	*17.6%	18.0%	22.4%	19.0%	19.5%
	Between 1 and 2 hours	13.5%	**15.4%	**11.3%	*13.4%	*13.7%	13.3%	14.5%	14.5%	12.3%
	Between 2 and 3 hours	7.7%	**7.7%	**7.7%	*7.8%	*7.5%	6.8%	11.0%	7.9%	7.9%
	Between 3 and 4 hours	3.2%	**3.3%	**3.1%	*4.3%	*2%	3.1%	3.7%	3.4%	3.3%
	Between 4 and 5 hours	1.7%	**2.7%	**0.4%	*1.1%	*2.3%	1.6%	2.1%	1.5%	2.3%
	Between 5 and 6 hours	1.0%	**1.4%	**0.5%	*0.8%	*1.2%	1.0%	1.2%	1.3%	0.4%
	Between 6 and 7	1.3%	**1.8%	**0.7%	*0.4%	*2.4%	1.3%	1.4%	1.6%	0.7%
	Between 7 and 8 hours	0.9%	**1.1%	**0.5%	*0.8%	*1%	1.0%	0.3%	1.2%	0.2%
	Between 8 and 9 hours	0.8%	**1.5%	**0%	*0.5%	*1.2%	0.7%	1.1%	1.1%	0.3%
	More than 9 hours	0.6%	**0.5%	**0.7%	*0.5%	*0.8%	0.4%	1.4%	0.7%	0.3%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Disney Junior	Less than 30 minutes	46.4%	44.1%	49.0%	**43.1%	**51.1%	**49.4%	**34.7%	43.5%	49.9%
	31-60 minutes	19.8%	19.5%	20.1%	**20.7%	**18.4%	**19.4%	**21.2%	21.2%	16.5%
	Between 1 and 2 hours	15.3%	15.7%	14.7%	**18.1%	**11.3%	**14.5%	**18.2%	14.7%	17.4%
	Between 2 and 3 hours	8.5%	9.6%	7.3%	**8%	**9.4%	**7%	**14.7%	9.6%	7.7%
	Between 3 and 4 hours	3.7%	4.4%	2.9%	**3.9%	**3.4%	**3.2%	**5.5%	3.7%	3.6%
	Between 4 and 5 hours	1.5%	1.5%	1.5%	**1.4%	**1.6%	**1.6%	**1.2%	1.8%	1.0%
	Between 5 and 6 hours	1.1%	1.1%	1.1%	**1.4%	**0.8%	**0.9%	**2%	1.2%	1.0%
	Between 6 and 7	1.2%	0.9%	1.5%	**1%	**1.5%	**1.2%	**1%	1.3%	1.0%
	Between 7 and 8 hours	0.8%	1.0%	0.5%	**0.7%	**1%	**0.9%	**0.5%	1.1%	0.3%
	Between 8 and 9 hours	0.8%	1.1%	0.5%	**0.4%	**1.3%	**0.8%	**0.8%	0.9%	0.6%
	More than 9 hours	0.9%	1.1%	0.8%	**1.4%	**0.3%	**1.1%	**0.2%	1.0%	1.1%
Disney Channel	Less than 30 minutes	40.5%	*37.1%	*44.1%	38.6%	42.6%	**43.4%	**28.8%	37.2%	44.1%
	31-60 minutes	22.9%	*22.2%	*23.6%	24.1%	21.3%	**22.5%	**24.4%	24.5%	20.2%
	Between 1 and 2 hours	17.8%	*19%	*16.4%	19.1%	16.2%	**16.6%	**22.3%	18.6%	16.2%
	Between 2 and 3 hours	9.0%	*9%	*9%	9.6%	8.4%	**8.5%	**11.2%	9.2%	9.6%
	Between 3 and 4 hours	3.7%	*4.6%	*2.8%	3.5%	4.0%	**2.9%	**7.1%	3.9%	4.0%
	Between 4 and 5 hours	1.4%	*2%	*0.8%	1.2%	1.6%	**1.2%	**2.4%	1.3%	1.9%
	Between 5 and 6 hours	0.8%	*1.2%	*0.5%	0.8%	0.9%	**0.9%	**0.8%	0.6%	1.4%
	Between 6 and 7	1.6%	*2.2%	*0.9%	1.3%	1.8%	**1.7%	**0.9%	1.7%	1.4%
	Between 7 and 8 hours	0.8%	*0.6%	*1%	0.3%	1.4%	**0.9%	**0.3%	1.0%	0.2%
	Between 8 and 9 hours	1.1%	*1.3%	*0.9%	0.9%	1.4%	**1%	**1.4%	1.3%	0.8%
	More than 9 hours	0.4%	*0.7%	*0.1%	0.5%	0.3%	**0.4%	**0.4%	0.5%	0.3%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Disney XD	Less than 30 minutes	46.8%	**41%	**54%	**47.1%	**46.5%	**50.4%	**33%	43.5%	51.1%
	31-60 minutes	18.9%	**19.6%	**18%	**18.5%	**19.5%	**18.8%	**19.3%	18.8%	19.0%
	Between 1 and 2 hours	14.7%	**16.6%	**12.5%	**14.5%	**15%	**13.7%	**18.5%	15.0%	14.9%
	Between 2 and 3 hours	7.8%	**8.5%	**6.9%	**6.8%	**9%	**6.2%	**14.1%	9.3%	5.7%
	Between 3 and 4 hours	4.5%	**4.5%	**4.4%	**6.3%	**2.2%	**3.9%	**6.7%	4.7%	4.7%
	Between 4 and 5 hours	2.1%	**2.2%	**1.9%	**2.4%	**1.7%	**1.6%	**3.7%	2.4%	1.6%
	Between 5 and 6 hours	1.3%	**1.9%	**0.6%	**1.6%	**1%	**1.3%	**1.6%	1.5%	1.1%
	Between 6 and 7	1.1%	**1.3%	**0.7%	**0.8%	**1.5%	**1%	**1.3%	1.3%	0.8%
	Between 7 and 8 hours	0.9%	**1.4%	**0.3%	**0.2%	**1.7%	**1%	**0.5%	1.1%	0.3%
	Between 8 and 9 hours	1.0%	**1.5%	**0.5%	**0.7%	**1.4%	**1.1%	**0.9%	1.3%	0.6%
	More than 9 hours	0.9%	**1.5%	**0.1%	**1.1%	**0.6%	**1%	**0.5%	1.0%	0.1%
Nick Jr	Less than 30 minutes	44.4%	*39.7%	*49.6%	*41.1%	*48.9%	*46.7%	*35.2%	42.0%	44.7%
	31-60 minutes	21.3%	*21.9%	*20.6%	*21.9%	*20.5%	*20.8%	*23.1%	21.7%	21.8%
	Between 1 and 2 hours	17.1%	*19.2%	*14.7%	*19.9%	*13.2%	*15.8%	*22.4%	18.6%	15.7%
	Between 2 and 3 hours	8.2%	*9%	*7.3%	*8.2%	*8.2%	*7.8%	*9.9%	7.7%	9.5%
	Between 3 and 4 hours	2.7%	*2.7%	*2.7%	*2.5%	*2.9%	*2.7%	*2.7%	2.7%	3.1%
	Between 4 and 5 hours	1.4%	*1.5%	*1.2%	*1.6%	*1%	*1.5%	*0.8%	1.3%	1.6%
	Between 5 and 6 hours	1.3%	*1.6%	*1%	*1.6%	*1%	*1%	*2.7%	1.8%	0.8%
	Between 6 and 7	1.0%	*0.8%	*1.2%	*1.2%	*0.7%	*0.9%	*1.1%	1.0%	1.2%
	Between 7 and 8 hours	0.8%	*1.1%	*0.6%	*0.6%	*1.2%	*1%	*0.2%	1.1%	0.5%
	Between 8 and 9 hours	1.2%	*1.7%	*0.6%	*1.1%	*1.4%	*1.3%	*0.8%	1.6%	0.5%
	More than 9 hours	0.6%	*0.7%	*0.5%	*0.3%	*1%	*0.5%	*1%	0.6%	0.8%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Nickelodeon	Less than 30 minutes	43.3%	**39%	**48.1%	41.9%	44.9%	45.1%	35.7%	41.3%	44.5%
	31-60 minutes	23.3%	**23.1%	**23.4%	24.9%	21.4%	22.4%	26.9%	23.9%	22.0%
	Between 1 and 2 hours	16.1%	**17.1%	**15%	16.5%	15.7%	16.0%	16.5%	16.2%	16.6%
	Between 2 and 3 hours	7.7%	**8.9%	**6.2%	7.9%	7.4%	7.1%	10.0%	7.9%	8.2%
	Between 3 and 4 hours	3.2%	**2.9%	**3.6%	3.4%	3.1%	3.2%	3.6%	3.1%	3.9%
	Between 4 and 5 hours	1.5%	**1.3%	**1.7%	1.5%	1.6%	1.5%	1.5%	1.7%	1.4%
	Between 5 and 6 hours	1.7%	**2.1%	**1.2%	1.8%	1.5%	1.5%	2.3%	1.9%	1.4%
	Between 6 and 7	1.1%	**1.4%	**0.6%	0.7%	1.4%	0.9%	1.8%	1.3%	0.5%
	Between 7 and 8 hours	1.0%	**1.8%	**0.1%	0.6%	1.5%	1.1%	0.6%	1.4%	0.4%
	Between 8 and 9 hours	0.6%	**1.1%	**0%	0.2%	1.0%	0.6%	0.5%	0.7%	0.4%
	More than 9 hours	0.6%	**1.1%	**0%	0.6%	0.5%	0.6%	0.4%	0.6%	0.7%
NickToons	Less than 30 minutes	47.4%	**43%	**52.6%	46.6%	48.3%	**51.2%	**32.4%	*44.2%	*50.1%
	31-60 minutes	19.0%	**18.5%	**19.7%	19.7%	18.2%	**18.1%	**22.8%	*19%	*19.7%
	Between 1 and 2 hours	15.4%	**16.3%	**14.4%	16.1%	14.6%	**14.8%	**18%	*16.2%	*14.5%
	Between 2 and 3 hours	8.4%	**10.2%	**6.3%	8.3%	8.5%	**7.1%	**13.6%	*10.5%	*5.4%
	Between 3 and 4 hours	3.4%	**4.2%	**2.4%	3.5%	3.2%	**2.7%	**6%	*3.4%	*3.7%
	Between 4 and 5 hours	2.1%	**2.3%	**1.9%	2.4%	1.6%	**1.9%	**2.9%	*1.5%	*3.5%
	Between 5 and 6 hours	0.7%	**1%	**0.3%	0.5%	0.9%	**0.5%	**1.4%	*0.9%	*0.4%
	Between 6 and 7	1.6%	**1.7%	**1.5%	1.4%	1.9%	**1.7%	**1.5%	*2.1%	*0.9%
	Between 7 and 8 hours	0.8%	**1.3%	**0.1%	0.1%	1.7%	**0.8%	**0.9%	*1%	*0.3%
	Between 8 and 9 hours	0.4%	**0.7%	**0.1%	0.2%	0.7%	**0.5%	**0%	*0.5%	*0.2%
	More than 9 hours	0.8%	**0.9%	**0.7%	1.1%	0.4%	**0.9%	**0.5%	*0.7%	*1.2%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	Less than 30 minutes	20.9%	*18.9%	*23%	**25.2%	**16.9%	20.8%	21.4%	*22.3%	*19.3%
	31-60 minutes	24.6%	*23.4%	*25.9%	**26.1%	**23.3%	24.8%	23.8%	*26%	*22.8%
	Between 1 and 2 hours	22.3%	*22.5%	*22%	**20.8%	**23.6%	23.0%	18.6%	*22.1%	*22.9%
	Between 2 and 3 hours	13.7%	*14.8%	*12.5%	**13.3%	**14.1%	13.5%	14.5%	*12.9%	*14.4%
	Between 3 and 4 hours	6.8%	*7.3%	*6.3%	**5.8%	**7.8%	6.6%	7.9%	*5.5%	*9.2%
	Between 4 and 5 hours	3.1%	*2.9%	*3.4%	**2.4%	**3.7%	2.8%	4.4%	*2.8%	*3%
	Between 5 and 6 hours	2.0%	*2.3%	*1.8%	**1.5%	**2.5%	2.2%	1.2%	*1.9%	*2.5%
	Between 6 and 7	1.9%	*1.9%	*1.9%	**1.5%	**2.3%	1.8%	2.7%	*1.9%	*2.1%
	Between 7 and 8 hours	1.4%	*1.9%	*0.9%	**1%	**1.8%	1.4%	1.2%	*1.6%	*0.8%
	Between 8 and 9 hours	1.1%	*1.4%	*0.7%	**0.8%	**1.3%	1.2%	0.6%	*1.2%	*0.9%
	More than 9 hours	2.1%	*2.6%	*1.5%	**1.5%	**2.6%	1.8%	3.7%	*1.8%	*2%
Netflix	Less than 30 minutes	26.1%	23.2%	29.1%	**33.3%	**19%	26.7%	22.8%	*26%	*25.2%
	31-60 minutes	23.1%	23.6%	22.6%	**25.9%	**20.5%	22.4%	26.9%	*24.5%	*20.6%
	Between 1 and 2 hours	21.9%	23.2%	20.5%	**19.2%	**24.5%	22.6%	18.3%	*22.4%	*21.6%
	Between 2 and 3 hours	12.9%	13.2%	12.5%	**10.5%	**15.2%	12.4%	15.3%	*11.8%	*15.8%
	Between 3 and 4 hours	6.2%	7.1%	5.3%	**4.8%	**7.6%	6.2%	6.3%	*4.8%	*8.2%
	Between 4 and 5 hours	2.5%	2.1%	2.9%	**1.6%	**3.3%	2.5%	2.3%	*2.6%	*2.2%
	Between 5 and 6 hours	1.8%	1.6%	1.9%	**1%	**2.5%	1.6%	2.6%	*2%	*1.4%
	Between 6 and 7	2.2%	2.4%	2.0%	**1.8%	**2.6%	2.2%	1.9%	*2%	*2.5%
	Between 7 and 8 hours	1.0%	1.4%	0.5%	**0.5%	**1.5%	1.1%	0.6%	*1.3%	*0.2%
	Between 8 and 9 hours	0.9%	0.9%	0.9%	**0.7%	**1.1%	0.8%	1.2%	*1.3%	*0.4%
	More than 9 hours	1.5%	1.3%	1.6%	**0.8%	**2.1%	1.4%	1.6%	*1.3%	*1.9%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
BBC iPlayer	Less than 30 minutes	44.1%	**39.5%	**49.1%	*49%	*39.6%	*46%	*35.3%	41.0%	48.6%
	31-60 minutes	22.6%	**23.5%	**21.7%	*19.8%	*25.3%	*22.1%	*25%	23.6%	21.3%
	Between 1 and 2 hours	16.1%	**17.4%	**14.7%	*14%	*18%	*16.1%	*15.9%	17.2%	14.3%
	Between 2 and 3 hours	8.3%	**8.5%	**8%	*8.5%	*8%	*7.3%	*12.6%	8.6%	8.1%
	Between 3 and 4 hours	3.4%	**4.3%	**2.4%	*3.8%	*3%	*3.3%	*3.9%	3.7%	3.0%
	Between 4 and 5 hours	1.3%	**1.1%	**1.5%	*1.5%	*1.2%	*1.2%	*1.6%	1.2%	1.9%
	Between 5 and 6 hours	1.1%	**1.6%	**0.5%	*1%	*1.1%	*0.8%	*2.4%	1.4%	0.6%
	Between 6 and 7	1.2%	**1.3%	**1%	*0.8%	*1.5%	*1.2%	*1.1%	1.4%	0.4%
	Between 7 and 8 hours	0.8%	**1%	**0.5%	*0.9%	*0.7%	*0.7%	*1.4%	0.7%	1.1%
	Between 8 and 9 hours	0.6%	**1.1%	**0.1%	*0.2%	*0.9%	*0.7%	*0%	0.8%	0.2%
	More than 9 hours	0.6%	**0.8%	**0.3%	*0.5%	*0.6%	*0.5%	*0.7%	0.5%	0.6%
Hopster	Less than 30 minutes	56.3%	**50.1%	**64.4%	*55.2%	*57.6%	*59.2%	*44.5%	51.4%	62.0%
	31-60 minutes	14.4%	**15.4%	**13.1%	*15.8%	*12.8%	*13.8%	*17%	16.0%	12.8%
	Between 1 and 2 hours	12.3%	**13.9%	**10.2%	*13%	*11.3%	*11.9%	*13.8%	14.3%	9.7%
	Between 2 and 3 hours	6.4%	**6.9%	**5.8%	*6.7%	*6.1%	*5.3%	*10.8%	7.5%	4.8%
	Between 3 and 4 hours	3.1%	**4.7%	**1%	*3.5%	*2.6%	*2.9%	*3.6%	2.8%	4.1%
	Between 4 and 5 hours	2.4%	**2.5%	**2.2%	*2.8%	*1.8%	*2%	*4%	2.3%	2.1%
	Between 5 and 6 hours	0.9%	**1.1%	**0.6%	*1%	*0.7%	*0.6%	*1.9%	0.9%	0.6%
	Between 6 and 7	1.3%	**1.8%	**0.7%	*0.9%	*1.9%	*1.2%	*1.8%	1.4%	1.3%
	Between 7 and 8 hours	0.9%	**1.1%	**0.5%	*0.1%	*1.8%	*0.8%	*1.1%	1.2%	0.4%
	Between 8 and 9 hours	1.1%	**1.4%	**0.7%	*0.7%	*1.5%	*1.2%	*0.6%	1.1%	0.9%
	More than 9 hours	1.0%	**1.3%	**0.8%	*0.4%	*1.9%	*1.1%	*0.8%	1.1%	1.2%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Amazon Prime	Less than 30 minutes	44.6%	*39.6%	*50.7%	**50.5%	**38.5%	*46%	*38.3%	40.9%	49.0%
	31-60 minutes	18.4%	*18.9%	*17.8%	**16.5%	**20.4%	*17.2%	*23.9%	19.7%	16.4%
	Between 1 and 2 hours	16.9%	*19.3%	*13.9%	**15%	**18.9%	*17.7%	*13.2%	17.6%	16.1%
	Between 2 and 3 hours	8.6%	*8.7%	*8.6%	**7.9%	**9.3%	*7.7%	*12.5%	8.7%	8.7%
	Between 3 and 4 hours	3.3%	*4.2%	*2.3%	**2.8%	**3.9%	*3.5%	*2.7%	3.4%	3.8%
	Between 4 and 5 hours	2.2%	*2.2%	*2.2%	**2.4%	**2%	*2%	*2.7%	2.2%	2.4%
	Between 5 and 6 hours	0.6%	*0.7%	*0.6%	**0.7%	**0.6%	*0.6%	*0.8%	0.8%	0.4%
	Between 6 and 7	1.9%	*2.2%	*1.5%	**1.6%	**2.2%	*1.6%	*3.3%	2.4%	1.1%
	Between 7 and 8 hours	2.0%	*2.5%	*1.4%	**1.1%	**2.9%	*2%	*1.8%	2.5%	0.8%
	Between 8 and 9 hours	1.0%	*1.2%	*0.8%	**1.4%	**0.7%	*1.1%	*0.6%	1.3%	0.8%
	More than 9 hours	0.4%	*0.6%	*0.2%	**0.2%	**0.7%	*0.5%	*0.2%	0.4%	0.6%
Musical.ly	Less than 30 minutes	50.3%	**47%	**54%	53.3%	47.3%	52.7%	40.1%	46.3%	55.0%
	31-60 minutes	16.6%	**15%	**18.5%	14.6%	18.5%	15.2%	22.5%	18.3%	14.4%
	Between 1 and 2 hours	13.8%	**12.8%	**14.9%	13.6%	14.0%	13.6%	14.7%	15.0%	12.8%
	Between 2 and 3 hours	8.0%	**10.3%	**5.4%	8.4%	7.7%	7.5%	10.2%	8.1%	8.2%
	Between 3 and 4 hours	3.7%	**4.2%	**3%	3.4%	3.9%	3.9%	2.6%	3.6%	3.9%
	Between 4 and 5 hours	1.4%	**1.8%	**1%	1.1%	1.7%	1.1%	2.7%	1.5%	1.5%
	Between 5 and 6 hours	1.6%	**2.4%	**0.7%	1.4%	1.9%	1.7%	1.5%	1.6%	1.7%
	Between 6 and 7	1.5%	**1.9%	**1%	1.5%	1.4%	1.3%	2.3%	1.9%	0.9%
	Between 7 and 8 hours	0.9%	**1.2%	**0.5%	1.1%	0.7%	0.8%	1.4%	1.1%	0.6%
	Between 8 and 9 hours	1.2%	**2%	**0.3%	0.4%	2.0%	1.3%	0.9%	1.4%	1.0%
	More than 9 hours	1.0%	**1.2%	**0.8%	1.1%	0.9%	1.0%	1.2%	1.3%	0.1%

NEWAQ3_1 - On a normal weekend, how much time does your child spend watching the following channels?

Normal weekend usage

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
CBeebies	Less than 30 minutes	36.4%	34.8%	38.2%	**31.4%	**45.2%	37.6%	31.1%	35.5%	37.4%
	31-60 minutes	23.1%	22.6%	23.6%	**24.5%	**20.5%	23.4%	21.5%	23.1%	23.3%
	Between 1 and 2 hours	18.4%	18.8%	18.0%	**20.8%	**14.2%	18.4%	18.4%	19.3%	17.5%
	Between 2 and 3 hours	9.1%	8.5%	9.8%	**9.6%	**8.3%	8.7%	11.1%	9.8%	8.0%
	Between 3 and 4 hours	4.8%	5.2%	4.3%	**5.6%	**3.3%	4.1%	7.5%	4.3%	5.7%
	Between 4 and 5 hours	1.6%	1.7%	1.5%	**1.6%	**1.7%	1.4%	2.5%	1.4%	2.3%
	Between 5 and 6 hours	1.9%	2.3%	1.5%	**2.2%	**1.3%	1.8%	2.4%	2.0%	1.6%
	Between 6 and 7	1.7%	2.3%	1.1%	**1.6%	**2%	1.7%	1.8%	1.2%	2.4%
	Between 7 and 8 hours	1.6%	2.2%	1.0%	**1.5%	**1.9%	1.6%	1.8%	1.8%	1.1%
	Between 8 and 9 hours	0.6%	0.8%	0.5%	**0.5%	**0.9%	0.6%	0.8%	0.8%	0.3%
	More than 9 hours	0.7%	0.8%	0.6%	**0.7%	**0.6%	0.6%	1.2%	0.8%	0.3%
CBBC	Less than 30 minutes	40.4%	38.5%	42.4%	*42.5%	*37.7%	41.9%	34.3%	39.2%	41.9%
	31-60 minutes	23.1%	22.1%	24.2%	*23.4%	*22.6%	22.4%	25.8%	23.5%	22.0%
	Between 1 and 2 hours	15.6%	15.6%	15.5%	*14%	*17.5%	16.0%	13.8%	15.6%	16.1%
	Between 2 and 3 hours	7.8%	8.2%	7.4%	*7.2%	*8.6%	7.3%	10.1%	8.3%	6.8%
	Between 3 and 4 hours	4.7%	4.2%	5.1%	*4.7%	*4.6%	4.6%	5.0%	4.7%	4.8%
	Between 4 and 5 hours	1.8%	2.2%	1.4%	*1.7%	*1.9%	1.5%	3.0%	1.6%	2.7%
	Between 5 and 6 hours	2.0%	2.8%	1.2%	*1.6%	*2.5%	1.8%	2.9%	2.3%	1.9%
	Between 6 and 7	1.3%	2.4%	0.2%	*1.4%	*1.2%	1.3%	1.6%	1.2%	1.0%
	Between 7 and 8 hours	1.4%	1.7%	1.0%	*1.3%	*1.5%	1.6%	0.3%	1.4%	1.3%
	Between 8 and 9 hours	1.1%	1.5%	0.7%	*0.9%	*1.3%	1.0%	1.3%	1.4%	0.4%
	More than 9 hours	0.9%	0.9%	0.9%	*1.1%	*0.6%	0.6%	2.0%	0.8%	1.0%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Cartoon Network	Less than 30 minutes	40.7%	**34.6%	**48.2%	41.2%	40.1%	*43.1%	*31.4%	*39.2%	*42.2%
	31-60 minutes	21.8%	**23.8%	**19.5%	22.5%	21.0%	*21.7%	*22.5%	*21.4%	*22.6%
	Between 1 and 2 hours	15.7%	**18.3%	**12.5%	15.6%	15.9%	*15.3%	*17.2%	*16.8%	*14.1%
	Between 2 and 3 hours	9.0%	**9%	**8.9%	7.4%	10.9%	*8.5%	*11.1%	*8.5%	*10.1%
	Between 3 and 4 hours	4.5%	**4.7%	**4.3%	4.8%	4.2%	*3.8%	*7.4%	*4.7%	*4.7%
	Between 4 and 5 hours	1.5%	**1.9%	**1.1%	1.5%	1.5%	*1.6%	*1.3%	*1.3%	*2.2%
	Between 5 and 6 hours	1.3%	**1.6%	**1%	1.3%	1.3%	*1.2%	*1.9%	*1.4%	*1%
	Between 6 and 7	1.5%	**1.8%	**1.1%	1.7%	1.2%	*1.2%	*2.5%	*2%	*0.7%
	Between 7 and 8 hours	1.8%	**1.7%	**1.8%	1.6%	2.0%	*1.6%	*2.3%	*2.6%	*0.2%
	Between 8 and 9 hours	1.2%	**1.7%	**0.6%	1.2%	1.2%	*1.1%	*1.5%	*1.6%	*0.4%
	More than 9 hours	1.0%	**1%	**1%	1.2%	0.7%	*1%	*0.9%	*0.6%	*1.7%
Boomerang	Less than 30 minutes	46.6%	**40.9%	**53.9%	46.4%	46.9%	**49%	**37.2%	43.4%	51.1%
	31-60 minutes	18.1%	**20.1%	**15.5%	18.6%	17.4%	**17.6%	**20.1%	19.4%	15.6%
	Between 1 and 2 hours	14.1%	**16.4%	**11.1%	13.5%	14.9%	**13.5%	**16.4%	14.9%	12.6%
	Between 2 and 3 hours	8.2%	**7.9%	**8.6%	8.8%	7.4%	**8.2%	**8%	8.6%	8.0%
	Between 3 and 4 hours	4.3%	**3.5%	**5.2%	4.2%	4.4%	**3.4%	**7.9%	4.2%	5.2%
	Between 4 and 5 hours	2.2%	**3.1%	**1.1%	2.9%	1.3%	**1.7%	**4.4%	2.2%	2.3%
	Between 5 and 6 hours	1.8%	**2%	**1.5%	1.5%	2.1%	**2%	**0.8%	2.0%	1.4%
	Between 6 and 7	1.7%	**1.9%	**1.4%	1.8%	1.6%	**1.7%	**1.9%	2.1%	1.2%
	Between 7 and 8 hours	1.2%	**1.9%	**0.4%	0.8%	1.8%	**1.3%	**1.2%	1.4%	1.0%
	Between 8 and 9 hours	1.0%	**1.4%	**0.6%	0.9%	1.1%	**0.8%	**1.7%	1.2%	0.5%
	More than 9 hours	0.8%	**1%	**0.6%	0.6%	1.1%	**0.9%	**0.6%	0.5%	1.1%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Disney Junior	Less than 30 minutes	42.7%	*39.3%	*46.6%	40.6%	45.7%	**45.6%	**31.8%	39.8%	46.2%
	31-60 minutes	21.0%	*22.6%	*19.1%	22.7%	18.5%	**20.2%	**24.1%	21.1%	20.9%
	Between 1 and 2 hours	14.2%	*14.9%	*13.4%	14.3%	14.1%	**14.4%	**13.5%	14.6%	13.9%
	Between 2 and 3 hours	8.5%	*7.8%	*9.2%	7.7%	9.5%	**7.7%	**11.3%	9.2%	7.3%
	Between 3 and 4 hours	4.5%	*4.3%	*4.7%	5.4%	3.1%	**3.4%	**8.5%	4.9%	4.2%
	Between 4 and 5 hours	2.7%	*2.7%	*2.8%	3.0%	2.4%	**2.6%	**3.3%	2.9%	2.7%
	Between 5 and 6 hours	1.7%	*2.4%	*0.9%	2.0%	1.4%	**1.7%	**1.8%	1.8%	1.7%
	Between 6 and 7	1.4%	*1.6%	*1.2%	1.5%	1.4%	**1.2%	**2.4%	1.8%	0.8%
	Between 7 and 8 hours	1.1%	*1.5%	*0.6%	0.8%	1.5%	**1%	**1.5%	1.6%	0.1%
	Between 8 and 9 hours	1.2%	*1.9%	*0.4%	0.9%	1.6%	**1.2%	**1.1%	1.5%	0.6%
	More than 9 hours	1.1%	*0.9%	*1.2%	1.3%	0.8%	**1.2%	**0.6%	1.0%	1.4%
Disney Channel	Less than 30 minutes	39.3%	36.7%	42.3%	39.8%	38.8%	**42.3%	**28.1%	37.5%	42.6%
	31-60 minutes	21.8%	21.5%	22.1%	21.7%	21.8%	**20.4%	**27.2%	20.8%	22.0%
	Between 1 and 2 hours	17.2%	16.7%	17.8%	17.7%	16.7%	**16.9%	**18.5%	18.4%	16.2%
	Between 2 and 3 hours	8.2%	8.9%	7.4%	8.0%	8.5%	**8.1%	**8.6%	7.7%	9.2%
	Between 3 and 4 hours	3.7%	5.2%	2.0%	3.4%	3.9%	**3.1%	**5.7%	4.3%	2.6%
	Between 4 and 5 hours	2.5%	2.7%	2.3%	2.6%	2.4%	**2.3%	**3.2%	2.8%	2.2%
	Between 5 and 6 hours	1.8%	2.1%	1.5%	1.8%	1.7%	**1.5%	**2.8%	1.9%	1.9%
	Between 6 and 7	1.5%	1.9%	1.1%	1.1%	2.0%	**1.6%	**1.2%	1.7%	0.8%
	Between 7 and 8 hours	1.2%	1.5%	0.9%	1.0%	1.6%	**1.5%	**0.4%	1.8%	0.3%
	Between 8 and 9 hours	1.7%	1.8%	1.7%	1.8%	1.7%	**1.7%	**1.9%	2.0%	1.1%
	More than 9 hours	1.1%	1.2%	0.9%	1.1%	1.0%	**0.7%	**2.5%	1.1%	1.2%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Disney XD	Less than 30 minutes	45.4%	**40.9%	**51%	44.7%	46.3%	**49.1%	**31.4%	41.4%	52.0%
	31-60 minutes	19.7%	**20.3%	**18.9%	20.0%	19.3%	**18.3%	**25.1%	20.5%	17.2%
	Between 1 and 2 hours	13.4%	**15.2%	**11.1%	13.1%	13.7%	**13.4%	**13.3%	14.6%	11.5%
	Between 2 and 3 hours	8.5%	**7.9%	**9.3%	8.3%	8.8%	**7.9%	**10.8%	9.1%	7.5%
	Between 3 and 4 hours	4.3%	**5%	**3.5%	5.3%	3.1%	**3.6%	**7.2%	5.0%	3.5%
	Between 4 and 5 hours	1.8%	**2.6%	**0.9%	2.0%	1.6%	**1.7%	**2.4%	1.7%	2.4%
	Between 5 and 6 hours	1.2%	**1.6%	**0.8%	1.1%	1.3%	**1.1%	**1.6%	1.4%	1.1%
	Between 6 and 7	2.3%	**2.5%	**2.1%	2.5%	2.2%	**1.9%	**4%	2.4%	2.7%
	Between 7 and 8 hours	0.9%	**1.6%	**0%	0.8%	1.0%	**0.9%	**1%	1.1%	0.5%
	Between 8 and 9 hours	1.7%	**1.7%	**1.7%	1.6%	1.9%	**1.7%	**1.8%	2.1%	0.8%
	More than 9 hours	0.7%	**0.7%	**0.7%	0.7%	0.7%	**0.5%	**1.3%	0.7%	0.7%
Nick Jr	Less than 30 minutes	43.8%	**40.1%	**48.1%	40.6%	48.3%	**47.2%	**30.2%	41.5%	45.8%
	31-60 minutes	19.0%	**19.8%	**18%	20.0%	17.5%	**18.1%	**22.4%	19.4%	18.2%
	Between 1 and 2 hours	16.4%	**16.2%	**16.7%	17.9%	14.4%	**15%	**22.1%	16.5%	17.0%
	Between 2 and 3 hours	9.2%	**11.5%	**6.5%	9.1%	9.3%	**8.3%	**12.6%	10.5%	7.0%
	Between 3 and 4 hours	3.4%	**3.3%	**3.5%	3.6%	3.1%	**3.2%	**4.4%	3.4%	3.9%
	Between 4 and 5 hours	2.2%	**2.1%	**2.4%	2.4%	1.9%	**2.2%	**2.4%	2.1%	2.8%
	Between 5 and 6 hours	1.6%	**1.6%	**1.6%	2.0%	1.0%	**1.9%	**0.3%	1.1%	2.5%
	Between 6 and 7	1.5%	**2.3%	**0.6%	1.2%	2.0%	**1.5%	**1.6%	1.6%	1.5%
	Between 7 and 8 hours	1.3%	**2%	**0.5%	1.2%	1.5%	**1.4%	**1%	1.9%	0.2%
	Between 8 and 9 hours	0.9%	**0.8%	**1%	1.1%	0.7%	**0.6%	**2.1%	1.3%	0.4%
	More than 9 hours	0.7%	**0.4%	**1%	0.9%	0.4%	**0.6%	**0.9%	0.8%	0.7%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Nickelodeon	Less than 30 minutes	40.7%	37.0%	45.1%	40.8%	40.7%	*42.6%	*32.9%	38.2%	44.4%
	31-60 minutes	22.4%	22.7%	22.1%	22.6%	22.2%	*21.9%	*24.7%	23.0%	20.7%
	Between 1 and 2 hours	16.7%	17.9%	15.2%	16.7%	16.7%	*16.6%	*16.8%	17.6%	16.0%
	Between 2 and 3 hours	7.8%	8.2%	7.4%	6.3%	9.6%	*7.9%	*7.7%	8.4%	6.6%
	Between 3 and 4 hours	5.2%	5.5%	5.0%	6.7%	3.6%	*4.6%	*8%	4.5%	7.2%
	Between 4 and 5 hours	1.6%	1.4%	1.8%	1.4%	1.8%	*1.2%	*3.2%	1.9%	1.4%
	Between 5 and 6 hours	1.3%	1.3%	1.2%	1.5%	1.0%	*1%	*2.2%	1.4%	1.2%
	Between 6 and 7	0.8%	1.0%	0.5%	1.2%	0.4%	*0.8%	*0.7%	0.9%	0.7%
	Between 7 and 8 hours	1.3%	2.0%	0.5%	0.9%	1.7%	*1.4%	*0.9%	1.7%	0.6%
	Between 8 and 9 hours	1.1%	1.3%	0.7%	0.9%	1.2%	*0.8%	*2.3%	1.4%	0.0%
	More than 9 hours	1.1%	1.6%	0.5%	0.9%	1.2%	*1.2%	*0.5%	1.0%	1.0%
NickToons	Less than 30 minutes	44.7%	**39.7%	**50.9%	43.7%	46.0%	**48.7%	**29.8%	**41.7%	**48.3%
	31-60 minutes	19.6%	**22.2%	**16.5%	19.9%	19.3%	**17.7%	**26.8%	**19.2%	**20.6%
	Between 1 and 2 hours	14.0%	**13.5%	**14.7%	13.8%	14.4%	**13.7%	**15.1%	**16.1%	**10.2%
	Between 2 and 3 hours	9.2%	**10.8%	**7.3%	9.5%	8.8%	**7.9%	**13.9%	**8.9%	**10.4%
	Between 3 and 4 hours	4.0%	**4%	**4%	4.4%	3.4%	**4%	**4%	**3.9%	**4.5%
	Between 4 and 5 hours	2.1%	**1.7%	**2.5%	2.3%	1.8%	**1.8%	**3.2%	**2.2%	**2.2%
	Between 5 and 6 hours	1.6%	**1.8%	**1.4%	1.7%	1.5%	**1.6%	**1.7%	**2.1%	**0.9%
	Between 6 and 7	1.4%	**1.7%	**1%	1.5%	1.2%	**1.5%	**0.9%	**1.8%	**0.7%
	Between 7 and 8 hours	1.4%	**2.2%	**0.5%	0.7%	2.4%	**1.5%	**1.1%	**1.8%	**0.7%
	Between 8 and 9 hours	1.5%	**1.7%	**1.2%	2.0%	0.8%	**1%	**3.3%	**2.2%	**0.3%
	More than 9 hours	0.5%	**0.7%	**0.1%	0.5%	0.5%	**0.5%	**0.2%	**0.2%	**1.2%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	Less than 30 minutes	19.4%	*17.4%	*21.7%	**24.3%	**14.8%	18.7%	23.3%	19.8%	19.5%
	31-60 minutes	20.9%	*20.1%	*21.7%	**23.3%	**18.6%	21.0%	20.2%	21.9%	19.7%
	Between 1 and 2 hours	22.3%	*22.2%	*22.4%	**21.8%	**22.8%	23.4%	17.0%	23.1%	20.9%
	Between 2 and 3 hours	15.2%	*16.6%	*13.7%	**12.8%	**17.5%	15.3%	14.9%	14.8%	15.7%
	Between 3 and 4 hours	8.2%	*8.3%	*8.1%	**7%	**9.4%	8.2%	8.5%	7.5%	8.8%
	Between 4 and 5 hours	4.1%	*4.1%	*4.2%	**3.6%	**4.6%	4.2%	3.8%	3.2%	5.8%
	Between 5 and 6 hours	2.4%	*2.7%	*2.2%	**1.8%	**3.1%	2.5%	2.1%	2.6%	2.5%
	Between 6 and 7	2.2%	*2.1%	*2.3%	**2%	**2.5%	1.9%	3.8%	2.4%	1.5%
	Between 7 and 8 hours	1.8%	*2.3%	*1.2%	**1.1%	**2.3%	1.7%	2.2%	1.7%	1.7%
	Between 8 and 9 hours	1.2%	*1.3%	*1%	**0.6%	**1.7%	1.2%	1.1%	1.2%	0.9%
	More than 9 hours	2.2%	*2.9%	*1.5%	**1.7%	**2.7%	2.0%	3.2%	1.6%	2.9%
Netflix	Less than 30 minutes	23.0%	20.8%	25.3%	**29.7%	**16.7%	22.9%	23.3%	22.3%	24.0%
	31-60 minutes	19.4%	20.5%	18.2%	**23.1%	**16%	19.0%	21.6%	20.0%	18.8%
	Between 1 and 2 hours	20.5%	20.9%	20.0%	**18.9%	**21.9%	20.8%	18.9%	21.6%	18.5%
	Between 2 and 3 hours	15.1%	14.9%	15.4%	**12.5%	**17.6%	15.5%	13.5%	15.0%	15.5%
	Between 3 and 4 hours	8.7%	8.4%	9.0%	**6.9%	**10.4%	9.1%	6.5%	8.2%	8.8%
	Between 4 and 5 hours	4.1%	4.1%	4.1%	**2.7%	**5.5%	3.8%	5.6%	3.8%	4.9%
	Between 5 and 6 hours	2.6%	2.8%	2.3%	**1.9%	**3.2%	2.8%	1.6%	2.6%	2.4%
	Between 6 and 7	1.9%	2.1%	1.7%	**1.3%	**2.5%	1.9%	2.3%	1.7%	2.4%
	Between 7 and 8 hours	1.8%	2.8%	0.8%	**1.1%	**2.5%	1.7%	2.5%	1.8%	2.0%
	Between 8 and 9 hours	1.3%	1.2%	1.4%	**0.9%	**1.7%	1.1%	2.2%	1.6%	0.6%
	More than 9 hours	1.5%	1.3%	1.7%	**1%	**2%	1.4%	2.0%	1.4%	2.0%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
BBC iPlayer	Less than 30 minutes	38.9%	*34.9%	*43.4%	*44.5%	*33.5%	*40.5%	*31.4%	*36.1%	*43.2%
	31-60 minutes	23.1%	*24.3%	*21.8%	*21.3%	*24.9%	*23.5%	*21.1%	*23.3%	*22.6%
	Between 1 and 2 hours	17.3%	*17%	*17.6%	*14.9%	*19.5%	*16.7%	*19.8%	*18.6%	*15.4%
	Between 2 and 3 hours	9.4%	*10.6%	*8.1%	*8.1%	*10.6%	*8.4%	*14%	*9.3%	*9.5%
	Between 3 and 4 hours	3.5%	*3.3%	*3.8%	*3.1%	*3.9%	*3.7%	*2.7%	*4.4%	*1.8%
	Between 4 and 5 hours	2.3%	*3.1%	*1.5%	*2.3%	*2.4%	*2.1%	*3.3%	*2%	*3.2%
	Between 5 and 6 hours	1.3%	*1.8%	*0.8%	*1.6%	*1%	*1.1%	*2%	*1.5%	*1.1%
	Between 6 and 7	1.1%	*1.1%	*1%	*1.2%	*0.9%	*0.9%	*1.8%	*1.2%	*0.9%
	Between 7 and 8 hours	1.2%	*1.8%	*0.5%	*0.8%	*1.6%	*1.1%	*1.5%	*1.6%	*0.2%
	Between 8 and 9 hours	1.0%	*1.3%	*0.6%	*1%	*1%	*0.9%	*1.4%	*1.4%	*0.2%
	More than 9 hours	0.9%	*0.9%	*1%	*1.2%	*0.7%	*0.9%	*0.9%	*0.7%	*1.7%
Hopster	Less than 30 minutes	50.9%	**44.1%	**60.1%	50.0%	52.1%	**55.1%	**34.8%	47.3%	56.3%
	31-60 minutes	12.8%	**14.5%	**10.5%	13.4%	12.1%	**12%	**16.1%	13.1%	11.8%
	Between 1 and 2 hours	13.4%	**14.7%	**11.5%	14.3%	12.2%	**12.4%	**16.9%	14.3%	12.2%
	Between 2 and 3 hours	9.0%	**10.3%	**7.3%	9.5%	8.4%	**7.6%	**14.6%	8.9%	9.9%
	Between 3 and 4 hours	4.0%	**4.3%	**3.7%	3.8%	4.4%	**3.8%	**5%	5.1%	1.9%
	Between 4 and 5 hours	3.2%	**3.6%	**2.6%	3.6%	2.6%	**2.4%	**6.2%	3.8%	2.4%
	Between 5 and 6 hours	1.7%	**1.3%	**2.2%	2.0%	1.3%	**1.8%	**1.3%	1.7%	1.8%
	Between 6 and 7	1.5%	**2.1%	**0.8%	1.1%	2.1%	**1.4%	**1.8%	1.7%	1.3%
	Between 7 and 8 hours	1.5%	**2.6%	**0%	1.0%	2.1%	**1.9%	**0%	1.9%	0.7%
	Between 8 and 9 hours	1.0%	**1.2%	**0.7%	0.8%	1.2%	**0.7%	**1.9%	1.1%	0.9%
	More than 9 hours	1.0%	**1.2%	**0.6%	0.5%	1.5%	**0.8%	**1.4%	1.2%	0.6%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Amazon Prime	Less than 30 minutes	38.4%	34.2%	43.7%	**44.1%	**32.4%	39.4%	33.9%	36.1%	42.2%
	31-60 minutes	20.1%	21.5%	18.2%	**19.7%	**20.5%	19.9%	20.8%	20.4%	19.5%
	Between 1 and 2 hours	17.9%	18.9%	16.6%	**14.8%	**21.2%	18.2%	16.5%	18.7%	16.3%
	Between 2 and 3 hours	9.6%	9.6%	9.6%	**8.2%	**11.1%	9.4%	10.8%	9.5%	9.6%
	Between 3 and 4 hours	4.6%	4.5%	4.7%	**4.7%	**4.5%	4.5%	5.2%	4.8%	4.2%
	Between 4 and 5 hours	2.9%	3.5%	2.2%	**3.1%	**2.8%	2.8%	3.7%	2.8%	3.5%
	Between 5 and 6 hours	1.5%	1.8%	1.1%	**2%	**0.9%	1.3%	2.3%	1.6%	1.5%
	Between 6 and 7	1.8%	1.9%	1.7%	**1.7%	**1.9%	1.6%	2.7%	2.4%	0.9%
	Between 7 and 8 hours	1.2%	1.4%	1.1%	**0.5%	**2%	1.3%	1.2%	1.5%	0.8%
	Between 8 and 9 hours	1.0%	1.2%	0.7%	**0.5%	**1.5%	0.8%	1.8%	1.2%	0.4%
	More than 9 hours	0.9%	1.5%	0.3%	**0.6%	**1.3%	0.9%	1.2%	0.9%	1.2%
Musical.ly	Less than 30 minutes	44.2%	41.0%	47.9%	46.7%	41.8%	46.4%	35.2%	41.0%	49.6%
	31-60 minutes	16.2%	17.0%	15.3%	16.1%	16.2%	15.6%	18.4%	16.9%	14.2%
	Between 1 and 2 hours	15.3%	15.9%	14.6%	15.1%	15.5%	14.7%	17.7%	16.1%	14.5%
	Between 2 and 3 hours	10.2%	11.3%	8.9%	9.2%	11.2%	10.1%	10.4%	11.0%	9.1%
	Between 3 and 4 hours	4.7%	4.4%	4.9%	4.3%	5.1%	4.8%	4.3%	4.8%	4.3%
	Between 4 and 5 hours	2.1%	1.8%	2.4%	2.3%	1.9%	1.7%	3.9%	2.8%	1.1%
	Between 5 and 6 hours	1.7%	1.6%	1.7%	1.0%	2.3%	1.4%	2.7%	1.4%	2.5%
	Between 6 and 7	1.6%	2.2%	1.0%	1.2%	2.0%	1.5%	2.0%	1.8%	1.6%
	Between 7 and 8 hours	1.2%	1.6%	0.9%	1.4%	1.1%	1.4%	0.7%	1.6%	0.8%
	Between 8 and 9 hours	1.5%	2.0%	1.0%	1.3%	1.7%	1.4%	2.2%	1.7%	0.9%
	More than 9 hours	1.2%	1.2%	1.4%	1.3%	1.2%	0.9%	2.5%	0.9%	1.5%

NEWAQ4_1 - On what device does your child prefer to watch the following channels?

Percentages reported within each demographic group of service-users. E.g. 83.1% of parents responding in relation to a child aged 0-7yrs old that uses CBeebies reports that their child does so using a TV Screen.

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
CBeebies	TV Screen	79.9%	**76.3%	**83.9%	**83.1%	**73.9%	*81.2%	**74.9%	78.0%	82.6%
	Tablet	18.2%	19.0%	17.3%	17.7%	19.0%	18.1%	18.5%	19.8%	14.8%
	Smartphone	9.9%	*12.0%	*7.6%	8.7%	12.3%	*8.9%	*13.8%	11.0%	8.5%
CBBC	TV Screen	76.1%	*73.1%	*79.2%	75.0%	77.4%	77.1%	71.8%	**72.5%	**82.2%
	Tablet	18.5%	20.4%	16.4%	19.2%	17.5%	18.0%	20.2%	**21.5%	**13.2%
	Smartphone	10.3%	11.3%	9.2%	10.5%	10.0%	9.8%	12.2%	11.4%	8.4%
Cartoon Network	TV Screen	74.6%	*71.2%	*78.8%	72.3%	77.3%	*76.4%	*68.0%	*72.1%	*79.1%
	Tablet	19.4%	21.4%	16.9%	21.4%	17.0%	18.8%	21.3%	*21.9%	*14.8%
	Smartphone	11.2%	12.3%	9.8%	11.7%	10.6%	10.5%	13.4%	12.4%	8.4%
Boomerang	TV Screen	70.8%	*67.4%	*75.3%	67.7%	74.2%	**73.4%	**61.4%	68.8%	72.6%
	Tablet	18.0%	19.1%	16.5%	18.7%	17.2%	17.7%	19.0%	19.8%	16.1%
	Smartphone	14.3%	16.3%	11.4%	16.0%	12.3%	**12.0%	**22.5%	15.0%	13.5%
Disney Junior	TV Screen	74.4%	**70.0%	**79.4%	74.9%	73.8%	75.8%	69.9%	73.5%	76.1%
	Tablet	19.5%	21.0%	17.9%	19.8%	19.0%	18.2%	23.9%	20.5%	18.1%
	Smartphone	11.3%	**14.1%	**8.2%	10.5%	12.5%	10.8%	13.1%	12.6%	8.8%
Disney Channel	TV Screen	74.1%	**69.7%	**78.8%	72.9%	75.7%	*75.8%	*68.3%	*71.3%	*79.0%
	Tablet	17.6%	18.3%	16.9%	17.7%	17.5%	17.0%	19.5%	19.4%	13.9%
	Smartphone	13.3%	*17.0%	*9.4%	14.4%	12.0%	12.4%	16.3%	15.1%	10.3%
Disney XD	TV Screen	69.4%	**65.1%	**74.6%	*65.8%	*73.6%	70.1%	67.1%	67.1%	71.9%
	Tablet	21.1%	22.7%	19.0%	22.6%	19.3%	21.5%	19.7%	*23.9%	*16.6%
	Smartphone	13.5%	15.6%	11.0%	15.3%	11.4%	12.7%	16.3%	13.9%	13.3%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Nick Jr	TV Screen	75.7%	**70.9%	**81.3%	76.1%	75.1%	77.0%	70.5%	73.5%	78.4%
	Tablet	17.5%	*19.9%	*14.6%	17.3%	17.8%	17.1%	18.8%	19.3%	14.6%
	Smartphone	11.5%	13.2%	9.5%	11.4%	11.7%	10.6%	14.9%	12.8%	9.4%
Nickelodeon	TV Screen	74.9%	**70.8%	**79.7%	73.1%	76.9%	*76.8%	*68.1%	*71.4%	*79.6%
	Tablet	18.1%	19.4%	16.6%	19.2%	16.8%	18.3%	17.4%	*21.1%	*14.3%
	Smartphone	11.6%	**15.0%	**7.5%	12.9%	10.0%	**9.0%	**21.0%	12.6%	10.3%
NickToons	TV Screen	71.3%	**67.1%	**76.4%	70.1%	72.9%	*73.0%	*65.6%	**67.7%	**77.4%
	Tablet	19.5%	20.0%	18.9%	20.9%	17.8%	19.5%	19.5%	*22.4%	*14.6%
	Smartphone	13.4%	**17.1%	**9.0%	13.9%	12.8%	*12.1%	*17.9%	15.0%	10.3%
YouTube	TV Screen	32.5%	**35.7%	**29.3%	30.9%	34.1%	32.7%	31.8%	32.0%	32.8%
	Tablet	57.9%	*55.5%	*60.4%	**61.8%	**54.3%	58.1%	57.3%	57.6%	57.7%
	Smartphone	39.0%	37.5%	40.5%	**33.8%	**43.9%	38.8%	40.1%	38.4%	40.5%
Netflix	TV Screen	70.3%	**66.9%	**74.0%	67.5%	72.7%	**72.1%	**61.3%	70.4%	70.0%
	Tablet	33.2%	33.3%	33.1%	34.7%	31.9%	*31.9%	*39.8%	32.9%	33.6%
	Smartphone	16.3%	17.1%	15.4%	15.8%	16.6%	*15.2%	*21.3%	16.8%	14.2%
BBC iPlayer	TV Screen	62.2%	62.0%	62.4%	59.3%	64.6%	63.0%	58.5%	60.2%	65.5%
	Tablet	33.8%	32.2%	35.6%	35.8%	32.2%	33.4%	35.7%	*36.0%	*29.0%
	Smartphone	15.4%	17.1%	13.4%	16.0%	14.8%	14.6%	18.6%	16.1%	13.6%
Hopster	TV Screen	51.1%	50.1%	52.5%	48.1%	54.5%	51.5%	49.6%	50.4%	51.7%
	Tablet	29.1%	29.5%	28.6%	30.6%	27.5%	30.1%	26.2%	29.2%	28.0%
	Smartphone	24.0%	25.2%	22.0%	25.7%	22.0%	23.2%	26.5%	24.6%	22.9%
Amazon Prime	TV Screen	60.0%	57.9%	62.7%	57.8%	61.9%	*62.2%	*50.6%	59.2%	60.9%
	Tablet	32.7%	32.9%	32.5%	32.1%	33.3%	32.5%	33.6%	33.9%	31.9%
	Smartphone	19.0%	20.7%	16.6%	18.8%	19.1%	18.0%	22.9%	17.8%	20.3%
Musical.ly	TV Screen	38.6%	41.4%	35.4%	**45.0%	**33.6%	39.4%	35.6%	39.1%	37.1%
	Tablet	30.8%	31.2%	30.3%	31.9%	29.9%	31.1%	29.8%	31.8%	29.7%
	Smartphone	37.7%	**32.7%	**43.7%	**29.5%	**44.3%	37.1%	40.0%	36.5%	39.5%

NEWBQ1X1 - Does your child use any of the following social media sites?

Does your child use any of the following social media sites?

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	Yes	83.4%	83.3%	83.6%	**79.6%	**87%	*84.2%	*79.4%	82.2%	85.3%
	No	15.8%	15.9%	15.6%	**19.2%	**12.5%	*15.2%	*18.6%	16.8%	14.1%
	Don't know	0.8%	0.8%	0.8%	**1.2%	**0.5%	*0.6%	*2.0%	1.0%	0.6%
YouTube Kids	Yes	44.5%	46.0%	42.9%	**59.3%	**30.4%	**42.6%	**53.8%	46.6%	41.5%
	No	52.7%	50.7%	54.9%	**37.3%	**67.4%	**54.9%	**42.2%	50.6%	55.7%
	Don't know	2.7%	3.3%	2.2%	**3.4%	**2.2%	**2.5%	**4.1%	2.8%	2.9%
Facebook	Yes	34.6%	*37.3%	*31.7%	**17%	**51.3%	34.9%	32.9%	36.0%	32.8%
	No	63.9%	*60.9%	*67.1%	**81.1%	**47.6%	63.8%	64.6%	62.3%	66.2%
	Don't know	1.5%	*1.8%	*1.2%	**1.9%	**1.1%	1.3%	2.4%	1.7%	1.0%
Facebook Messenger	Yes	31.3%	32.4%	30.1%	**15%	**46.8%	*32.0%	*27.8%	32.8%	29.4%
	No	66.7%	65.0%	68.5%	**82.1%	**52.1%	*66.3%	*68.8%	65.6%	67.9%
	Don't know	2.0%	2.6%	1.3%	**2.9%	**1%	*1.7%	*3.4%	1.6%	2.7%
Instagram	Yes	32.8%	32.2%	33.4%	**16.3%	**48.5%	32.8%	33.0%	**36%	**27.8%
	No	65.9%	66.1%	65.7%	**82.2%	**50.4%	66.1%	65.1%	**62.6%	**71.2%
	Don't know	1.3%	1.7%	0.9%	**1.5%	**1%	1.2%	1.9%	**1.4%	**0.9%
Twitter	Yes	21.1%	**23.9%	**18.2%	**11.7%	**30.1%	21.1%	21.4%	*23%	*18.7%
	No	77.2%	**73.9%	**80.7%	**86.2%	**68.7%	77.4%	76.5%	*75.1%	*80.2%
	Don't know	1.7%	**2.2%	**1.1%	**2.1%	**1.3%	1.6%	2.1%	*1.9%	*1.1%
WhatsApp	Yes	38.4%	38.0%	38.8%	**19.4%	**56.5%	37.8%	41.5%	*41.2%	*34.5%
	No	59.8%	60.0%	59.6%	**78.2%	**42.3%	60.7%	55.5%	*57.1%	*63.1%
	Don't know	1.8%	2.0%	1.6%	**2.4%	**1.2%	1.5%	3.0%	*1.7%	*2.3%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Wiper	Yes	7.5%	**9.6%	**5.2%	6.9%	8.0%	*7.1%	*9.1%	**9.6%	**3.9%
	No	89.4%	**86.7%	**92.2%	90.5%	88.3%	*90.2%	*85.5%	**87.5%	**92.4%
	Don't know	3.2%	**3.7%	**2.6%	2.5%	3.7%	*2.7%	*5.3%	**2.9%	**3.7%
Snapchat	Yes	33.8%	33.1%	34.6%	**19.6%	**47.4%	*33.9%	*33.8%	34.8%	33.3%
	No	64.2%	64.3%	64.0%	**77.5%	**51.5%	*64.5%	*62.3%	63.2%	64.4%
	Don't know	2.0%	2.6%	1.4%	**3%	**1.1%	*1.6%	*3.9%	2.0%	2.2%
Pinterest	Yes	15.7%	16.1%	15.3%	**10.2%	**21%	*15.5%	*17.0%	*17.8%	*12.9%
	No	82.0%	81.3%	82.6%	**86.5%	**77.6%	*82.7%	*78.5%	*79.5%	*85.1%
	Don't know	2.3%	2.6%	2.1%	**3.2%	**1.5%	*1.9%	*4.5%	*2.6%	*2%
Musical.ly	Yes	18.4%	17.3%	19.5%	**12.8%	**23.6%	**18.6%	**17.2%	*20.3%	*15.6%
	No	79.1%	79.7%	78.4%	**84.5%	**73.8%	**79.5%	**77.0%	*77%	*81.9%
	Don't know	2.6%	3.0%	2.1%	**2.6%	**2.5%	**1.9%	**5.8%	*2.7%	*2.5%
CBBC Buzz	Yes	12.7%	*14.8%	*10.5%	**14.8%	**10.7%	**11.6%	**18.2%	*14.8%	*10.4%
	No	83.7%	*81.6%	*85.9%	**80.7%	**86.5%	**85.3%	**75.6%	*81.7%	*85.7%
	Don't know	3.6%	*3.6%	*3.6%	**4.5%	**2.8%	**3.1%	**6.1%	*3.5%	*4%
Other (please specify)	No response	85.6%	84.1%	87.3%	**85.2%	**86%	**87%	**78.8%	84.8%	87.1%
	Yes	5.4%	6.6%	4.1%	**6.5%	**4.4%	**4.6%	**9.4%	6.1%	3.9%
	No	8.4%	8.7%	8.0%	**7.3%	**9.4%	**7.8%	**11%	8.3%	8.5%
	Don't know	0.6%	0.6%	0.6%	**1%	**0.2%	**0.6%	**0.8%	0.7%	0.5%

NEWBQ1X2 – Which of the following social media sites does your child have an account for?

Percentages out of demographic groups. E.g. 10.9% of parents responding in relation to a child of 0-7yrs of age report that their child has their own YouTube account

YouTube

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	29.4%	*31.8%	*26.9%	**10.9%	**47.0%	30.3%	25.1%	29.1%	29.8%
There is a shared or family account that my child is able to use	25.3%	25.5%	25.2%	**32.0%	**19.0%	24.7%	28.5%	25.7%	25.1%
My child uses without an account	30.5%	*27.9%	*33.2%	**38.7%	**22.7%	31.1%	27.8%	29.4%	31.8%

YouTube Kids

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	15.5%	**17.8%	**13.1%	15.8%	15.3%	15.1%	17.9%	*17.2%	*13.3%
There is a shared or family account that my child is able to use	14.1%	14.2%	13.9%	**20.0%	**8.5%	**13.0%	**19.3%	15.4%	12.4%
My child uses without an account	16.1%	15.4%	16.8%	**25.0%	**7.5%	**15.6%	**18.2%	15.5%	16.3%

Facebook

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	24.7%	25.8%	23.5%	**6.7%	**41.8%	**26.0%	**18.3%	24.1%	25.6%
There is a shared or family account that my child is able to use	7.8%	**9.5%	**6.0%	7.7%	7.8%	*7.1%	*11.1%	**9.4%	**5.2%
My child uses without an account	2.8%	2.9%	2.7%	3.4%	2.3%	2.5%	4.2%	3.2%	2.6%

Facebook Messenger

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	22.8%	22.7%	22.9%	**6.5%	**38.4%	**24.4%	**14.9%	23.5%	21.6%
There is a shared or family account that my child is able to use	6.3%	*7.8%	*4.8%	6.2%	6.4%	*5.7%	*9.2%	7.5%	5.0%
My child uses without an account	3.0%	2.9%	3.1%	3.3%	2.7%	*2.6%	*5.0%	2.9%	3.3%

Instagram

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	24.6%	23.5%	25.7%	**6.3%	**41.9%	25.0%	22.2%	25.8%	22.3%
There is a shared or family account that my child is able to use	6.3%	7.0%	5.7%	*7.6%	*5.1%	5.9%	8.5%	**8.0%	**4.2%
My child uses without an account	2.4%	2.4%	2.5%	2.7%	2.2%	2.3%	2.9%	2.9%	1.5%

Twitter

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	13.8%	14.6%	13.0%	**4.6%	**22.5%	14.4%	10.8%	14.4%	13.3%
There is a shared or family account that my child is able to use	5.2%	*6.4%	*3.9%	4.7%	5.7%	**4.5%	**8.8%	**6.4%	**3.2%
My child uses without an account	2.5%	*3.4%	*1.6%	2.7%	2.4%	2.5%	2.4%	2.7%	2.4%

WhatsApp

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	27.8%	26.0%	29.7%	**8.1%	**46.5%	28.0%	27.0%	*29.8%	*25.0%
There is a shared or family account that my child is able to use	8.4%	9.5%	7.2%	8.3%	8.4%	7.9%	10.7%	9.2%	7.3%
My child uses without an account	3.2%	3.3%	3.0%	3.4%	3.0%	2.9%	4.5%	3.5%	2.5%

Wiper

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	3.1%	3.8%	2.3%	*2.0%	*4.1%	3.2%	2.6%	*3.8%	*1.8%
There is a shared or family account that my child is able to use	3.2%	*4.1%	*2.2%	3.8%	2.6%	2.9%	4.7%	**4.3%	**1.5%
My child uses without an account	1.4%	1.9%	0.8%	1.2%	1.5%	1.2%	2.2%	1.7%	0.6%

Snapchat

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	23.3%	*21.0%	*25.7%	**6.5%	**39.2%	23.8%	20.7%	23.4%	22.8%
There is a shared or family account that my child is able to use	7.9%	*9.5%	*6.2%	*9.6%	*6.2%	*7.3%	*10.9%	8.7%	7.7%
My child uses without an account	3.0%	3.0%	3.1%	*3.9%	*2.2%	3.1%	2.7%	3.1%	3.0%

Pinterest

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	8.0%	7.7%	8.4%	**2.5%	**13.2%	8.1%	7.6%	8.7%	7.2%
There is a shared or family account that my child is able to use	5.2%	5.5%	4.8%	5.0%	5.3%	4.8%	7.0%	*6.5%	*3.6%
My child uses without an account	3.0%	3.5%	2.5%	3.3%	2.7%	3.1%	2.6%	3.3%	2.2%

Musical.ly

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	10.9%	**8.5%	**13.4%	**5.1%	**16.5%	*11.6%	*7.7%	11.4%	10.5%
There is a shared or family account that my child is able to use	5.0%	*6.1%	*3.8%	5.2%	4.8%	4.7%	6.5%	**6.4%	**3.0%
My child uses without an account	3.1%	3.0%	3.1%	3.2%	2.9%	2.9%	3.7%	3.4%	2.3%

CBBC Buzz

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	5.3%	*6.5%	*4.0%	5.0%	5.6%	5.0%	6.6%	*6.5%	*3.8%
There is a shared or family account that my child is able to use	4.5%	*5.6%	*3.3%	5.4%	3.6%	**3.8%	**8.1%	5.2%	3.4%
My child uses without an account	3.4%	3.2%	3.7%	**5.2%	**1.8%	3.3%	4.2%	3.6%	3.8%

Other

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
My child has their own account	2.0%	2.4%	1.6%	**1.0%	**3.0%	1.9%	2.5%	*2.6%	*1.1%
There is a shared or family account that my child is able to use	1.8%	*2.5%	*1.2%	**2.9%	**0.8%	**1.4%	**3.7%	1.9%	1.5%
My child uses without an account	1.8%	2.2%	1.4%	**2.9%	**0.8%	**1.4%	**3.7%	1.9%	1.6%

NEWBQ1X3 - If your child has an account for the following social media sites, how long has your child had the account?

YouTube

		Child's gender		Age ** V=0.176		Ethnicity * V=0.137		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	20.8%	21.8%	19.6%	35.1%	17.7%	20.0%	25.8%	22.0%	19.2%
For a while- 1-3 years	50.5%	52.4%	48.1%	42.7%	52.2%	53.2%	34.4%	50.4%	49.3%
For a long time 3 years +	27.4%	25.1%	30.3%	19.7%	29.1%	25.5%	38.8%	26.7%	29.7%
Used to have an account but don't anymore	1.2%	0.7%	1.9%	2.5%	1.0%	1.3%	1.0%	0.9%	1.8%

YouTube Kids

		Child's gender		Age ** V=0.207		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	41.0%	38.5%	44.5%	50.1%	31.9%	40.0%	45.0%	42.1%	39.8%
For a while- 1-3 years	45.1%	45.4%	44.8%	38.5%	51.6%	46.7%	38.7%	45.1%	43.4%
For a long time 3 years +	11.2%	12.2%	9.7%	7.6%	14.6%	10.3%	14.6%	11.2%	12.0%
Used to have an account but don't anymore	2.8%	3.9%	1.1%	3.7%	1.8%	3.0%	1.7%	1.6%	4.8%

Facebook

		Child's gender		Age ** V=0.216		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	22.7%	24.3%	21.0%	44.9%	19.4%	22.8%	22.4%	22.3%	22.7%
For a while- 1-3 years	43.6%	41.4%	46.2%	37.0%	44.6%	45.4%	31.3%	45.3%	41.5%
For a long time 3 years +	32.8%	33.3%	32.1%	18.1%	35.0%	30.9%	45.5%	31.4%	34.7%
Used to have an account but don't anymore	0.9%	1.0%	0.7%	0.0%	1.0%	0.9%	0.8%	1.0%	1.0%

Facebook Messenger

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	24.9%	27.1%	22.7%	46.5%	21.5%	24.7%	26.7%	25.6%	23.3%
For a while- 1-3 years	46.7%	45.0%	48.5%	39.9%	47.8%	47.9%	36.8%	46.7%	47.0%
For a long time 3 years +	27.4%	26.9%	27.9%	10.1%	30.2%	26.5%	35.2%	26.9%	28.8%
Used to have an account but don't anymore	0.9%	0.9%	0.9%	3.5%	0.5%	0.9%	1.2%	0.9%	0.9%

Twitter

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	28.8%	31.1%	26.1%	38.2%	26.9%	29.3%	25.5%	28.3%	30.0%
For a while- 1-3 years	46.9%	47.6%	46.0%	41.0%	48.0%	47.1%	45.3%	48.0%	44.2%
For a long time 3 years +	22.8%	18.5%	27.9%	17.7%	23.8%	22.3%	26.5%	22.7%	24.1%
Used to have an account but don't anymore	1.5%	2.8%	0.0%	3.1%	1.2%	1.3%	2.7%	1.0%	1.6%

WhatsApp

		Child's gender		Age ** V=0.172		Ethnicity ** V=0.169		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	28.2%	29.1%	27.4%	46.9%	25.1%	30.2%	18.2%	28.7%	27.5%
For a while- 1-3 years	50.4%	51.6%	49.3%	36.8%	52.7%	51.3%	45.6%	51.6%	49.8%
For a long time 3 years +	20.8%	18.4%	23.0%	15.5%	21.6%	17.9%	35.5%	19.1%	22.4%
Used to have an account but don't anymore	0.6%	0.9%	0.4%	0.8%	0.6%	0.6%	0.7%	0.6%	0.3%

Wiper

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	32.6%	31.7%	34.2%	36.2%	30.9%	33.0%	30.4%	32.6%	40.0%
For a while- 1-3 years	39.9%	45.6%	30.2%	38.4%	40.7%	38.4%	49.2%	40.4%	40.0%
For a long time 3 years +	21.4%	15.3%	31.9%	21.1%	21.6%	22.4%	15.6%	18.9%	20.0%
Used to have an account but don't anymore	6.0%	7.3%	3.7%	4.3%	6.8%	6.2%	4.8%	8.1%	0.0%

Snapchat

		Child's gender		Age ** V=0.254		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	30.4%	31.0%	29.8%	54.1%	26.6%	30.1%	31.9%	30.8%	28.2%
For a while- 1-3 years	55.0%	55.8%	54.2%	35.5%	58.0%	56.6%	46.0%	55.1%	56.7%
For a long time 3 years +	13.3%	11.1%	15.3%	5.4%	14.6%	12.3%	19.4%	13.0%	13.5%
Used to have an account but don't anymore	1.3%	2.1%	0.6%	4.9%	0.7%	1.1%	2.6%	1.1%	1.6%

Pinterest

		Child's gender		Age * V=0.258		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	29.8%	31.6%	28.0%	34.4%	29.0%	31.3%	22.0%	35.4%	19.3%
For a while- 1-3 years	48.5%	44.3%	52.6%	45.8%	49.0%	50.1%	40.4%	42.7%	61.4%
For a long time 3 years +	18.7%	21.4%	16.2%	7.2%	20.8%	16.0%	33.2%	19.9%	14.9%
Used to have an account but don't anymore	3.0%	2.6%	3.3%	12.6%	1.2%	2.7%	4.4%	2.1%	4.4%

Musica.ly

		Child's gender		Age * V=0.197		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	42.0%	38.2%	44.4%	57.1%	37.5%	42.6%	37.3%	44.5%	37.3%
For a while- 1-3 years	45.5%	46.3%	44.9%	28.8%	50.4%	46.4%	38.9%	42.6%	49.2%
For a long time 3 years +	10.5%	11.1%	10.2%	10.3%	10.6%	9.0%	21.5%	11.9%	9.8%
Used to have an account but don't anymore	2.0%	4.4%	0.5%	3.8%	1.5%	2.0%	2.3%	1.0%	3.7%

CBBC Buzz

		Child's gender		Age		Ethnicity		Socioeconomic Status ** V=0.276	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	40.9%	42.1%	38.8%	40.1%	41.6%	40.1%	43.7%	46.2%	23.2%
For a while- 1-3 years	38.6%	37.5%	40.4%	39.3%	38.0%	42.0%	25.9%	38.0%	39.2%
For a long time 3 years +	17.7%	18.8%	15.7%	18.9%	16.6%	15.0%	27.9%	12.6%	35.7%
Used to have an account but don't anymore	2.8%	1.5%	5.1%	1.7%	3.7%	2.9%	2.4%	3.2%	1.9%

Other

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Recently - Less than 6 months	24.1%	29.4%	15.7%	14.3%	27.2%	27.7%	10.7%	24.5%	14.4%
For a while- 1-3 years	41.9%	47.7%	32.7%	27.5%	46.5%	44.7%	31.5%	39.5%	60.1%
For a long time 3 years +	27.1%	18.7%	40.5%	35.3%	24.5%	18.9%	57.9%	27.2%	25.5%
Used to have an account but don't anymore	6.8%	4.2%	11.0%	22.8%	1.7%	8.6%	0.0%	8.9%	0.0%

NEWBQ2_1 On a normal weekday, what times of day do you [does your child] usually use the following social media sites

YouTube

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	15.2%	16.1%	14.3%	14.7%	15.8%	**16.3%	**9.8%	15.8%	15.0%
Morning 9-11am	10.2%	10.7%	9.8%	*11.9%	*8.6%	10.2%	10.3%	9.8%	10.2%
Late morning 11am-12noon	8.5%	9.1%	7.9%	9.2%	7.8%	**7.5%	**13.5%	8.0%	9.1%
Lunchtime 12noon-2pm	9.7%	*11.2%	*8.1%	9.5%	9.9%	**8.7%	**14.3%	9.4%	10.0%
Early Afternoon 2-4pm	14.4%	14.1%	14.9%	15.9%	13.1%	*13.6%	*18.4%	13.4%	15.7%
Late afternoon 4-5pm	29.0%	27.6%	30.5%	**24.6%	**33.2%	29.9%	24.4%	27.9%	30.0%
Early evening 5- 6pm	32.6%	32.6%	32.5%	**26.7%	**38.1%	**34.1%	**25.1%	30.7%	33.9%
Evening 6-8pm	30.2%	30.6%	29.7%	**19.4%	**40.4%	*31.2%	*25.4%	29.4%	30.4%
Late evening 8-10pm hours	11.9%	12.3%	11.4%	**3.9%	**19.5%	12.0%	11.3%	11.0%	12.3%
After 10pm	4.5%	4.3%	4.6%	**1.6%	**7.1%	4.1%	6.0%	4.2%	4.5%

YouTube Kids

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	9.4%	10.0%	8.7%	**13.5%	**5.5%	9.9%	6.7%	9.8%	9.0%
Morning 9-11am	7.1%	7.0%	7.3%	**10.7%	**3.7%	7.1%	7.3%	7.2%	7.1%
Late morning 11am-12noon	5.6%	6.0%	5.1%	**8.1%	**3.2%	*5.0%	*8.5%	5.8%	5.2%
Lunchtime 12noon-2pm	6.0%	5.8%	6.3%	**8.9%	**3.3%	**5.2%	**10.0%	6.4%	5.7%
Early Afternoon 2-4pm	7.6%	8.7%	6.5%	**11.1%	**4.2%	**6.8%	**11.4%	7.8%	7.3%
Late afternoon 4-5pm	13.8%	13.0%	14.6%	**18.8%	**9.0%	13.9%	12.9%	14.0%	13.0%
Early evening 5- 6pm	12.9%	14.1%	11.5%	**16.1%	**9.8%	12.7%	13.5%	13.7%	11.6%
Evening 6-8pm	9.9%	10.0%	9.8%	**12.6%	**7.3%	9.6%	11.4%	9.5%	10.4%
Late evening 8-10pm hours	2.1%	2.2%	1.9%	2.4%	1.7%	1.9%	2.7%	2.1%	1.4%
After 10pm	0.6%	0.7%	0.5%	0.6%	0.6%	0.7%	0.0%	0.8%	0.3%

Facebook

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	7.5%	7.6%	7.3%	**2.2%	**12.5%	*8.0%	*4.7%	8.2%	6.7%
Morning 9-11am	5.5%	5.5%	5.5%	**3.0%	**7.9%	5.3%	6.7%	5.5%	6.0%
Late morning 11am-12noon	5.4%	5.6%	5.2%	**2.8%	**7.9%	5.1%	6.8%	5.7%	5.3%
Lunchtime 12noon-2pm	6.3%	6.6%	6.0%	**3.2%	**9.3%	6.0%	7.8%	7.0%	5.5%
Early Afternoon 2-4pm	5.9%	6.4%	5.4%	**2.4%	**9.3%	6.0%	5.5%	5.9%	5.9%
Late afternoon 4-5pm	9.7%	9.4%	9.9%	**2.9%	**16.1%	*10.3%	*6.2%	9.6%	9.8%
Early evening 5- 6pm	11.8%	11.2%	12.4%	**4.0%	**19.2%	*12.5%	*8.3%	11.8%	12.2%
Evening 6-8pm	11.1%	10.7%	11.5%	**1.8%	**20.0%	**12.0%	**6.7%	11.1%	10.7%
Late evening 8-10pm hours	6.1%	5.7%	6.6%	**1.2%	**10.9%	*6.8%	*3.0%	6.5%	5.2%
After 10pm	3.1%	2.7%	3.6%	**0.7%	**5.5%	3.2%	2.6%	3.2%	3.0%

Facebook Messenger

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	6.5%	6.2%	6.8%	**2.9%	**9.9%	*7.0%	*3.6%	7.0%	6.1%
Morning 9-11am	4.9%	5.1%	4.7%	**2.5%	**7.2%	4.8%	5.3%	5.3%	4.4%
Late morning 11am-12noon	4.7%	5.2%	4.1%	**2.7%	**6.6%	4.5%	5.7%	4.8%	4.7%
Lunchtime 12noon-2pm	5.4%	5.4%	5.5%	**2.4%	**8.2%	5.2%	6.3%	5.4%	5.6%
Early Afternoon 2-4pm	5.8%	6.1%	5.5%	**2.3%	**9.2%	6.0%	4.7%	5.7%	5.7%
Late afternoon 4-5pm	9.0%	8.9%	9.0%	**2.8%	**14.8%	*9.6%	*6.0%	9.3%	8.7%
Early evening 5- 6pm	9.7%	9.2%	10.2%	**2.1%	**17.0%	*10.5%	*5.7%	9.8%	9.7%
Evening 6-8pm	9.9%	8.8%	11.1%	**1.8%	**17.6%	**11.2%	**3.7%	9.7%	9.7%
Late evening 8-10pm hours	5.1%	4.2%	6.0%	**0.7%	**9.3%	**5.7%	**2.0%	5.0%	4.8%
After 10pm	2.6%	2.4%	2.7%	**0.5%	**4.5%	2.9%	0.9%	2.5%	2.5%

Instagram

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	7.4%	*6.2%	*8.7%	**2.3%	**12.4%	7.8%	5.8%	8.3%	6.3%
Morning 9-11am	4.7%	4.2%	5.3%	**2.6%	**6.8%	4.6%	5.1%	5.2%	4.1%
Late morning 11am-12noon	4.5%	4.3%	4.8%	**2.2%	**6.8%	4.3%	5.6%	4.8%	4.7%
Lunchtime 12noon-2pm	5.7%	5.4%	6.0%	**3.3%	**7.9%	*5.1%	*8.4%	5.9%	5.7%
Early Afternoon 2-4pm	5.7%	5.5%	5.9%	**2.7%	**8.5%	5.7%	5.7%	6.2%	4.6%
Late afternoon 4-5pm	10.2%	*8.8%	*11.7%	**3.4%	**16.7%	10.1%	10.9%	10.5%	10.0%
Early evening 5- 6pm	10.8%	*9.3%	*12.4%	**2.5%	**18.6%	11.2%	8.9%	10.7%	11.0%
Evening 6-8pm	10.1%	**8.1%	**12.1%	**1.3%	**18.4%	*10.7%	*7.0%	10.7%	8.8%
Late evening 8-10pm hours	5.4%	4.6%	6.3%	**0.2%	**10.4%	5.6%	4.6%	5.3%	5.5%
After 10pm	3.2%	*2.2%	*4.2%	**0.5%	**5.7%	3.1%	3.5%	3.1%	3.3%

Twitter

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	4.1%	4.5%	3.6%	**2.2%	**5.9%	4.3%	3.1%	*5.2%	*2.7%
Morning 9-11am	2.9%	2.9%	2.9%	**1.7%	**4.1%	3.1%	2.2%	3.1%	2.9%
Late morning 11am-12noon	3.7%	4.0%	3.4%	2.9%	4.5%	*3.3%	*6.1%	4.4%	3.1%
Lunchtime 12noon-2pm	4.0%	4.4%	3.5%	**2.4%	**5.5%	3.6%	5.5%	4.2%	3.9%
Early Afternoon 2-4pm	3.4%	3.3%	3.4%	**1.6%	**5.1%	3.4%	3.5%	3.5%	2.8%
Late afternoon 4-5pm	4.8%	5.0%	4.6%	**1.7%	**7.7%	5.2%	2.7%	5.0%	4.3%
Early evening 5- 6pm	4.9%	4.7%	5.2%	**1.2%	**8.5%	5.3%	3.2%	5.1%	4.7%
Evening 6-8pm	4.8%	4.7%	5.0%	**0.8%	**8.7%	5.3%	2.7%	4.8%	5.0%
Late evening 8-10pm hours	2.4%	2.4%	2.4%	**0.4%	**4.3%	2.6%	1.4%	2.7%	1.9%
After 10pm	1.6%	1.4%	1.8%	**0.4%	**2.7%	1.8%	0.7%	1.8%	1.3%

WhatsApp

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	8.4%	7.4%	9.5%	**2.9%	**13.7%	8.2%	9.4%	*9.9%	*6.4%
Morning 9-11am	6.3%	6.2%	6.5%	**3.4%	**9.1%	**5.8%	**8.8%	6.9%	5.4%
Late morning 11am-12noon	6.1%	6.1%	6.1%	**3.1%	**8.9%	5.8%	7.6%	6.8%	4.9%
Lunchtime 12noon-2pm	6.9%	7.0%	6.8%	**3.1%	**10.5%	**5.8%	**12.1%	7.3%	6.5%
Early Afternoon 2-4pm	7.8%	7.4%	8.2%	**3.5%	**11.8%	*7.1%	*10.7%	8.1%	7.2%
Late afternoon 4-5pm	12.6%	11.4%	13.8%	**4.8%	**19.9%	12.4%	13.3%	13.1%	11.5%
Early evening 5- 6pm	13.7%	12.6%	14.9%	**4.2%	**22.8%	14.0%	12.4%	14.6%	12.8%
Evening 6-8pm	12.5%	*10.9%	*14.1%	**2.5%	**22%	13.0%	9.9%	13.3%	11.3%
Late evening 8-10pm hours	5.7%	5.3%	6.1%	**1%	**10.1%	5.5%	6.2%	6.2%	4.7%
After 10pm	2.6%	2.3%	2.9%	**0.7%	**4.4%	2.3%	3.8%	2.8%	2.4%

Wiper

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	1.3%	1.3%	1.2%	1.0%	1.5%	1.3%	1.2%	1.8%	0.7%
Morning 9-11am	1.2%	1.5%	0.9%	1.3%	1.2%	1.1%	1.7%	1.7%	0.7%
Late morning 11am-12noon	1.5%	2.0%	1.0%	1.6%	1.5%	*1.2%	*3.3%	*2.2%	*0.5%
Lunchtime 12noon-2pm	1.7%	2.2%	1.3%	2.1%	1.4%	1.7%	2.0%	2.0%	1.1%
Early Afternoon 2-4pm	0.8%	0.9%	0.7%	0.6%	1.0%	0.8%	1.0%	1.1%	0.3%
Late afternoon 4-5pm	0.9%	1.1%	0.8%	0.7%	1.2%	0.9%	1.1%	1.2%	0.4%
Early evening 5- 6pm	0.5%	0.8%	0.2%	0.3%	0.7%	0.5%	0.5%	0.6%	0.2%
Evening 6-8pm	0.5%	0.8%	0.3%	0.3%	0.7%	0.6%	0.4%	0.6%	0.5%
Late evening 8-10pm hours	0.5%	0.7%	0.2%	0.3%	0.7%	0.5%	0.4%	0.7%	0.1%
After 10pm	0.5%	0.6%	0.3%	0.7%	0.3%	0.5%	0.5%	0.7%	0.0%

Snapchat

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	7.6%	**5.8%	**9.4%	**2.4%	**12.5%	8.0%	5.3%	8.6%	6.4%
Morning 9-11am	5.1%	5.4%	4.8%	**2.9%	**7.2%	4.8%	6.6%	5.3%	5.1%
Late morning 11am-12noon	5.2%	5.1%	5.3%	**3.2%	**7.2%	**4.6%	**8.6%	6.1%	4.6%
Lunchtime 12noon-2pm	6.3%	5.9%	6.8%	**3.5%	**9%	*5.7%	*9.3%	6.3%	6.8%
Early Afternoon 2-4pm	6.4%	6.3%	6.4%	**3.7%	**8.9%	6.1%	7.8%	6.3%	6.7%
Late afternoon 4-5pm	10.7%	9.7%	11.8%	**3.5%	**17.6%	11.1%	9.0%	10.4%	11.5%
Early evening 5- 6pm	11.8%	*10.2%	*13.4%	**4.4%	**18.9%	12.0%	10.9%	11.4%	12.7%
Evening 6-8pm	10.6%	*8.9%	*12.5%	**2.1%	**18.7%	11.1%	8.1%	10.9%	9.8%
Late evening 8-10pm hours	6.0%	*4.8%	*7.3%	**0.8%	**11.1%	6.0%	6.1%	6.2%	5.6%
After 10pm	3.3%	2.7%	4.0%	**0.5%	**6%	3.2%	3.8%	3.0%	3.7%

Pinterest

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	1.8%	2.0%	1.6%	1.3%	2.3%	1.7%	2.1%	2.3%	1.2%
Morning 9-11am	2.3%	*3.0%	*1.5%	1.7%	2.8%	2.2%	2.4%	*2.9%	*1.3%
Late morning 11am-12noon	2.1%	2.3%	1.9%	1.8%	2.4%	1.9%	3.2%	2.6%	1.3%
Lunchtime 12noon-2pm	2.8%	3.1%	2.5%	2.5%	3.1%	2.7%	3.6%	3.0%	2.6%
Early Afternoon 2-4pm	2.6%	2.4%	2.8%	2.3%	3.0%	2.5%	3.5%	2.9%	2.4%
Late afternoon 4-5pm	2.9%	2.8%	3.0%	**1.4%	**4.4%	2.9%	2.7%	2.7%	3.3%
Early evening 5- 6pm	2.9%	2.5%	3.3%	**0.7%	**5.0%	3.0%	2.6%	3.0%	2.8%
Evening 6-8pm	3.2%	2.4%	4.0%	**0.7%	**5.5%	3.3%	2.5%	3.5%	2.7%
Late evening 8-10pm hours	1.0%	0.7%	1.3%	**0.2%	**1.7%	1.1%	0.6%	1.1%	0.7%
After 10pm	0.9%	1.1%	0.7%	*0.3%	*1.5%	0.9%	0.8%	1.2%	0.4%

Musical.ly

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	2.7%	2.4%	3.0%	**1.5%	**3.9%	2.9%	1.9%	*3.5%	*1.7%
Morning 9-11am	2.5%	2.3%	2.8%	2.3%	2.7%	2.6%	2.1%	2.8%	1.8%
Late morning 11am-12noon	2.5%	3.0%	1.9%	2.3%	2.7%	2.6%	2.2%	*3.2%	*1.4%
Lunchtime 12noon-2pm	3.0%	3.3%	2.8%	2.7%	3.4%	2.7%	4.6%	3.4%	2.3%
Early Afternoon 2-4pm	2.6%	2.7%	2.5%	**1.5%	**3.6%	2.6%	2.6%	2.9%	1.8%
Late afternoon 4-5pm	4.1%	**2.9%	**5.4%	**2.2%	**6.0%	4.4%	2.9%	4.0%	4.5%
Early evening 5- 6pm	4.3%	**3.0%	**5.7%	**1.5%	**6.9%	4.6%	2.7%	4.3%	4.4%
Evening 6-8pm	3.9%	**2.4%	**5.5%	**1.2%	**6.5%	4.2%	2.5%	3.8%	4.2%
Late evening 8-10pm hours	1.7%	1.2%	2.2%	**0.8%	**2.5%	1.7%	1.4%	1.7%	1.5%
After 10pm	0.9%	0.9%	0.9%	0.5%	1.3%	0.9%	0.6%	1.1%	0.5%

CBBC Buzz

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	2.0%	1.9%	2.2%	2.3%	1.8%	1.8%	3.2%	*2.7%	*1.2%
Morning 9-11am	2.1%	2.1%	2.1%	2.4%	1.8%	1.9%	3.1%	*2.9%	*1.1%
Late morning 11am-12noon	2.3%	2.8%	1.8%	2.7%	2.0%	2.1%	3.4%	2.9%	1.7%
Lunchtime 12noon-2pm	2.4%	3.0%	1.8%	3.1%	1.7%	*2.0%	*4.2%	2.8%	1.6%
Early Afternoon 2-4pm	2.1%	2.2%	2.1%	2.6%	1.7%	1.9%	3.3%	1.9%	3.0%
Late afternoon 4-5pm	1.7%	2.1%	1.4%	2.0%	1.5%	1.9%	0.8%	2.1%	1.3%
Early evening 5- 6pm	2.2%	2.5%	2.0%	2.9%	1.6%	*1.8%	*4.1%	2.3%	2.4%
Evening 6-8pm	1.0%	1.0%	1.1%	1.0%	1.0%	0.9%	1.7%	1.3%	0.7%
Late evening 8-10pm hours	0.6%	0.8%	0.4%	0.6%	0.6%	*0.4%	*1.5%	0.7%	0.4%
After 10pm	0.4%	0.6%	0.2%	0.3%	0.4%	0.4%	0.2%	0.5%	0.1%

Other

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	0.9%	1.0%	0.9%	0.9%	1.0%	1.1%	0.3%	1.1%	0.8%
Morning 9-11am	0.9%	1.1%	0.7%	1.2%	0.5%	0.7%	1.5%	1.2%	0.3%
Late morning 11am-12noon	0.8%	1.1%	0.4%	0.9%	0.6%	0.6%	1.6%	0.8%	0.5%
Lunchtime 12noon-2pm	0.9%	1.0%	0.7%	0.9%	0.9%	**0.5%	**2.9%	0.9%	0.8%
Early Afternoon 2-4pm	1.0%	1.0%	1.0%	1.1%	0.8%	0.9%	1.4%	**1.3%	**0.3%
Late afternoon 4-5pm	1.0%	*1.5%	*0.5%	0.9%	1.2%	1.0%	1.2%	1.2%	0.9%
Early evening 5- 6pm	1.4%	1.8%	1.1%	1.2%	1.7%	1.2%	2.7%	1.5%	1.4%
Evening 6-8pm	0.9%	0.9%	0.9%	0.7%	1.0%	0.8%	1.1%	1.0%	0.7%
Late evening 8-10pm hours	0.5%	0.4%	0.6%	0.3%	0.7%	0.4%	0.9%	0.6%	0.3%
After 10pm	0.6%	0.7%	0.4%	0.5%	0.6%	0.6%	0.3%	0.6%	0.5%

NEWBQ3_1How long does your child use social media sites for in total on a normal weekday?

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	Less than 30 mins	25.1%	22.3%	27.9%	**29.9%	**20.9%	*24.8%	*26.3%	**28.3%	**21.2%
	31 mins to 1 hour	27.6%	29.0%	26.1%	**27.9%	**27.4%	*28.5%	*22.7%	**28.5%	**27%
	1 to 2 hours	24.5%	23.9%	25.1%	**22.2%	**26.4%	*24.7%	*23.3%	**22.6%	**27.6%
	2 to 3 hours	11.9%	12.1%	11.7%	**11.8%	**11.9%	*11.5%	*13.7%	**10.4%	**12.6%
	3 to 4 hours	4.5%	5.0%	4.0%	**3.4%	**5.5%	*4.7%	*3.7%	**3.5%	**6.2%
	4 to 5 hours	2.4%	2.7%	2.0%	**1.6%	**3%	*2%	*4.2%	**2.4%	**2.1%
	5 to 6 hours	1.4%	1.7%	1.1%	**0.8%	**1.9%	*1.3%	*1.9%	**1.4%	**1.6%
	More than 6 hours	2.7%	3.3%	2.0%	**2.4%	**2.9%	*2.4%	*4.2%	**2.8%	**1.6%
YouTube Kids	Less than 30 mins	28.1%	26.2%	30.2%	27.4%	29.3%	*28.7%	*25.8%	29.7%	24.7%
	31 mins to 1 hour	31.1%	31.2%	31.1%	31.8%	30.0%	*32.7%	*25.2%	31.8%	29.5%
	1 to 2 hours	22.9%	24.9%	20.6%	23.5%	21.9%	*22%	*26.4%	21.4%	26.8%
	2 to 3 hours	9.6%	8.6%	10.7%	9.1%	10.4%	*9.5%	*9.9%	8.7%	12.0%
	3 to 4 hours	4.0%	3.9%	4.1%	4.5%	3.1%	*3.5%	*6.1%	3.6%	4.8%
	4 to 5 hours	1.7%	1.6%	1.9%	2.0%	1.3%	*1.3%	*3.4%	2.1%	0.6%
	5 to 6 hours	1.2%	1.8%	0.6%	0.5%	2.6%	*1.3%	*0.7%	1.4%	0.9%
	More than 6 hours	1.3%	1.8%	0.8%	1.2%	1.4%	*1%	*2.5%	1.4%	0.6%
Facebook	Less than 30 mins	35.6%	34.3%	37.3%	*34.9%	*35.9%	35.1%	38.4%	35.4%	35.1%
	31 mins to 1 hour	25.1%	25.6%	24.4%	*19.8%	*26.7%	25.7%	21.6%	23.8%	26.0%
	1 to 2 hours	20.3%	19.4%	21.3%	*27.7%	*18%	21.1%	16.1%	20.3%	22.5%
	2 to 3 hours	8.4%	8.8%	8.0%	*6.2%	*9.2%	8.1%	10.2%	8.9%	8.6%
	3 to 4 hours	4.2%	3.8%	4.8%	*6.6%	*3.4%	3.7%	6.7%	4.5%	3.7%
	4 to 5 hours	2.4%	2.6%	2.1%	*1.8%	*2.6%	2.4%	2.4%	3.0%	1.5%
	5 to 6 hours	1.8%	2.2%	1.2%	*1.3%	*1.9%	1.5%	3.1%	2.1%	1.4%
	More than 6 hours	2.2%	3.2%	0.9%	*1.7%	*2.3%	2.3%	1.5%	2.1%	1.2%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Facebook Messenger	Less than 30 mins	43.0%	40.9%	45.3%	37.5%	44.6%	*44.4%	*34.8%	42.0%	45.6%
	31 mins to 1 hour	22.7%	22.2%	23.3%	22.3%	22.9%	*23%	*21%	21.0%	23.8%
	1 to 2 hours	15.4%	15.7%	15.1%	18.5%	14.5%	*15.5%	*15.2%	16.1%	14.5%
	2 to 3 hours	7.7%	8.7%	6.6%	11.1%	6.7%	*7.3%	*10.1%	8.0%	7.7%
	3 to 4 hours	5.3%	4.8%	5.9%	6.4%	5.0%	*4%	*12.6%	6.2%	3.9%
	4 to 5 hours	1.7%	1.5%	2.0%	1.3%	1.9%	*1.5%	*2.9%	2.1%	1.2%
	5 to 6 hours	2.2%	3.3%	1.1%	2.8%	2.0%	*2.3%	*1.8%	2.6%	1.9%
	More than 6 hours	1.9%	2.8%	0.8%	0.0%	2.4%	*1.9%	*1.6%	2.0%	1.4%
Instagram	Less than 30 mins	36.4%	*36.7%	*36.1%	36.6%	36.3%	*37.8%	*29.8%	35.5%	36.6%
	31 mins to 1 hour	24.6%	*24.6%	*24.6%	21.2%	25.7%	*25.4%	*20.7%	24.8%	23.0%
	1 to 2 hours	19.3%	*19.2%	*19.4%	25.6%	17.3%	*17.9%	*26.3%	19.1%	22.0%
	2 to 3 hours	8.4%	*6.4%	*10.5%	7.4%	8.8%	*8.8%	*6.8%	8.3%	9.8%
	3 to 4 hours	5.2%	*4.6%	*5.8%	5.1%	5.2%	*4.7%	*7.7%	5.3%	5.3%
	4 to 5 hours	1.8%	*1.8%	*1.9%	0.9%	2.1%	*1.2%	*4.9%	2.2%	1.1%
	5 to 6 hours	1.6%	*2.5%	*0.7%	0.8%	1.9%	*1.7%	*0.9%	1.8%	1.1%
	More than 6 hours	2.6%	*4.3%	*0.9%	2.4%	2.7%	*2.5%	*2.9%	3.0%	1.0%
Twitter	Less than 30 mins	37.2%	32.7%	43.4%	28.6%	40.4%	**37.8%	**34.3%	35.7%	41.1%
	31 mins to 1 hour	23.7%	25.6%	21.0%	24.3%	23.4%	**25%	**17.3%	23.9%	22.1%
	1 to 2 hours	18.4%	19.4%	17.0%	24.3%	16.2%	**19%	**15.3%	18.7%	19.1%
	2 to 3 hours	8.6%	9.3%	7.6%	8.4%	8.6%	**7.2%	**15.4%	8.5%	9.6%
	3 to 4 hours	4.9%	4.7%	5.2%	6.1%	4.5%	**3.5%	**12.1%	6.1%	2.4%
	4 to 5 hours	1.4%	1.4%	1.5%	0.0%	2.0%	**1.4%	**1.6%	1.5%	1.6%
	5 to 6 hours	3.1%	2.9%	3.4%	4.5%	2.6%	**3.2%	**2.8%	3.2%	2.3%
	More than 6 hours	2.6%	4.0%	0.7%	3.6%	2.2%	**2.9%	**1.3%	2.4%	1.9%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
WhatsApp	Less than 30 mins	46.6%	44.0%	49.3%	46.0%	46.8%	**48.3%	**39.1%	45.3%	48.9%
	31 mins to 1 hour	20.5%	20.1%	20.9%	20.2%	20.6%	**21.4%	**16.5%	20.9%	19.8%
	1 to 2 hours	16.4%	16.7%	16.1%	20.0%	15.3%	**16.4%	**16.7%	15.3%	18.5%
	2 to 3 hours	6.9%	7.7%	6.0%	5.8%	7.2%	**5.9%	**11.3%	7.0%	6.5%
	3 to 4 hours	3.2%	4.6%	1.8%	2.5%	3.5%	**2.8%	**5%	3.6%	2.8%
	4 to 5 hours	2.2%	2.4%	2.1%	2.4%	2.2%	**1.7%	**4.8%	2.8%	1.2%
	5 to 6 hours	1.5%	1.5%	1.6%	1.9%	1.4%	**1.4%	**2.3%	2.2%	0.3%
	More than 6 hours	2.6%	3.0%	2.3%	1.2%	3.1%	**2.2%	**4.3%	2.8%	2.0%
Wiper	Less than 30 mins	17.8%	15.9%	21.7%	*22.1%	*14.3%	15.0%	28.6%	17.1%	23.5%
	31 mins to 1 hour	21.5%	26.6%	11.6%	*25.7%	*17.9%	22.4%	17.8%	20.4%	22.6%
	1 to 2 hours	25.1%	21.8%	31.5%	*28.7%	*22.1%	25.1%	25.2%	27.6%	22.2%
	2 to 3 hours	13.7%	12.4%	16.1%	*8.2%	*18.1%	15.1%	7.9%	11.2%	21.0%
	3 to 4 hours	10.3%	8.7%	13.4%	*11.9%	*8.9%	10.1%	11.1%	10.1%	6.3%
	4 to 5 hours	2.7%	2.3%	3.5%	*0%	*5%	2.2%	4.6%	3.0%	2.3%
	5 to 6 hours	5.0%	6.4%	2.3%	*3.3%	*6.4%	5.1%	4.7%	6.5%	0.0%
	More than 6 hours	3.9%	6.0%	0.0%	*0%	*7.2%	5.0%	0.0%	4.2%	2.1%
Snapchat	Less than 30 mins	42.4%	41.1%	43.8%	45.5%	41.2%	**44.1%	**34.3%	*39.2%	*49.2%
	31 mins to 1 hour	21.3%	21.8%	20.8%	20.7%	21.5%	**21.9%	**18.1%	*22.9%	*16.6%
	1 to 2 hours	17.7%	16.2%	19.1%	17.7%	17.6%	**17.8%	**17.1%	*17.9%	*17.3%
	2 to 3 hours	7.8%	8.5%	7.0%	8.8%	7.4%	**6.7%	**13%	*7.2%	*8.8%
	3 to 4 hours	5.0%	4.8%	5.1%	5.0%	4.9%	**4%	**9.6%	*5.3%	*5%
	4 to 5 hours	1.7%	1.8%	1.6%	0.8%	2.0%	**1.2%	**3.7%	*1.8%	*1.6%
	5 to 6 hours	2.0%	2.5%	1.5%	1.2%	2.3%	**2.1%	**1.4%	*2.3%	*1.2%
	More than 6 hours	2.3%	3.4%	1.2%	0.3%	3.0%	**2.2%	**2.9%	*3.4%	*0.3%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Pinterest	Less than 30 mins	40.3%	34.0%	47.2%	*30.5%	*44.8%	41.7%	34.1%	37.5%	44.8%
	31 mins to 1 hour	24.5%	23.8%	25.2%	*32.7%	*20.6%	24.2%	25.8%	24.1%	25.7%
	1 to 2 hours	16.2%	18.6%	13.5%	*18.8%	*15%	16.7%	13.7%	16.7%	16.0%
	2 to 3 hours	8.6%	9.7%	7.4%	*8%	*8.9%	8.4%	9.6%	9.2%	7.4%
	3 to 4 hours	4.9%	6.6%	3.1%	*6.8%	*4%	4.1%	8.7%	5.6%	3.4%
	4 to 5 hours	1.8%	2.6%	1.0%	*2.5%	*1.5%	1.5%	3.4%	2.4%	0.8%
	5 to 6 hours	2.3%	2.6%	1.9%	*0.6%	*3.1%	2.3%	2.1%	2.9%	1.2%
	More than 6 hours	1.4%	2.1%	0.8%	*0%	*2.1%	1.2%	2.6%	1.6%	0.6%
Musical.ly	Less than 30 mins	32.4%	26.8%	37.6%	**28.5%	**34.4%	32.6%	31.8%	28.4%	39.2%
	31 mins to 1 hour	23.5%	22.5%	24.5%	**19.4%	**25.6%	24.3%	19.1%	24.4%	24.2%
	1 to 2 hours	24.5%	26.5%	22.6%	**33.8%	**19.7%	25.3%	20.4%	26.0%	21.3%
	2 to 3 hours	9.1%	9.8%	8.5%	**10.8%	**8.2%	7.7%	16.3%	9.2%	8.6%
	3 to 4 hours	3.8%	4.6%	3.1%	**2.5%	**4.6%	3.6%	5.2%	3.8%	3.6%
	4 to 5 hours	2.1%	2.6%	1.6%	**4.6%	**0.8%	1.7%	4.4%	2.3%	2.0%
	5 to 6 hours	2.5%	3.9%	1.2%	**0.5%	**3.5%	2.8%	1.0%	2.8%	1.1%
	More than 6 hours	2.1%	3.3%	0.9%	**0%	**3.1%	2.1%	1.8%	3.1%	0.0%
CBBC Buzz	Less than 30 mins	27.2%	*20.7%	*36.7%	27.8%	26.4%	27.0%	27.8%	24.0%	37.2%
	31 mins to 1 hour	24.6%	*26.5%	*21.8%	26.5%	22.0%	25.0%	23.3%	25.3%	19.3%
	1 to 2 hours	22.1%	*23.5%	*20%	22.5%	21.5%	22.0%	22.2%	22.8%	21.0%
	2 to 3 hours	13.2%	*12.9%	*13.5%	12.6%	14.0%	13.5%	12.1%	13.8%	12.5%
	3 to 4 hours	4.1%	*4.5%	*3.5%	3.5%	5.0%	3.0%	7.6%	4.2%	3.6%
	4 to 5 hours	3.4%	*4.3%	*2.1%	2.7%	4.4%	3.7%	2.5%	4.3%	1.5%
	5 to 6 hours	2.9%	*3.3%	*2.3%	1.7%	4.5%	2.6%	3.9%	3.3%	1.4%
	More than 6 hours	2.5%	*4.2%	*0%	2.8%	2.2%	3.1%	0.6%	2.2%	3.5%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Other	Less than 30 mins	35.5%	32.4%	40.9%	41.9%	26.6%	37.9%	29.9%	29.5%	36.1%
	31 mins to 1 hour	18.1%	17.4%	19.3%	17.7%	18.6%	18.2%	17.9%	19.8%	17.9%
	1 to 2 hours	19.9%	23.2%	14.2%	18.9%	21.3%	17.9%	24.6%	22.3%	20.2%
	2 to 3 hours	8.1%	10.9%	3.3%	6.2%	10.7%	6.4%	12.1%	8.8%	8.9%
	3 to 4 hours	6.8%	8.3%	4.3%	3.4%	11.6%	7.6%	4.9%	5.9%	7.5%
	4 to 5 hours	4.7%	2.2%	8.8%	6.5%	2.1%	4.4%	5.4%	5.4%	4.4%
	5 to 6 hours	5.6%	4.4%	7.7%	4.0%	7.9%	5.8%	5.2%	7.6%	1.9%
	More than 6 hours	1.3%	1.2%	1.4%	1.3%	1.3%	1.8%	0.0%	0.8%	3.2%

NEWBQ4 On a normal weekend, what times of day does your child usually use the following social media sites?

YouTube

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	16.3%	17.2%	15.3%	17.3%	15.2%	*17.1%	*11.9%	16.5%	16.3%
Morning 9-11am	24.7%	25.2%	24.2%	23.2%	26.1%	**25.9%	**18.6%	23.4%	27.2%
Late morning 11am-12noon	19.3%	20.0%	18.6%	**15.5%	**22.9%	19.9%	16.5%	18.7%	20.9%
Lunchtime 12noon-2pm	21.5%	22.6%	20.3%	**17.9%	**24.9%	*20.4%	*26.5%	*19.5%	*24.1%
Early Afternoon 2-4pm	24.6%	24.2%	25.0%	**20.1%	**28.9%	24.9%	23.2%	23.3%	26.3%
Late afternoon 4-5pm	28.3%	27.5%	29.1%	**22.9%	**33.4%	29.1%	24.2%	27.5%	28.3%
Early evening 5- 6pm	30.3%	31.0%	29.6%	**24.3%	**36.0%	*31.6%	*24.0%	30.1%	29.8%
Evening 6-8pm	27.9%	29.9%	25.8%	**18.7%	**36.7%	*28.9%	*23.0%	26.4%	29.1%
Late evening 8-10pm hours	12.6%	13.0%	12.3%	**4.6%	**20.3%	13.0%	10.9%	11.9%	13.3%
After 10pm	5.3%	5.0%	5.6%	**1.2%	**9.2%	5.3%	5.2%	4.8%	5.9%

YouTube Kids

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	9.8%	10.7%	8.8%	**14.4%	**5.4%	10.2%	7.8%	10.6%	8.9%
Morning 9-11am	13.1%	12.8%	13.5%	**18.9%	**7.6%	13.8%	9.8%	13.1%	13.3%
Late morning 11am-12noon	9.7%	10.1%	9.2%	**12.9%	**6.6%	9.3%	11.4%	10.2%	8.8%
Lunchtime 12noon-2pm	9.8%	10.1%	9.5%	**13.1%	**6.7%	9.3%	12.5%	9.6%	10.3%
Early Afternoon 2-4pm	10.9%	11.4%	10.4%	**14.5%	**7.5%	10.3%	14.2%	11.7%	10.1%
Late afternoon 4-5pm	12.5%	13.0%	12.0%	**17.1%	**8.2%	12.4%	13.2%	13.6%	11.3%
Early evening 5- 6pm	11.3%	12.0%	10.5%	**15.5%	**7.2%	10.8%	13.7%	12.2%	9.5%
Evening 6-8pm	9.7%	10.8%	8.6%	**12.7%	**6.9%	9.5%	10.7%	9.9%	9.4%
Late evening 8-10pm hours	2.4%	2.9%	2.0%	2.9%	2.0%	2.5%	2.1%	2.3%	2.2%
After 10pm	0.8%	1.0%	0.5%	0.7%	0.9%	0.8%	0.7%	0.9%	0.5%

Facebook

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	6.2%	6.5%	5.9%	**2.7%	**9.5%	6.5%	4.7%	7.1%	5.0%
Morning 9-11am	7.5%	7.7%	7.4%	**2.9%	**11.9%	7.7%	6.7%	7.9%	7.2%
Late morning 11am-12noon	8.7%	9.4%	8.1%	**2.9%	**14.3%	9.3%	6.1%	8.5%	9.2%
Lunchtime 12noon-2pm	8.7%	8.5%	8.8%	**3.5%	**13.6%	8.8%	7.9%	8.5%	8.7%
Early Afternoon 2-4pm	9.1%	8.8%	9.4%	**2.6%	**15.3%	9.4%	7.4%	8.7%	9.9%
Late afternoon 4-5pm	10.6%	10.0%	11.2%	**3.5%	**17.3%	*11.3%	*6.9%	11.2%	9.4%
Early evening 5- 6pm	10.8%	10.6%	10.9%	**2.7%	**18.4%	11.3%	7.9%	11.4%	9.4%
Evening 6-8pm	9.9%	9.4%	10.4%	**1.7%	**17.7%	*10.7%	*5.9%	9.8%	10.0%
Late evening 8-10pm hours	6.6%	5.9%	7.3%	**1%	**11.9%	*7.2%	*3.4%	6.6%	6.2%
After 10pm	3.7%	3.3%	4.1%	**0.6%	**6.6%	3.8%	2.9%	3.7%	3.7%

Facebook Messenger

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	5.2%	5.1%	5.2%	**2.4%	**7.8%	*5.7%	*2.6%	5.8%	4.5%
Morning 9-11am	7.0%	7.2%	6.9%	**2.7%	**11.2%	7.1%	6.6%	7.7%	6.3%
Late morning 11am-12noon	7.9%	7.2%	8.5%	**2.8%	**12.7%	8.1%	6.6%	8.1%	7.6%
Lunchtime 12noon-2pm	8.5%	8.4%	8.6%	**3.8%	**13%	8.9%	6.7%	8.5%	8.4%
Early Afternoon 2-4pm	7.1%	7.0%	7.2%	**2%	**11.9%	*7.5%	*4.7%	7.1%	6.4%
Late afternoon 4-5pm	8.9%	8.4%	9.5%	**2.3%	**15.2%	*9.7%	*5.3%	9.3%	8.1%
Early evening 5- 6pm	9.4%	8.8%	10.0%	**2.9%	**15.5%	9.8%	7.4%	9.6%	9.2%
Evening 6-8pm	8.7%	7.9%	9.4%	**1.8%	**15.2%	**9.7%	**3.4%	8.4%	8.5%
Late evening 8-10pm hours	5.5%	4.9%	6.2%	**0.8%	**10%	**6.2%	**2.0%	5.4%	5.3%
After 10pm	2.8%	2.9%	2.8%	**0.6%	**5%	*3.2%	*1.2%	2.7%	2.8%

Instagram

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	5.4%	4.9%	5.9%	**2.1%	**8.6%	5.6%	4.4%	*6.4%	*3.7%
Morning 9-11am	7.5%	6.8%	8.3%	**2.5%	**12.3%	7.8%	6.1%	8.2%	6.9%
Late morning 11am-12noon	8.1%	7.1%	9.2%	**2.4%	**13.6%	*8.7%	*5.2%	8.7%	7.1%
Lunchtime 12noon-2pm	8.6%	7.7%	9.7%	**3.7%	**13.4%	8.6%	8.7%	8.6%	8.4%
Early Afternoon 2-4pm	9.2%	*7.6%	*10.8%	**3.1%	**14.9%	9.1%	9.7%	9.6%	8.4%
Late afternoon 4-5pm	9.7%	**7.8%	**11.7%	**2.7%	**16.4%	9.7%	10.0%	10.4%	8.3%
Early evening 5- 6pm	9.6%	8.4%	10.8%	**2.9%	**15.9%	9.4%	10.4%	10.5%	7.8%
Evening 6-8pm	9.2%	*7.5%	*11.0%	**1.9%	**16.2%	9.7%	6.8%	9.7%	8.5%
Late evening 8-10pm hours	5.9%	*4.7%	*7.2%	**0.5%	**11.1%	6.2%	4.7%	5.6%	6.3%
After 10pm	3.4%	*2.6%	*4.3%	**0.4%	**6.3%	3.4%	3.8%	3.4%	3.4%

Twitter

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	3.5%	3.8%	3.2%	**1.9%	**5%	3.7%	2.6%	4.1%	2.9%
Morning 9-11am	3.8%	4.5%	3.1%	**1.2%	**6.3%	4.1%	2.3%	4.4%	3.2%
Late morning 11am-12noon	4.4%	4.7%	4.2%	**2.9%	**5.9%	4.4%	4.5%	*5.3%	*3.2%
Lunchtime 12noon-2pm	5.0%	5.6%	4.4%	**2.5%	**7.3%	5.0%	4.8%	4.8%	4.9%
Early Afternoon 2-4pm	4.6%	4.5%	4.7%	**1.8%	**7.2%	4.8%	3.3%	5.1%	3.5%
Late afternoon 4-5pm	4.9%	4.5%	5.3%	**1.7%	**8%	5.2%	3.7%	5.2%	4.5%
Early evening 5- 6pm	4.6%	4.3%	4.8%	**1.3%	**7.7%	4.8%	3.4%	5.2%	3.7%
Evening 6-8pm	4.2%	4.3%	4.2%	**0.9%	**7.4%	4.6%	2.3%	4.1%	4.5%
Late evening 8-10pm hours	2.5%	2.6%	2.4%	**0.2%	**4.6%	2.7%	1.2%	3.0%	1.6%
After 10pm	1.7%	1.7%	1.7%	**0.5%	**2.9%	1.8%	1.1%	1.8%	1.6%

WhatsApp

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	6.4%	6.2%	6.5%	**2.7%	**9.9%	6.3%	6.6%	*7.5%	*4.9%
Morning 9-11am	10.1%	9.1%	11.1%	**3.8%	**16%	10.4%	8.6%	10.7%	9.7%
Late morning 11am-12noon	10.0%	9.6%	10.3%	**3.2%	**16.4%	10.3%	8.5%	10.9%	8.7%
Lunchtime 12noon-2pm	10.4%	9.5%	11.3%	**4%	**16.4%	10.2%	11.0%	10.3%	10.4%
Early Afternoon 2-4pm	11.0%	10.7%	11.3%	**3.9%	**17.8%	10.6%	12.9%	11.6%	10.1%
Late afternoon 4-5pm	12.0%	11.0%	13.1%	**4%	**19.7%	12.0%	12.4%	12.6%	11.4%
Early evening 5- 6pm	12.2%	*10.6%	*13.9%	**3%	**20.9%	12.4%	11.3%	13.2%	10.8%
Evening 6-8pm	10.8%	9.5%	12.1%	**2.7%	**18.5%	11.0%	9.4%	11.7%	9.5%
Late evening 8-10pm hours	6.0%	5.4%	6.7%	**0.6%	**11.2%	6.2%	5.4%	6.6%	5.3%
After 10pm	3.1%	2.6%	3.6%	**0.5%	**5.6%	2.9%	4.2%	3.3%	2.8%

Wiper

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	1.2%	1.2%	1.2%	1.1%	1.3%	1.2%	1.2%	*1.7%	*0.3%
Morning 9-11am	1.3%	1.8%	0.8%	1.4%	1.2%	1.1%	2.1%	1.6%	0.9%
Late morning 11am-12noon	1.3%	1.6%	0.9%	1.2%	1.3%	1.2%	1.5%	1.6%	0.9%
Lunchtime 12noon-2pm	1.7%	*2.3%	*1.0%	1.6%	1.7%	1.6%	1.9%	*2.1%	*0.6%
Early Afternoon 2-4pm	1.1%	1.3%	0.8%	1.0%	1.2%	1.1%	1.1%	1.5%	0.5%
Late afternoon 4-5pm	1.1%	1.2%	1.0%	0.9%	1.4%	1.1%	1.4%	1.5%	0.4%
Early evening 5- 6pm	0.6%	0.8%	0.3%	0.5%	0.6%	0.5%	1.0%	0.8%	0.2%
Evening 6-8pm	0.5%	**1.0%	**0.0%	0.3%	0.7%	0.5%	0.3%	0.6%	0.2%
Late evening 8-10pm hours	0.2%	0.3%	0.1%	0.1%	0.4%	0.3%	0.0%	0.3%	0.0%
After 10pm	0.3%	0.5%	0.1%	0.4%	0.2%	0.3%	0.1%	0.4%	0.1%

Snapchat

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	5.5%	*4.4%	*6.6%	**2.5%	**8.2%	5.8%	3.9%	6.0%	4.9%
Morning 9-11am	8.2%	7.4%	9.1%	**2.9%	**13.3%	8.2%	8.5%	8.5%	8.2%
Late morning 11am-12noon	9.4%	*8.1%	*10.8%	**3.9%	**14.7%	9.5%	8.9%	10.0%	8.9%
Lunchtime 12noon-2pm	9.0%	8.6%	9.4%	**3.7%	**14%	9.3%	7.5%	8.8%	9.2%
Early Afternoon 2-4pm	9.1%	8.5%	9.8%	**4.2%	**13.8%	9.0%	9.6%	9.5%	8.1%
Late afternoon 4-5pm	10.7%	*9.2%	*12.3%	**4.1%	**17%	10.8%	10.3%	10.9%	10.6%
Early evening 5- 6pm	10.0%	**7.9%	**12.2%	**3.2%	**16.5%	10.3%	8.3%	10.2%	9.6%
Evening 6-8pm	9.9%	*8.1%	*11.7%	**2.6%	**16.8%	10.2%	8.4%	10.0%	9.5%
Late evening 8-10pm hours	6.4%	*5.0%	*7.9%	**0.9%	**11.7%	6.9%	4.4%	6.6%	6.1%
After 10pm	3.4%	2.7%	4.2%	**0.4%	**6.3%	3.3%	3.8%	3.3%	3.6%

Pinterest

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	2.0%	2.3%	1.6%	**1.3%	**2.7%	1.8%	2.7%	2.5%	1.3%
Morning 9-11am	2.9%	3.2%	2.6%	**1.7%	**4.1%	3.1%	2.4%	3.4%	2.3%
Late morning 11am-12noon	3.0%	2.6%	3.4%	**2%	**3.9%	2.9%	3.4%	3.3%	2.7%
Lunchtime 12noon-2pm	2.7%	2.5%	3.0%	**1.4%	**4%	2.8%	2.3%	2.8%	3.0%
Early Afternoon 2-4pm	2.8%	2.7%	3.0%	*2%	*3.6%	2.6%	3.7%	3.1%	2.1%
Late afternoon 4-5pm	2.7%	2.6%	2.7%	**1%	**4.3%	2.8%	1.8%	3.0%	2.3%
Early evening 5- 6pm	2.7%	2.2%	3.1%	**1.2%	**4.1%	2.6%	2.9%	3.1%	2.1%
Evening 6-8pm	3.1%	2.8%	3.4%	**1.3%	**4.8%	3.0%	3.6%	3.3%	2.8%
Late evening 8-10pm hours	1.0%	0.6%	1.4%	**0.3%	**1.6%	1.1%	0.4%	1.1%	0.9%
After 10pm	0.9%	1.0%	0.8%	*0.4%	*1.3%	0.9%	0.5%	1.1%	0.5%

Musical.ly

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	2.7%	2.6%	2.8%	*1.7%	*3.6%	2.8%	2.2%	*3.4%	*1.6%
Morning 9-11am	3.7%	3.0%	4.5%	**1.9%	**5.4%	3.9%	2.6%	4.1%	3.0%
Late morning 11am-12noon	4.0%	*3.6%	*4.4%	**2.4%	**5.4%	3.9%	4.3%	4.3%	3.2%
Lunchtime 12noon-2pm	4.3%	*3.3%	*5.3%	3.7%	4.8%	4.4%	3.8%	4.3%	4.1%
Early Afternoon 2-4pm	3.6%	3.0%	4.3%	**1.6%	**5.6%	3.6%	3.6%	3.6%	3.4%
Late afternoon 4-5pm	4.4%	**3.1%	**5.7%	**2.1%	**6.5%	4.6%	3.2%	4.6%	4.1%
Early evening 5- 6pm	3.9%	*2.8%	*5.0%	**1.3%	**6.3%	4.1%	2.7%	4.0%	3.8%
Evening 6-8pm	3.1%	*2.3%	*3.9%	**1.1%	**5.0%	3.4%	1.5%	3.2%	2.7%
Late evening 8-10pm hours	1.7%	*1.0%	*2.4%	**0.5%	**2.8%	1.9%	0.7%	1.9%	1.5%
After 10pm	0.9%	0.8%	1.0%	0.5%	1.3%	1.0%	0.3%	1.0%	0.8%

CBBC Buzz

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	2.0%	1.8%	2.2%	2.0%	2.0%	1.9%	2.3%	**2.8%	**0.5%
Morning 9-11am	2.1%	2.3%	2.0%	2.3%	2.0%	2.0%	2.8%	2.6%	1.8%
Late morning 11am-12noon	2.9%	3.2%	2.6%	**4.1%	**1.7%	2.5%	4.5%	3.2%	2.8%
Lunchtime 12noon-2pm	2.5%	*3.2%	*1.8%	2.7%	2.3%	2.3%	3.6%	3.1%	1.7%
Early Afternoon 2-4pm	1.9%	2.4%	1.4%	1.6%	2.2%	1.9%	1.9%	2.3%	1.3%
Late afternoon 4-5pm	2.1%	2.5%	1.7%	**3.1%	**1.2%	2.0%	2.7%	2.0%	2.6%
Early evening 5- 6pm	1.9%	2.2%	1.6%	2.5%	1.5%	1.7%	3.3%	2.5%	1.3%
Evening 6-8pm	0.9%	1.1%	0.7%	0.7%	1.1%	0.9%	1.1%	1.1%	0.8%
Late evening 8-10pm hours	0.7%	1.0%	0.3%	0.8%	0.5%	0.6%	0.8%	1.0%	0.2%
After 10pm	0.3%	0.5%	0.1%	0.2%	0.4%	0.4%	0.0%	0.5%	0.1%

Other

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Before 9am	0.9%	1.1%	0.7%	0.9%	0.9%	0.9%	1.0%	1.0%	0.6%
Morning 9-11am	0.7%	0.8%	0.6%	0.7%	0.8%	0.7%	1.2%	0.9%	0.4%
Late morning 11am-12noon	0.9%	1.0%	0.8%	0.9%	1.0%	*0.7%	*2.1%	0.9%	0.9%
Lunchtime 12noon-2pm	1.3%	*1.9%	*0.7%	1.0%	1.6%	1.1%	2.1%	1.2%	1.5%
Early Afternoon 2-4pm	0.9%	0.8%	1.0%	0.9%	0.9%	0.8%	1.6%	0.9%	0.7%
Late afternoon 4-5pm	1.0%	1.2%	0.8%	0.8%	1.2%	*0.7%	*2.2%	1.0%	0.7%
Early evening 5- 6pm	1.2%	1.4%	1.0%	1.0%	1.4%	1.1%	1.7%	1.3%	1.0%
Evening 6-8pm	0.9%	1.3%	0.5%	0.8%	1.0%	0.7%	1.7%	0.9%	0.8%
Late evening 8-10pm hours	0.4%	0.3%	0.5%	0.2%	0.6%	0.3%	1.1%	0.4%	0.4%
After 10pm	0.5%	0.7%	0.3%	0.5%	0.5%	0.5%	0.5%	0.7%	0.3%

NEWBQ5 How long does your child use social media sites for in total on a normal weekend?

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	Less than 30 mins	19.6%	**17.3%	**22%	**24.3%	**15.5%	19.5%	19.9%	20.9%	19.3%
	31 mins to 1 hour	21.4%	**19.5%	**23.4%	**24.2%	**18.9%	21.1%	23.2%	23.6%	18.3%
	1 to 2 hours	24.7%	**26.1%	**23.2%	**24.1%	**25.2%	25.2%	22.2%	24.2%	26.4%
	2 to 3 hours	15.9%	**15.8%	**16%	**13.7%	**17.8%	16.0%	15.2%	15.4%	16.0%
	3 to 4 hours	7.6%	**8.2%	**7%	**6.1%	**8.8%	7.7%	7.1%	6.6%	8.4%
	4 to 5 hours	4.0%	**5.1%	**2.8%	**3.3%	**4.6%	4.1%	3.6%	3.0%	5.1%
	5 to 6 hours	2.5%	**2.8%	**2.3%	**1.6%	**3.3%	2.4%	3.0%	2.5%	2.4%
	More than 6 hours	4.3%	**5.2%	**3.3%	**2.5%	**5.8%	4.0%	5.7%	3.9%	4.2%
YouTube Kids	Less than 30 mins	20.9%	20.3%	21.5%	18.8%	24.6%	20.5%	22.3%	21.8%	17.9%
	31 mins to 1 hour	29.0%	28.9%	29.2%	29.4%	28.2%	29.7%	26.3%	27.8%	32.2%
	1 to 2 hours	24.7%	25.7%	23.6%	25.7%	22.8%	25.4%	22.2%	24.7%	24.7%
	2 to 3 hours	12.8%	12.4%	13.2%	12.7%	12.9%	12.5%	14.0%	12.5%	13.7%
	3 to 4 hours	5.7%	4.6%	6.9%	6.2%	4.8%	5.8%	5.5%	6.1%	5.2%
	4 to 5 hours	2.5%	3.0%	2.0%	3.2%	1.4%	2.2%	3.7%	2.2%	3.0%
	5 to 6 hours	1.7%	1.6%	1.7%	1.3%	2.4%	1.7%	1.4%	2.3%	0.7%
	More than 6 hours	2.7%	3.5%	1.9%	2.7%	2.8%	2.3%	4.5%	2.6%	2.6%
Facebook	Less than 30 mins	30.6%	29.4%	32.1%	*36.9%	*28.6%	29.5%	36.5%	29.5%	32.0%
	31 mins to 1 hour	23.5%	22.4%	24.9%	*18.4%	*25.1%	24.2%	19.8%	24.8%	20.5%
	1 to 2 hours	23.1%	22.7%	23.6%	*26.5%	*22%	23.3%	22.2%	22.5%	25.5%
	2 to 3 hours	10.6%	12.0%	8.8%	*8.6%	*11.2%	10.4%	11.5%	11.1%	9.7%
	3 to 4 hours	4.4%	4.2%	4.6%	*4.9%	*4.2%	4.7%	2.6%	3.9%	5.5%
	4 to 5 hours	2.8%	3.1%	2.4%	*2.7%	*2.8%	2.6%	4.0%	2.9%	2.5%
	5 to 6 hours	2.3%	3.1%	1.2%	*1.5%	*2.5%	2.4%	1.4%	2.7%	1.3%
	More than 6 hours	2.8%	3.0%	2.5%	*0.4%	*3.5%	2.9%	2.0%	2.5%	3.0%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Facebook Messenger	Less than 30 mins	37.3%	*33.1%	*41.9%	*35.1%	*38%	38.6%	29.8%	36.8%	37.6%
	31 mins to 1 hour	23.0%	*22.1%	*24.1%	*18.9%	*24.3%	23.1%	22.7%	22.6%	23.5%
	1 to 2 hours	17.6%	*18.1%	*17%	*24.5%	*15.5%	17.3%	19.6%	16.5%	19.8%
	2 to 3 hours	9.6%	*10.5%	*8.6%	*11.3%	*9.1%	8.8%	14.2%	10.6%	8.1%
	3 to 4 hours	4.7%	*6.2%	*3%	*5.6%	*4.4%	4.7%	4.7%	5.5%	3.7%
	4 to 5 hours	2.8%	*3.6%	*1.9%	*2.7%	*2.9%	2.6%	4.2%	2.6%	3.4%
	5 to 6 hours	2.2%	*3.4%	*1%	*1.9%	*2.3%	2.3%	2.2%	3.0%	1.2%
	More than 6 hours	2.7%	*2.9%	*2.4%	*0%	*3.5%	2.7%	2.5%	2.5%	2.7%
Instagram	Less than 30 mins	30.7%	31.2%	30.3%	32.9%	30.1%	31.0%	29.7%	29.5%	31.7%
	31 mins to 1 hour	25.4%	24.4%	26.3%	26.9%	24.9%	26.5%	20.0%	25.8%	23.5%
	1 to 2 hours	20.2%	19.9%	20.5%	23.0%	19.3%	20.0%	21.1%	19.2%	23.6%
	2 to 3 hours	10.2%	11.5%	8.9%	6.5%	11.4%	9.8%	12.2%	10.7%	9.3%
	3 to 4 hours	5.3%	4.0%	6.6%	5.9%	5.1%	5.0%	7.0%	5.7%	5.6%
	4 to 5 hours	3.4%	3.9%	3.0%	2.1%	3.9%	3.1%	5.1%	3.7%	3.0%
	5 to 6 hours	2.2%	1.9%	2.4%	2.5%	2.1%	2.0%	3.1%	2.8%	0.8%
	More than 6 hours	2.5%	3.2%	1.9%	0.3%	3.3%	2.7%	1.8%	2.6%	2.4%
Twitter	Less than 30 mins	34.8%	*31.6%	*39.4%	30.9%	36.3%	36.1%	28.8%	33.5%	34.7%
	31 mins to 1 hour	22.3%	*22.6%	*22%	21.4%	22.7%	22.1%	23.3%	23.3%	20.2%
	1 to 2 hours	20.2%	*21.9%	*17.9%	26.1%	18.0%	20.8%	17.6%	20.2%	22.5%
	2 to 3 hours	10.8%	*9.1%	*13.1%	12.3%	10.2%	9.5%	17.1%	10.4%	12.6%
	3 to 4 hours	4.2%	*6.4%	*1%	4.8%	3.9%	3.4%	7.6%	4.6%	3.5%
	4 to 5 hours	1.7%	*1.5%	*1.9%	0.0%	2.3%	1.4%	2.9%	1.6%	2.1%
	5 to 6 hours	2.7%	*2.5%	*3%	3.3%	2.5%	3.0%	1.3%	2.8%	1.3%
	More than 6 hours	3.3%	*4.5%	*1.6%	1.2%	4.0%	3.7%	1.3%	3.6%	3.2%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
WhatsApp	Less than 30 mins	39.2%	36.6%	41.8%	39.8%	38.9%	39.4%	38.0%	37.5%	42.6%
	31 mins to 1 hour	24.1%	23.5%	24.6%	25.6%	23.5%	24.7%	21.3%	25.7%	20.7%
	1 to 2 hours	16.8%	17.3%	16.4%	17.6%	16.6%	17.4%	14.4%	15.3%	18.9%
	2 to 3 hours	9.6%	10.4%	8.7%	9.9%	9.4%	9.1%	11.6%	9.6%	9.7%
	3 to 4 hours	3.9%	4.4%	3.5%	3.7%	4.0%	3.8%	4.7%	4.2%	4.0%
	4 to 5 hours	2.2%	3.3%	1.1%	1.3%	2.5%	1.6%	5.0%	2.8%	1.2%
	5 to 6 hours	1.6%	1.6%	1.6%	0.7%	1.9%	1.5%	2.1%	2.1%	0.4%
	More than 6 hours	2.6%	2.9%	2.4%	1.2%	3.1%	2.6%	2.9%	2.9%	2.4%
Wiper	Less than 30 mins	16.4%	15.6%	17.9%	*15.9%	*16.7%	15.4%	20.2%	15.0%	22.0%
	31 mins to 1 hour	22.8%	22.8%	22.9%	*31.4%	*15.6%	19.8%	34.2%	21.5%	25.3%
	1 to 2 hours	27.8%	26.3%	30.7%	*30.6%	*25.4%	30.9%	15.9%	27.3%	32.9%
	2 to 3 hours	16.3%	17.2%	14.5%	*12.4%	*19.6%	16.0%	17.4%	17.3%	9.0%
	3 to 4 hours	6.1%	6.0%	6.3%	*5.6%	*6.5%	6.3%	5.6%	7.0%	4.1%
	4 to 5 hours	2.2%	1.4%	3.7%	*1%	*3.2%	2.3%	1.9%	1.9%	4.3%
	5 to 6 hours	4.3%	5.1%	2.8%	*3%	*5.3%	4.7%	2.8%	5.0%	2.3%
	More than 6 hours	4.1%	5.6%	1.2%	*0%	*7.5%	4.7%	1.9%	4.9%	0.0%
Snapchat	Less than 30 mins	37.8%	36.4%	39.2%	**42.9%	**35.8%	38.9%	32.1%	35.2%	41.7%
	31 mins to 1 hour	19.5%	19.9%	19.1%	**20.8%	**19%	20.1%	16.3%	20.2%	17.6%
	1 to 2 hours	20.6%	21.6%	19.5%	**24.1%	**19.2%	20.1%	22.8%	21.3%	20.0%
	2 to 3 hours	10.6%	10.6%	10.5%	**7.6%	**11.8%	9.8%	14.7%	10.4%	10.3%
	3 to 4 hours	4.6%	4.6%	4.6%	**2.1%	**5.6%	4.4%	5.7%	5.0%	4.6%
	4 to 5 hours	3.0%	2.4%	3.6%	**1.7%	**3.5%	2.4%	6.1%	3.4%	2.7%
	5 to 6 hours	1.4%	1.2%	1.7%	**0.3%	**1.8%	1.6%	0.3%	1.4%	1.7%
	More than 6 hours	2.5%	3.3%	1.7%	**0.4%	**3.4%	2.7%	1.9%	2.9%	1.5%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Pinterest	Less than 30 mins	37.2%	33.0%	41.7%	31.4%	39.8%	*39.5%	*26.7%	35.2%	40.4%
	31 mins to 1 hour	21.1%	21.3%	20.8%	21.0%	21.1%	*21.7%	*18%	21.5%	19.5%
	1 to 2 hours	20.1%	20.1%	20.2%	21.3%	19.6%	*19.7%	*21.8%	20.4%	20.6%
	2 to 3 hours	11.5%	13.9%	8.9%	14.6%	10.1%	*11%	*13.9%	10.5%	13.8%
	3 to 4 hours	3.8%	4.6%	2.9%	5.1%	3.1%	*2.4%	*9.9%	4.8%	1.7%
	4 to 5 hours	1.6%	1.9%	1.4%	1.6%	1.6%	*1.3%	*2.9%	1.8%	1.5%
	5 to 6 hours	2.6%	3.0%	2.1%	2.1%	2.8%	*2.9%	*0.9%	3.0%	1.2%
	More than 6 hours	2.2%	2.3%	2.0%	2.8%	1.9%	*1.3%	*5.8%	2.7%	1.1%
Musical.ly	Less than 30 mins	25.1%	*20%	*29.9%	*20.3%	*27.6%	26.1%	19.9%	21.8%	30.4%
	31 mins to 1 hour	27.3%	*24%	*30.4%	*27.4%	*27.3%	28.0%	23.8%	27.9%	28.1%
	1 to 2 hours	24.2%	*27.9%	*20.8%	*34.1%	*19.1%	22.6%	32.7%	27.0%	18.6%
	2 to 3 hours	10.8%	*12%	*9.6%	*7%	*12.7%	10.2%	14.1%	9.7%	11.3%
	3 to 4 hours	5.0%	*4.5%	*5.5%	*5%	*5.1%	5.5%	2.6%	6.4%	2.7%
	4 to 5 hours	2.4%	*3.8%	*1.2%	*3%	*2.1%	2.1%	4.4%	1.6%	4.4%
	5 to 6 hours	2.9%	*4.6%	*1.2%	*2.5%	*3%	3.3%	0.7%	2.9%	3.4%
	More than 6 hours	2.2%	*3.2%	*1.3%	*0.7%	*3%	2.3%	1.9%	2.7%	1.1%
CBBC Buzz	Less than 30 mins	25.4%	25.7%	24.9%	27.6%	22.4%	24.3%	28.6%	22.7%	32.6%
	31 mins to 1 hour	21.5%	20.7%	22.7%	20.8%	22.6%	23.4%	15.9%	20.8%	21.8%
	1 to 2 hours	26.5%	24.2%	29.9%	28.4%	23.9%	25.9%	28.4%	28.7%	23.7%
	2 to 3 hours	9.9%	11.1%	8.1%	7.2%	13.5%	9.5%	11.1%	9.7%	10.2%
	3 to 4 hours	5.4%	6.3%	4.2%	6.2%	4.5%	6.0%	3.6%	4.9%	7.6%
	4 to 5 hours	3.8%	4.0%	3.6%	3.6%	4.1%	3.7%	4.3%	4.8%	1.8%
	5 to 6 hours	5.1%	6.0%	3.6%	4.1%	6.2%	5.4%	3.9%	5.4%	2.3%
	More than 6 hours	2.4%	2.0%	3.0%	2.1%	2.8%	1.7%	4.4%	3.1%	0.0%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Other	Less than 30 mins	35.5%	*25.9%	*51.6%	37.7%	32.3%	36.7%	32.5%	34.9%	27.6%
	31 mins to 1 hour	23.8%	*26.1%	*19.9%	23.1%	24.8%	20.1%	32.8%	25.4%	23.6%
	1 to 2 hours	18.6%	*25.1%	*7.8%	23.2%	12.3%	18.4%	19.3%	17.1%	22.8%
	2 to 3 hours	9.0%	*11.6%	*4.4%	3.9%	16.0%	9.2%	8.5%	9.8%	9.7%
	3 to 4 hours	3.4%	*4.5%	*1.4%	1.7%	5.7%	4.1%	1.5%	2.7%	6.5%
	4 to 5 hours	4.8%	*4%	*6.1%	6.5%	2.5%	5.4%	3.5%	5.5%	4.6%
	5 to 6 hours	1.5%	*1.5%	*1.5%	0.0%	3.7%	1.4%	1.9%	1.5%	2.0%
	More than 6 hours	3.4%	*1.2%	*7.2%	4.0%	2.6%	4.8%	0.0%	3.1%	3.2%

NEWBQ7_1 - How often do you use the following sites alongside your child?

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	Every time they use it	25.9%	27.1%	24.7%	**39.3%	**14.3%	*25.1%	*30.2%	**29.3%	**21.4%
	Sometimes	45.5%	44.6%	46.5%	**46.2%	**45%	*45.1%	*47.8%	**43%	**49.4%
	Rarely	17.5%	17.6%	17.4%	**12.1%	**22.2%	*18.2%	*14.1%	**17.5%	**17.4%
	Never	11.0%	10.7%	11.4%	**2.4%	**18.5%	*11.6%	*7.9%	**10.1%	**11.8%
YouTube Kids	Every time they use it	26.7%	28.5%	24.8%	**30.2%	**20.3%	26.8%	26.6%	*29.4%	*22%
	Sometimes	44.1%	42.6%	45.8%	**44%	**44.3%	43.4%	46.6%	*44.4%	*45.5%
	Rarely	19.3%	20.2%	18.2%	**17.4%	**22.7%	19.4%	18.6%	*18.6%	*20.4%
	Never	9.9%	8.8%	11.2%	**8.4%	**12.7%	10.4%	8.1%	*7.6%	*12.2%
Facebook	Every time they use it	22.2%	24.9%	18.7%	**39.7%	**16.6%	20.6%	30.2%	25.3%	17.5%
	Sometimes	40.9%	41.8%	39.8%	**42.8%	**40.3%	40.9%	41.1%	40.4%	42.4%
	Rarely	19.3%	17.6%	21.4%	**12.9%	**21.3%	20.1%	15.1%	19.3%	19.6%
	Never	17.6%	15.7%	20.0%	**4.6%	**21.7%	18.4%	13.6%	15.1%	20.4%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Facebook Messenger	Every time they use it	22.7%	25.7%	19.4%	**43.2%	**16.5%	21.4%	30.0%	*25.3%	*16.7%
	Sometimes	38.5%	38.0%	39.1%	**36.7%	**39.1%	38.1%	40.8%	*39.6%	*39.2%
	Rarely	19.7%	18.7%	20.8%	**16.4%	**20.7%	20.0%	17.8%	*18.8%	*20.6%
	Never	19.0%	17.5%	20.7%	**3.7%	**23.7%	20.4%	11.4%	*16.2%	*23.5%
Instagram	Every time they use it	20.9%	23.1%	18.7%	**41%	**14.5%	*19.7%	*26.6%	*24.2%	*16%
	Sometimes	33.4%	34.3%	32.6%	**30.7%	**34.3%	*33.5%	*33.3%	*33.9%	*32.5%
	Rarely	23.1%	22.1%	24.1%	**23.1%	**23.1%	*22.3%	*27.2%	*22.5%	*24.5%
	Never	22.5%	20.4%	24.6%	**5.2%	**28.1%	*24.5%	*12.9%	*19.4%	*27%
Twitter	Every time they use it	24.1%	23.9%	24.4%	**36%	**19.7%	23.1%	29.1%	26.5%	18.9%
	Sometimes	37.9%	40.8%	33.9%	**44.4%	**35.5%	38.2%	36.6%	38.4%	39.9%
	Rarely	18.5%	17.6%	19.8%	**14.1%	**20.1%	18.2%	20.1%	19.3%	15.7%
	Never	19.5%	17.7%	21.9%	**5.4%	**24.7%	20.5%	14.2%	15.7%	25.5%
WhatsApp	Every time they use it	22.9%	25.2%	20.5%	**43.5%	**16.1%	**19.8%	**36.7%	24.7%	18.5%
	Sometimes	39.5%	38.3%	40.7%	**38.2%	**39.9%	**40.5%	**34.9%	38.7%	40.1%
	Rarely	19.9%	20.9%	18.9%	**14.4%	**21.7%	**20.9%	**15.7%	20.9%	18.9%
	Never	17.7%	15.6%	19.9%	**3.9%	**22.2%	**18.8%	**12.8%	15.7%	22.4%
Wiper	Every time they use it	43.2%	46.8%	36.3%	45.1%	41.7%	44.2%	39.7%	47.2%	24.7%
	Sometimes	37.2%	36.9%	37.6%	32.6%	41.0%	36.6%	39.3%	35.4%	52.7%
	Rarely	15.9%	13.2%	21.2%	20.4%	12.2%	15.6%	17.1%	14.9%	16.6%
	Never	3.7%	3.1%	4.9%	1.9%	5.2%	3.6%	3.9%	2.4%	6.0%
Snapchat	Every time they use it	22.0%	*25.1%	*18.9%	**41.6%	**14.3%	21.7%	23.4%	23.2%	20.3%
	Sometimes	34.7%	*36.1%	*33.4%	**38.9%	**33.1%	33.7%	39.8%	35.0%	34.2%
	Rarely	19.9%	*19.3%	*20.6%	**12.4%	**22.9%	20.1%	19.4%	20.0%	19.6%
	Never	23.3%	*19.5%	*27.2%	**7.1%	**29.7%	24.6%	17.4%	21.7%	25.9%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Pinterest	Every time they use it	29.2%	*35.3%	*22.4%	*39.3%	*24.4%	29.2%	28.9%	32.5%	20.4%
	Sometimes	34.1%	*32.4%	*36%	*26.3%	*37.8%	35.4%	28.6%	34.4%	34.1%
	Rarely	20.5%	*20.3%	*20.8%	*24.1%	*18.9%	19.3%	26.0%	19.4%	22.9%
	Never	16.2%	*12%	*20.8%	*10.3%	*18.9%	16.1%	16.5%	13.7%	22.6%
Musical.ly	Every time they use it	25.9%	**32%	**20.3%	**39%	**19.2%	25.6%	27.4%	*29.3%	*18.9%
	Sometimes	35.5%	**35.3%	**35.6%	**36.1%	**35.2%	37.3%	26.0%	*36.8%	*34%
	Rarely	21.0%	**21.6%	**20.5%	**17.9%	**22.7%	20.1%	26.1%	*20.3%	*21.8%
	Never	17.6%	**11.1%	**23.6%	**7.1%	**23%	17.0%	20.4%	*13.7%	*25.2%
CBBC Buzz	Every time they use it	36.2%	37.8%	33.8%	36.8%	35.4%	38.0%	30.6%	*41.1%	*24%
	Sometimes	40.7%	43.2%	37.1%	41.3%	40.0%	37.0%	52.3%	*39%	*45.3%
	Rarely	16.8%	14.7%	19.9%	16.1%	17.7%	18.1%	12.6%	*15.5%	*19.5%
	Never	6.3%	4.4%	9.1%	5.9%	6.9%	6.9%	4.5%	*4.4%	*11.2%
Other	Every time they use it	32.1%	31.5%	33.2%	34.1%	29.3%	35.7%	23.5%	28.9%	32.3%
	Sometimes	33.4%	36.1%	29.0%	35.3%	30.8%	32.4%	36.0%	36.7%	34.7%
	Rarely	18.7%	19.5%	17.4%	17.5%	20.4%	13.4%	31.7%	20.9%	15.0%
	Never	15.7%	13.0%	20.4%	13.0%	19.6%	18.6%	8.9%	13.6%	18.1%

NEWBQ8_1 - YouTube - What is the main reason for you being alongside your child when using the following sites?

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	Because I want to know what my child is doing	44.7%	44.6%	44.9%	**48.3%	**41%	*45.6%	*40.4%	44.8%	45.3%
	Because my child needs help using it	13.0%	13.4%	12.7%	**15.3%	**10.7%	*11.9%	*18.9%	15.3%	10.1%
	Because my child asks me to do so	14.3%	16.1%	12.3%	**12.7%	**16%	*14.2%	*14.9%	13.2%	15.6%
	Because my child is too young to use it on their own	10.1%	8.8%	11.5%	**16.2%	**3.7%	*10%	*10.8%	10.0%	10.7%
	Because we want to enjoy using it together	17.8%	17.1%	18.6%	**7.5%	**28.6%	*18.4%	*15%	16.8%	18.4%
YouTube Kids	Because I want to know what my child is doing	41.1%	39.0%	43.5%	**40.6%	**42%	**42.2%	**36.7%	40.5%	38.1%
	Because my child needs help using it	18.8%	19.0%	18.5%	**19.5%	**17.5%	**17.3%	**24.6%	20.0%	18.1%
	Because my child asks me to do so	17.9%	19.4%	16.2%	**17%	**19.7%	**18.8%	**14.5%	15.6%	25.2%
	Because my child is too young to use it on their own	11.7%	11.6%	11.8%	**14.8%	**5.6%	**10.3%	**17.1%	13.4%	9.2%
	Because we want to enjoy using it together	10.5%	11.0%	9.9%	**8.1%	**15.2%	**11.4%	**7.1%	10.5%	9.3%
Facebook	Because I want to know what my child is doing	42.0%	40.0%	44.5%	**42.2%	**41.9%	42.2%	41.0%	41.0%	43.7%
	Because my child needs help using it	17.2%	18.7%	15.1%	**25.1%	**14.1%	16.4%	21.0%	20.1%	12.4%
	Because my child asks me to do so	18.5%	19.9%	16.7%	**23.5%	**16.6%	18.1%	20.5%	18.5%	19.8%
	Because my child is too young to use it on their own	7.8%	8.8%	6.5%	**8.6%	**7.5%	7.9%	7.2%	7.8%	7.1%
	Because we want to enjoy using it together	14.6%	12.6%	17.2%	**0.7%	**20%	15.5%	10.3%	12.7%	17.1%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Facebook Messenger	Because I want to know what my child is doing	41.2%	*39.1%	*43.6%	**36.8%	**42.9%	*43.1%	*31.4%	39.7%	42.7%
	Because my child needs help using it	17.6%	*19.4%	*15.4%	**22.6%	**15.6%	*15.3%	*29.1%	19.4%	14.5%
	Because my child asks me to do so	18.0%	*20.2%	*15.4%	**21.5%	**16.7%	*17.4%	*21.2%	18.1%	19.8%
	Because my child is too young to use it on their own	8.3%	*9.6%	*6.7%	**11.5%	**7%	*8.1%	*9%	9.4%	5.7%
	Because we want to enjoy using it together	15.0%	*11.7%	*18.8%	**7.6%	**17.8%	*16.1%	*9.4%	13.3%	17.2%
Instagram	Because I want to know what my child is doing	40.5%	*42.1%	*38.8%	**35.8%	**42.5%	41.4%	37.0%	37.6%	47.0%
	Because my child needs help using it	16.8%	*18.8%	*14.8%	**25.8%	**13.1%	16.1%	19.9%	19.8%	11.9%
	Because my child asks me to do so	16.8%	*19%	*14.6%	**17.3%	**16.7%	16.4%	18.8%	18.3%	13.9%
	Because my child is too young to use it on their own	9.5%	*8.2%	*11%	**17.4%	**6.2%	8.9%	12.0%	10.2%	8.5%
	Because we want to enjoy using it together	16.3%	*12%	*20.8%	**3.7%	**21.6%	17.2%	12.2%	14.1%	18.7%
Twitter	Because I want to know what my child is doing	38.7%	37.2%	40.8%	*39.5%	*38.3%	40.0%	32.9%	37.4%	41.1%
	Because my child needs help using it	18.4%	21.9%	13.3%	*20.5%	*17.4%	17.5%	22.6%	20.9%	14.7%
	Because my child asks me to do so	19.0%	18.7%	19.4%	*20.2%	*18.5%	17.6%	25.3%	18.3%	23.1%
	Because my child is too young to use it on their own	9.9%	10.2%	9.5%	*13.5%	*8.2%	10.0%	9.4%	11.3%	5.6%
	Because we want to enjoy using it together	14.0%	12.0%	17.0%	*6.4%	*17.6%	15.0%	9.8%	12.2%	15.4%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
WhatsApp	Because I want to know what my child is doing	41.0%	**39%	**43.1%	**37.4%	**42.4%	40.7%	42.3%	37.9%	46.6%
	Because my child needs help using it	14.9%	**17.1%	**12.5%	**22.7%	**11.7%	14.9%	14.9%	16.6%	12.4%
	Because my child asks me to do so	16.2%	**19.9%	**12.1%	**18.2%	**15.3%	16.9%	13.1%	18.5%	13.3%
	Because my child is too young to use it on their own	9.2%	**9.2%	**9.1%	**16.5%	**6.2%	8.3%	12.8%	8.9%	8.7%
	Because we want to enjoy using it together	18.8%	**14.8%	**23.1%	**5.1%	**24.3%	19.2%	17.0%	18.1%	19.1%
Wiper	Because I want to know what my child is doing	30.8%	28.7%	34.9%	33.7%	28.3%	32.3%	25.1%	31.2%	26.7%
	Because my child needs help using it	34.9%	35.1%	34.3%	39.0%	31.3%	35.0%	34.3%	31.1%	45.5%
	Because my child asks me to do so	20.2%	20.1%	20.3%	16.8%	23.0%	19.2%	23.7%	21.5%	20.4%
	Because my child is too young to use it on their own	10.0%	9.7%	10.5%	8.6%	11.1%	9.1%	13.2%	11.7%	4.9%
	Because we want to enjoy using it together	4.2%	6.3%	0.0%	1.8%	6.3%	4.3%	3.6%	4.5%	2.5%
Snapchat	Because I want to know what my child is doing	42.5%	**40.1%	**45.1%	**39.5%	**44%	43.4%	38.2%	39.9%	47.1%
	Because my child needs help using it	17.7%	**21.5%	**13.5%	**28.2%	**12.2%	16.4%	23.7%	19.9%	15.8%
	Because my child asks me to do so	15.0%	**18.7%	**11%	**14.9%	**15.1%	14.6%	16.8%	16.5%	13.1%
	Because my child is too young to use it on their own	7.8%	**7.6%	**8.1%	**11.1%	**6.1%	7.5%	9.3%	9.4%	5.0%
	Because we want to enjoy using it together	17.0%	**12.1%	**22.3%	**6.2%	**22.5%	18.1%	12.0%	14.3%	19.0%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Pinterest	Because I want to know what my child is doing	30.8%	**33.2%	**27.9%	**29%	**31.7%	29.5%	36.5%	29.4%	33.0%
	Because my child needs help using it	22.1%	**26.4%	**16.7%	**24%	**21.1%	21.3%	25.4%	24.0%	18.8%
	Because my child asks me to do so	24.2%	**21.8%	**27.2%	**32.5%	**19.9%	25.4%	18.7%	25.1%	22.3%
	Because my child is too young to use it on their own	8.5%	**10.2%	**6.5%	**10.1%	**7.7%	8.4%	9.0%	9.5%	6.5%
	Because we want to enjoy using it together	14.4%	**8.5%	**21.7%	**4.4%	**19.6%	15.3%	10.5%	12.0%	19.4%
Musical.ly	Because I want to know what my child is doing	41.4%	*37.1%	*45.9%	*37.7%	*43.6%	43.4%	30.3%	38.7%	47.3%
	Because my child needs help using it	20.7%	*24.1%	*17.2%	*21.2%	*20.4%	20.6%	21.6%	23.1%	15.4%
	Because my child asks me to do so	19.6%	*20.9%	*18.3%	*28.1%	*14.3%	17.6%	31.1%	19.1%	21.5%
	Because my child is too young to use it on their own	5.9%	*8.3%	*3.3%	*6.5%	*5.4%	5.6%	7.3%	7.6%	2.1%
	Because we want to enjoy using it together	12.4%	*9.7%	*15.4%	*6.4%	*16.2%	12.9%	9.7%	11.5%	13.6%
CBBC Buzz	Because I want to know what my child is doing	33.9%	32.1%	36.6%	34.1%	33.7%	35.4%	29.3%	33.2%	33.6%
	Because my child needs help using it	26.3%	26.3%	26.2%	24.6%	28.5%	22.8%	36.9%	26.4%	25.5%
	Because my child asks me to do so	23.8%	24.9%	22.1%	23.5%	24.2%	24.4%	22.1%	24.2%	25.5%
	Because my child is too young to use it on their own	8.9%	10.0%	7.1%	11.6%	5.2%	9.4%	7.2%	8.3%	10.9%
	Because we want to enjoy using it together	7.2%	6.6%	8.0%	6.2%	8.4%	8.0%	4.5%	7.9%	4.5%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Other	Because I want to know what my child is doing	27.5%	22.9%	35.8%	21.9%	36.0%	*31.3%	*19.1%	24.9%	20.4%
	Because my child needs help using it	21.9%	21.3%	23.0%	26.3%	15.3%	*12.6%	*42.1%	21.3%	31.1%
	Because my child asks me to do so	24.3%	29.6%	14.5%	26.0%	21.6%	*27.3%	*17.8%	30.1%	7.8%
	Because my child is too young to use it on their own	11.5%	12.2%	10.2%	12.7%	9.6%	*12.1%	*10.2%	10.7%	17.7%
	Because we want to enjoy using it together	14.9%	13.9%	16.6%	13.1%	17.5%	*16.7%	*10.9%	13.0%	23.0%

NEWBQ9_1 - What is the main purpose for your child's use of the site?

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	To watch videos	86.7%	*84.1%	*89.4%	*86.2%	*87.1%	**88.1%	**79.5%	85.7%	87.3%
	To communicate with family members	5.3%	*6.5%	*4%	*5.9%	*4.7%	**4.8%	**7.9%	6.0%	5.2%
	To post photographs	2.9%	*3.2%	*2.5%	*3.5%	*2.3%	**2.4%	**5.4%	3.1%	2.7%
	To play games	2.6%	*3.4%	*1.7%	*2.7%	*2.5%	**2.2%	**4.6%	2.7%	2.3%
	To communicate with friends	2.3%	*2.6%	*2%	*1.3%	*3.1%	**2.3%	**1.9%	2.1%	2.6%
	Other	0.3%	*0.3%	*0.4%	*0.5%	*0.2%	**0.3%	**0.7%	0.5%	0.0%
YouTube Kids	To watch videos	79.6%	**75.6%	**84.1%	**82.5%	**74.2%	80.9%	74.5%	78.4%	80.6%
	To communicate with family members	7.6%	**9.2%	**5.8%	**5.7%	**11.1%	7.2%	9.0%	8.4%	6.6%
	To post photographs	5.4%	**6.8%	**4%	**5%	**6.2%	4.7%	8.4%	6.6%	3.9%
	To play games	4.5%	**4.2%	**4.9%	**4.7%	**4.2%	4.4%	4.9%	3.8%	6.2%
	To communicate with friends	2.6%	**4%	**1%	**1.8%	**4.1%	2.5%	3.0%	2.7%	2.4%
	Other	0.2%	**0.3%	**0.2%	**0.3%	**0.2%	0.2%	0.3%	0.2%	0.3%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Facebook	To watch videos	13.3%	15.2%	11.0%	**16%	**12.5%	12.9%	15.4%	15.2%	9.0%
	To communicate with family members	34.9%	35.3%	34.5%	**38.4%	**33.8%	33.8%	40.8%	34.0%	38.0%
	To post photographs	11.4%	11.5%	11.4%	**16.5%	**9.8%	11.3%	12.3%	12.5%	9.7%
	To play games	7.0%	7.0%	7.1%	**10.9%	**5.8%	6.6%	9.2%	6.5%	7.3%
	To communicate with friends	32.5%	30.4%	35.2%	**18.3%	**37%	34.6%	22.0%	31.0%	35.1%
	Other	0.8%	0.7%	0.9%	**0%	**1%	0.9%	0.3%	0.8%	0.9%
Facebook Messenger	To watch videos	9.1%	11.2%	6.8%	**13.2%	**7.9%	8.7%	11.3%	10.7%	6.7%
	To communicate with family members	42.6%	43.9%	41.2%	**46.5%	**41.4%	41.6%	48.6%	42.3%	41.7%
	To post photographs	8.8%	9.0%	8.6%	**19.5%	**5.5%	8.5%	10.5%	10.4%	6.7%
	To play games	3.4%	3.7%	3.1%	**5.2%	**2.8%	3.5%	3.0%	3.1%	4.3%
	To communicate with friends	35.9%	32.1%	40.2%	**15.5%	**42.1%	37.6%	26.6%	33.2%	40.6%
	Other	0.2%	0.1%	0.2%	**0%	**0.2%	0.2%	0.0%	0.3%	0.0%
Instagram	To watch videos	14.6%	**17.1%	**12.1%	**16.8%	**13.9%	*13.3%	*20.9%	14.9%	14.8%
	To communicate with family members	18.1%	**22.2%	**14%	**31.2%	**13.9%	*17.2%	*22.6%	20.1%	14.7%
	To post photographs	33.4%	**28.5%	**38.3%	**29.8%	**34.5%	*33.2%	*34.2%	32.7%	34.6%
	To play games	3.5%	**3.9%	**3.1%	**8.4%	**1.9%	*3.5%	*3.7%	4.1%	2.6%
	To communicate with friends	29.1%	**27.1%	**31.1%	**11.6%	**34.7%	*31.3%	*18.1%	26.7%	31.9%
	Other	1.4%	**1.3%	**1.4%	**2.2%	**1.1%	*1.5%	*0.5%	1.5%	1.4%
Twitter	To watch videos	20.7%	23.1%	17.5%	**23.4%	**19.7%	21.3%	17.8%	20.4%	21.4%
	To communicate with family members	26.6%	28.5%	23.9%	**36.4%	**22.9%	25.1%	33.8%	26.8%	23.7%
	To post photographs	13.6%	12.9%	14.6%	**16.5%	**12.6%	12.9%	17.3%	14.1%	15.0%
	To play games	5.8%	6.8%	4.6%	**11.9%	**3.6%	5.7%	6.4%	5.8%	7.0%
	To communicate with friends	29.5%	25.6%	34.9%	**11%	**36.4%	31.1%	21.9%	28.8%	30.1%
	Other	3.7%	3.1%	4.5%	**0.7%	**4.8%	3.9%	2.8%	4.1%	2.8%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
WhatsApp	To watch videos	8.4%	**11.4%	**5.3%	**11.1%	**7.5%	8.0%	10.2%	9.7%	6.3%
	To communicate with family members	47.1%	**44.6%	**49.7%	**57.5%	**43.7%	45.6%	53.9%	46.6%	45.5%
	To post photographs	6.5%	**8.6%	**4.4%	**9.7%	**5.5%	7.1%	4.1%	7.3%	5.6%
	To play games	2.8%	**3.2%	**2.3%	**6%	**1.7%	2.5%	4.1%	3.0%	2.5%
	To communicate with friends	35.0%	**32.3%	**37.8%	**15.7%	**41.4%	36.7%	27.7%	33.2%	40.2%
	Other	0.2%	**0%	**0.4%	**0%	**0.3%	0.3%	0.0%	0.2%	0.0%
Wiper	To watch videos	29.8%	26.3%	36.8%	23.1%	35.5%	32.5%	19.8%	31.1%	26.5%
	To communicate with family members	31.6%	33.9%	27.2%	28.1%	34.5%	31.4%	32.4%	30.0%	39.0%
	To post photographs	19.4%	18.3%	21.6%	24.2%	15.5%	17.0%	28.7%	20.2%	22.6%
	To play games	11.2%	12.1%	9.5%	15.3%	7.8%	12.0%	8.0%	11.2%	6.6%
	To communicate with friends	7.6%	9.0%	4.9%	9.3%	6.2%	6.7%	11.1%	7.5%	3.5%
	Other	0.3%	0.5%	0.0%	0.0%	0.6%	0.4%	0.0%	0.0%	1.9%
Snapchat	To watch videos	9.3%	**12%	**6.6%	**13%	**7.8%	8.4%	14.0%	10.3%	7.4%
	To communicate with family members	24.7%	**26.7%	**22.7%	**33.9%	**21.1%	24.2%	26.9%	24.7%	25.9%
	To post photographs	23.1%	**23.1%	**23.1%	**27.6%	**21.3%	23.0%	23.8%	23.1%	23.1%
	To play games	3.5%	**4.6%	**2.3%	**5.6%	**2.6%	3.5%	3.1%	4.1%	2.7%
	To communicate with friends	36.6%	**31.8%	**41.3%	**12%	**46.2%	38.0%	29.2%	35.4%	36.9%
	Other	2.9%	**1.7%	**4%	**7.8%	**1%	2.9%	3.0%	2.6%	4.1%
Pinterest	To watch videos	27.1%	*27.3%	*26.9%	**21.4%	**29.7%	*25.8%	*32.8%	27.2%	23.7%
	To communicate with family members	19.5%	*23.3%	*15.3%	**28.7%	**15.2%	*20.9%	*13.2%	21.0%	18.2%
	To post photographs	27.4%	*27.3%	*27.4%	**24.9%	**28.5%	*27.3%	*27.5%	29.3%	24.3%
	To play games	6.4%	*7.2%	*5.6%	**12.2%	**3.7%	*5.2%	*11.7%	6.9%	5.1%
	To communicate with friends	8.3%	*8.4%	*8.2%	**6.4%	**9.2%	*7.7%	*11%	6.7%	12.0%
	Other	11.4%	*6.5%	*16.8%	**6.3%	**13.8%	*13.1%	*3.8%	8.9%	16.7%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Musical.ly	To watch videos	50.8%	*44.4%	*56.8%	*43.9%	*54.4%	51.5%	47.4%	50.6%	47.8%
	To communicate with family members	16.7%	*22.6%	*11.2%	*23.7%	*13%	16.1%	19.9%	19.1%	13.8%
	To post photographs	13.8%	*15.6%	*12.2%	*15.8%	*12.8%	13.5%	15.3%	13.4%	15.1%
	To play games	7.1%	*8%	*6.3%	*8.3%	*6.5%	7.3%	6.3%	7.4%	6.8%
	To communicate with friends	11.0%	*9.2%	*12.6%	*8.3%	*12.4%	11.1%	10.2%	8.8%	15.9%
	Other	0.6%	*0.3%	*0.9%	*0%	*0.9%	0.5%	0.9%	0.7%	0.5%
CBBC Buzz	To watch videos	42.5%	38.1%	48.9%	43.6%	41.0%	42.6%	41.8%	41.8%	43.1%
	To communicate with family members	21.0%	24.9%	15.2%	18.6%	24.2%	20.0%	24.3%	21.8%	19.6%
	To post photographs	15.2%	16.9%	12.5%	13.7%	17.0%	17.1%	9.2%	16.1%	13.1%
	To play games	15.3%	12.8%	19.1%	17.5%	12.4%	14.4%	18.2%	16.0%	15.3%
	To communicate with friends	5.9%	6.9%	4.3%	6.6%	4.9%	5.7%	6.4%	4.3%	8.2%
	Other	0.2%	0.3%	0.0%	0.0%	0.4%	0.2%	0.0%	0.0%	0.7%
Other	To watch videos	26.4%	26.5%	26.3%	*31.2%	*19.6%	26.0%	27.4%	32.4%	13.9%
	To communicate with family members	16.9%	17.7%	15.6%	*10.5%	*25.8%	16.2%	18.4%	17.2%	20.1%
	To post photographs	21.8%	19.8%	25.0%	*23%	*20.1%	18.3%	30.2%	18.2%	31.3%
	To play games	15.6%	15.0%	16.7%	*20.9%	*8.3%	16.7%	13.0%	12.0%	16.1%
	To communicate with friends	12.8%	13.6%	11.3%	*8.2%	*19.2%	14.3%	9.0%	14.3%	13.0%
	Other	6.5%	7.4%	5.1%	*6.2%	*7%	8.5%	1.9%	5.9%	5.6%

NEWBQ10 - YouTube - Select the top 3 sites that have the most appropriate content for your child? [1 row per service, no/yes]

Sites reported as being in the 'top 3 that have the most appropriate content for your child'

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	57.4%	57.8%	57.0%	**52.5%	**62.1%	58.3%	53.2%	55.7%	58.7%
YouTube Kids	54.9%	53.1%	56.8%	**77.4%	**33.5%	54.2%	58.4%	54.6%	55.5%
Facebook	20.8%	**23.7%	**17.8%	**10.3%	**30.8%	*21.7%	*16.6%	20.5%	21.4%
Facebook Messenger	9.2%	9.8%	8.5%	**4.9%	**13.3%	9.7%	6.7%	8.7%	10.1%
Instagram	17.9%	17.3%	18.6%	**6.6%	**28.7%	18.4%	15.9%	19.1%	15.9%
Twitter	6.4%	*7.8%	*5.0%	**3.9%	**8.8%	6.3%	7.0%	6.4%	6.5%
WhatsApp	20.2%	21.2%	19.1%	**11.2%	**28.8%	**18.9%	**26.5%	21.8%	17.8%
Wiper	1.6%	*2.2%	*1.0%	1.9%	1.3%	1.6%	1.5%	1.9%	1.3%
Snapchat	17.6%	*15.8%	*19.6%	**9.2%	**25.6%	**18.7%	**12.2%	17.2%	18.4%
Pinterest	7.3%	7.2%	7.5%	7.0%	7.6%	7.3%	7.6%	8.6%	5.2%
Musical.ly	9.5%	**7.4%	**11.8%	*8.1%	*10.9%	9.9%	7.8%	10.0%	8.7%
CBBC Buzz	34.2%	32.9%	35.5%	**51.9%	**17.3%	34.2%	34.2%	34.5%	34.7%
Other	2.7%	2.5%	3.0%	**3.9%	**1.6%	2.4%	4.3%	2.9%	2.5%

NEWBQ11 - Select the top 3 sites that have the least appropriate content for your child?

Sites reported as being in the 'top 3 that have the most appropriate content for your child'

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	17.9%	18.4%	17.3%	*20.1%	*15.8%	**16.4%	**25.2%	18.6%	16.2%
YouTube Kids	15.0%	15.1%	14.9%	**10.2%	**19.6%	14.7%	16.4%	14.3%	16.3%
Facebook	46.1%	44.4%	47.8%	**54.5%	**38.1%	46.1%	45.9%	45.3%	47.6%
Facebook Messenger	16.9%	15.8%	18.0%	*18.7%	*15.1%	17.0%	16.4%	17.0%	16.7%
Instagram	34.8%	34.2%	35.5%	**43.8%	**26.3%	*33.8%	*39.8%	35.6%	34.0%
Twitter	36.4%	*34.3%	*38.6%	38.4%	34.5%	*37.5%	*30.8%	36.6%	36.0%
WhatsApp	15.0%	15.4%	14.6%	*16.8%	*13.3%	14.7%	16.5%	15.5%	14.1%
Wiper	12.9%	11.6%	14.3%	**5.6%	**19.8%	*13.7%	*9.0%	13.3%	12.8%
Snapchat	32.2%	32.2%	32.2%	**38.9%	**25.7%	32.9%	28.8%	31.9%	32.1%
Pinterest	16.7%	*18.6%	*14.8%	**11.0%	**22.2%	17.2%	14.3%	17.2%	15.8%
Musical.ly	14.5%	15.2%	13.8%	**9.3%	**19.3%	14.9%	12.1%	14.5%	14.4%
CBBC Buzz	17.0%	18.6%	15.3%	**7.6%	**25.9%	17.7%	13.6%	16.7%	18.0%
Other	1.5%	1.4%	1.7%	1.3%	1.7%	1.4%	2.0%	1.5%	1.5%

NEWBQ12X1_1 - Thinking of your child's use of YouTube, can they find content on their own, without your help?

		Child's gender		Age ** V = 0.453		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	Always	58.0%	59.3%	56.6%	34.6%	78.3%	59.1%	52.3%	57.1%	58.2%
	Sometimes	35.1%	34.5%	35.8%	52.0%	20.3%	34.2%	39.7%	35.7%	35.9%
	Never	6.9%	6.2%	7.6%	13.3%	1.3%	6.7%	8.0%	7.2%	6.0%

NEWBQ12X1_2 - Thinking of your child's use of YouTube Kids, can they find content on their own, without your help?

			Child's gender		Age ** V = 0.278		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube Kids	Always	55.3%	55.2%	55.4%	45.4%	73.7%	55.8%	53.4%	56.4%	53.6%
	Sometimes	38.3%	38.9%	37.7%	45.7%	24.5%	38.4%	37.9%	37.7%	40.3%
	Never	6.4%	5.9%	6.9%	8.9%	1.7%	5.8%	8.7%	5.8%	6.1%

NEWBQ12 - How does your child find content on YouTube *(tick all that apply)*

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Search bar	60.1%	59.6%	60.5%	**44.5%	**71.9%	60.7%	56.8%	58.7%	60.7%
Use history	35.0%	34.6%	35.5%	36.2%	34.1%	34.8%	36.1%	35.4%	34.4%
Use suggested videos at the side of the main screen	43.0%	42.6%	43.4%	**48.9%	**38.5%	43.2%	41.7%	43.8%	41.4%
Use trending	26.8%	27.8%	25.6%	24.3%	28.7%	26.3%	29.5%	28.4%	25.2%
Use 'Popular on YouTube/YouTube Kids'	29.7%	30.1%	29.2%	32.2%	27.7%	28.7%	35.1%	29.8%	30.3%
Use specific sections, i.e. music, sports, gaming	24.3%	*26.9%	*21.6%	18.4%	28.9%	24.6%	23.0%	*26.4%	*21.4%
Browse channels	38.8%	38.9%	38.6%	**30.4%	**45.2%	38.4%	41.0%	38.7%	38.7%
Recommendation of friends or older siblings	27.5%	28.1%	26.9%	**19.9%	**33.3%	27.3%	28.8%	28.7%	25.8%

NEWBQ12 - How does your child find content on YouTube Kids *(tick all that apply)*

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Search bar	47.8%	46.7%	49.2%	**42.9%	**56.4%	48.2%	46.4%	47.0%	48.9%
Use history	35.8%	34.4%	37.4%	38.3%	31.5%	35.8%	35.6%	36.3%	35.4%
Use suggested videos at the side of the main screen	43.6%	44.3%	42.9%	**51.3%	**30.4%	43.9%	42.4%	44.6%	43.1%
Use trending	24.7%	24.1%	25.5%	25.0%	24.3%	24.7%	25.0%	25.4%	23.2%
Use 'Popular on YouTube/YouTube Kids'	41.1%	40.6%	41.7%	42.6%	38.5%	41.0%	41.6%	43.1%	38.9%
Use specific sections, i.e. music, sports, gaming	22.1%	22.3%	21.8%	20.7%	24.5%	21.6%	24.0%	23.1%	19.8%
Browse channels	35.5%	33.9%	37.4%	33.0%	39.9%	36.0%	33.4%	36.0%	34.6%
Recommendation of friends or older siblings	25.7%	25.0%	26.4%	**21.9%	**32.2%	25.0%	28.4%	26.6%	23.9%

NEWBQ13A, What kind of content does your child search for by themselves? *(YouTube - tick all that apply)*

What kind of content does your child search for by themselves (on YouTube)?

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Videos related to my child's hobbies	37.3%	38.5%	36.0%	**31.9%	**41.4%	37.6%	35.6%	37.6%	37.7%
Sports videos/clips	20.3%	**27.0%	**13.2%	**14.9%	**24.4%	19.7%	23.4%	**22.9%	**16.1%
How-to videos	31.3%	29.5%	33.1%	**21.1%	**39.1%	30.9%	33.0%	31.4%	30.6%
Music videos	45.6%	**40.6%	**50.9%	**31.7%	**56.3%	46.5%	40.9%	44.2%	47.9%
Videos related to my child's TV interests	36.5%	35.4%	37.5%	35.6%	37.1%	36.8%	34.7%	35.0%	38.3%
Film or TV trailers/out-takes/best-bits/highlights	23.6%	24.3%	22.8%	**14.3%	**30.6%	24.0%	21.3%	23.8%	22.0%
Whole TV programmes	25.7%	25.0%	26.4%	23.8%	27.2%	25.7%	25.5%	26.7%	24.3%
Whole films	17.1%	18.9%	15.1%	15.5%	18.3%	16.4%	20.6%	18.0%	16.1%
Nursery rhymes	21.5%	20.6%	22.5%	**38.5%	**8.5%	**19.8%	**30.4%	22.3%	21.4%
Watching people play games/game walkthroughs	37.3%	**43.5%	**30.7%	**30.6%	**42.5%	38.2%	32.6%	35.8%	37.2%
Funny videos/pranks/jokes/challenges	47.4%	48.3%	46.5%	**35.5%	**56.4%	*48.6%	*41.0%	46.8%	47.3%
Adult vloggers or YouTube personalities	24.0%	24.1%	23.9%	**14.1%	**31.7%	24.8%	20.3%	23.0%	25.2%
Child vloggers or YouTube personalities	30.9%	28.7%	33.2%	29.4%	32.0%	31.5%	27.5%	*28.5%	*34.2%
Videos related to schoolwork	23.4%	23.6%	23.2%	**18.3%	**27.4%	23.2%	24.5%	*25.8%	*20.4%
Videos of play/toys (e.g. slime, Play-doh)	35.0%	**31.4%	**38.8%	**46.9%	**26.0%	35.4%	33.0%	33.6%	37.2%
Unboxing videos	22.0%	21.5%	22.6%	**27.0%	**18.3%	21.6%	24.5%	21.5%	24.2%
Videos of animals	32.9%	**29.5%	**36.5%	34.4%	31.7%	33.1%	31.7%	32.6%	32.8%
Videos that I think will be educational for my child, e.g. science	27.0%	27.1%	26.9%	26.9%	27.1%	26.0%	32.1%	27.9%	25.7%
Other	1.1%	1.3%	0.9%	*1.8%	*0.6%	1.2%	0.8%	1.2%	1.1%

NEWBQ13B, What kind of content does your child search for by themselves? *(YouTube Kids - tick all that apply)*

What kind of content does your child search for by themselves (on YouTube Kids)?

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Videos related to my child's hobbies	29.5%	30.2%	28.6%	28.0%	31.9%	29.4%	29.7%	30.0%	28.4%
Sports videos/clips	13.1%	14.0%	12.0%	**10.3%	**18.0%	12.0%	17.6%	14.5%	9.7%
How-to videos	21.6%	21.7%	21.5%	**17.6%	**28.5%	21.2%	23.4%	21.7%	21.5%
Music videos	24.5%	23.6%	25.4%	**21.3%	**29.9%	24.3%	25.2%	25.1%	22.6%
Videos related to my child's TV interests	38.0%	36.9%	39.3%	*40.8%	*33.2%	38.6%	35.8%	37.3%	40.4%
Film or TV trailers/out-takes/best-bits/highlights	16.3%	17.7%	14.8%	*13.9%	*20.6%	15.1%	21.2%	*18.0%	*11.3%
Whole TV programmes	26.0%	25.8%	26.3%	26.8%	24.7%	26.0%	26.0%	26.6%	24.9%
Whole films	15.4%	16.4%	14.3%	*13.4%	*18.9%	14.9%	17.6%	*17.4%	*11.5%
Nursery rhymes	38.5%	*35.0%	*42.4%	**47.3%	**23.2%	37.9%	40.6%	38.9%	38.7%
Watching people play games/game walkthroughs	27.7%	*30.7%	*24.3%	26.8%	29.3%	29.2%	21.6%	28.4%	25.6%
Funny videos/pranks/jokes/challenges	30.5%	31.3%	29.5%	**25.3%	**39.3%	30.5%	30.3%	32.1%	27.0%
Adult vloggers or YouTube personalities	14.2%	*16.8%	*11.3%	*11.9%	*18.3%	13.5%	17.0%	**16.6%	**8.7%
Child vloggers or YouTube personalities	32.6%	34.4%	30.6%	31.6%	34.4%	32.7%	32.1%	32.2%	33.1%
Videos related to schoolwork	21.5%	21.3%	21.8%	**17.6%	**28.3%	*19.7%	*29.0%	22.7%	19.1%
Videos of play/toys (e.g. slime, Play-doh)	42.2%	41.2%	43.2%	**46.1%	**35.4%	*44.0%	*35.0%	*39.2%	*47.2%
Unboxing videos	21.7%	24.1%	19.1%	20.9%	23.3%	22.3%	19.5%	21.9%	22.5%
Videos of animals	31.3%	29.8%	33.1%	30.7%	32.4%	31.1%	32.2%	32.7%	29.1%
Videos that I think will be educational for my child, e.g. science	31.6%	31.6%	31.7%	33.1%	29.2%	32.9%	26.7%	*34.4%	*26.4%
Other	1.8%	1.5%	2.1%	2.3%	0.8%	1.7%	2.1%	2.1%	1.6%

NEWBQ14X1_1 - Thinking of your child's use of YouTube or YouTube Kids, do you help your child to find content on it?
Please note: hypothesis tests not included here due to only summary results being available for BQ14

Thinking of your child's use of YouTube do you help your child to find content on it?

			Child's gender		Age ** V = 0.453		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube	Always	29.8%	31.6%	27.9%	36.0%	14.5%	22.5%	20.5%	24.2%	18.9%
	Sometimes	66.0%	64.5%	67.7%	61.1%	77.9%	74.7%	71.1%	72.4%	76.5%
	Never	4.2%	4.0%	4.4%	2.8%	7.6%	2.9%	8.4%	3.4%	4.7%

Thinking of your child's use of YouTube Kids do you help your child to find content on it?

			Child's gender		Age ** V = 0.453		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
YouTube Kids	Always	30.4%	30.6%	30.0%	32.2%	23.6%	19.1%	30.4%	22.8%	16.4%
	Sometimes	66.1%	66.3%	66.2%	64.9%	70.8%	78.6%	66.1%	75.7%	77.5%
	Never	3.5%	3.1%	3.8%	2.9%	5.7%	2.3%	3.4%	1.4%	6.1%

NEWBQ14X2A - How do you find content for your child on YouTube *(tick all that apply)*

Statistical tests not included as per NEWBQ14X1_1

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Search bar	60.2%	56.8%	64.6%	62.6%	57.0%	62.4%	51.1%	58.8%	64.5%
Use history	36.9%	39.0%	34.0%	37.0%	36.7%	37.2%	35.6%	36.3%	39.5%
Use suggested videos at the side of the main screen	37.0%	34.7%	40.1%	38.3%	35.4%	36.8%	38.2%	39.7%	28.1%
Use trending	27.5%	28.7%	25.9%	23.5%	32.8%	25.4%	36.1%	28.3%	24.9%
Use 'Popular on YouTube/YouTube Kids'	38.0%	39.3%	36.2%	37.7%	38.4%	37.1%	41.6%	39.9%	30.9%
Use specific sections, i.e. music, sports, gaming	28.2%	30.5%	25.3%	25.6%	31.7%	29.4%	23.3%	30.4%	23.2%
Browse channels	32.9%	35.2%	29.8%	29.3%	37.6%	32.1%	36.2%	32.7%	35.0%
Recommendation of friends or older siblings	29.0%	29.0%	29.1%	27.5%	31.1%	27.7%	34.6%	30.1%	25.6%

NEWBQ14X2B - How do you find content for your child on YouTube Kids *(tick all that apply)*

Statistical tests not included as per NEWBQ14X1_1

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Search bar	48.6%	41.6%	57.8%	55.4%	38.5%	48.8%	48.2%	47.4%	49.8%
Use history	40.3%	35.1%	47.2%	43.7%	35.2%	41.7%	36.1%	39.1%	46.1%
Use suggested videos at the side of the main screen	33.5%	30.5%	37.6%	33.9%	33.0%	34.6%	30.2%	36.0%	27.2%
Use trending	30.3%	31.0%	29.4%	29.6%	31.5%	30.8%	28.9%	31.9%	27.9%
Use 'Popular on YouTube/YouTube Kids'	39.2%	30.1%	51.1%	42.5%	34.2%	38.1%	42.5%	38.4%	38.7%
Use specific sections, i.e. music, sports, gaming	27.5%	25.9%	29.6%	26.0%	29.7%	28.4%	24.7%	28.7%	24.2%
Browse channels	33.6%	35.5%	31.2%	32.5%	35.3%	30.3%	43.8%	33.3%	35.6%
Recommendation of friends or older siblings	28.7%	26.2%	32.0%	31.4%	24.7%	28.1%	30.5%	28.0%	33.6%

NEWBQ15A – YouTube: What kind of content do you search for on behalf of your child?

Statistical tests not included as per NEWBQ14X1_1

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Videos related to my child's hobbies	31.5%	34.6%	28.1%	31.4%	31.6%	31.6%	30.9%	32.7%	29.7%
Sports videos/clips	16.5%	21.7%	10.8%	12.2%	21.5%	16.1%	18.4%	18.2%	14.3%
How-to videos	25.9%	24.4%	27.6%	19.6%	33.4%	25.1%	29.8%	27.1%	24.8%
Music videos	32.5%	31.2%	33.8%	27.9%	37.9%	33.0%	29.8%	30.6%	34.8%
Videos related to my child's TV interests	32.7%	32.3%	33.2%	36.3%	28.5%	32.3%	34.9%	33.9%	29.6%
Film or TV trailers/out-takes/best-bits/highlights	18.1%	21.6%	14.4%	14.1%	22.9%	17.9%	19.4%	19.4%	16.2%
Whole TV programmes	25.2%	26.7%	23.6%	27.1%	23.0%	25.0%	26.5%	26.4%	23.3%
Whole films	18.2%	19.5%	16.7%	15.8%	21.0%	17.4%	21.7%	16.5%	20.6%
Nursery rhymes	25.0%	25.9%	24.1%	36.7%	11.2%	23.5%	32.1%	25.2%	24.7%
Watching people play games/game walkthroughs	20.6%	26.3%	14.5%	20.0%	21.3%	20.3%	22.0%	21.1%	18.8%
Funny videos/pranks/jokes/challenges	26.5%	26.9%	26.1%	23.6%	30.0%	26.5%	26.5%	25.0%	28.0%
Adult vloggers or YouTube personalities	13.3%	14.9%	11.5%	11.4%	15.5%	12.1%	18.6%	13.8%	12.6%
Child vloggers or YouTube personalities	19.1%	19.9%	18.2%	19.7%	18.5%	18.8%	20.6%	18.2%	20.5%
Videos related to schoolwork	24.3%	26.7%	21.8%	19.0%	30.6%	24.4%	23.8%	25.9%	22.5%
Videos of play/toys (e.g. slime, Play-doh)	28.2%	27.8%	28.6%	37.2%	17.5%	27.1%	33.1%	27.8%	27.9%
Unboxing videos	16.5%	17.6%	15.2%	19.0%	13.4%	16.3%	17.3%	16.6%	16.5%
Videos of animals	28.8%	28.3%	29.4%	32.9%	23.9%	29.0%	27.7%	28.3%	29.3%
Videos that I think will be educational for my child, e.g. science	31.9%	34.1%	29.6%	33.7%	29.8%	32.3%	30.0%	34.8%	28.3%
Other	1.0%	0.9%	1.2%	1.0%	1.0%	1.0%	1.3%	0.9%	1.4%

NEWBQ15B - YouTube Kids: What kind of content do you search for on behalf of your child?

Statistical tests not included as per NEWBQ14X1_1

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Videos related to my child's hobbies	28.9%	31.0%	26.3%	29.4%	27.8%	29.0%	28.3%	30.9%	25.4%
Sports videos/clips	15.2%	16.3%	13.9%	11.9%	21.8%	14.5%	17.7%	17.5%	10.2%
How-to videos	20.1%	20.1%	20.2%	17.3%	25.9%	19.4%	22.8%	21.7%	16.5%
Music videos	22.2%	20.3%	24.3%	20.9%	24.8%	21.7%	23.9%	21.4%	21.8%
Videos related to my child's TV interests	33.7%	30.1%	38.0%	36.6%	27.8%	33.8%	33.5%	32.1%	38.0%
Film or TV trailers/out-takes/best-bits/highlights	15.1%	17.9%	11.7%	13.5%	18.4%	12.5%	25.1%	17.2%	10.6%
Whole TV programmes	24.3%	24.8%	23.8%	25.2%	22.5%	24.0%	25.6%	25.2%	22.8%
Whole films	15.3%	16.6%	13.8%	13.4%	19.2%	14.6%	18.0%	16.8%	11.8%
Nursery rhymes	37.8%	34.3%	41.9%	45.2%	22.7%	35.7%	45.9%	37.2%	41.5%
Watching people play games/game walkthroughs	20.2%	22.5%	17.4%	20.2%	20.3%	20.1%	20.4%	20.2%	19.1%
Funny videos/pranks/jokes/challenges	22.3%	23.8%	20.6%	20.0%	27.1%	20.6%	29.0%	22.1%	21.1%
Adult vloggers or YouTube personalities	13.2%	15.0%	11.1%	11.4%	17.0%	12.3%	16.6%	15.6%	7.6%
Child vloggers or YouTube personalities	21.9%	23.4%	20.0%	21.0%	23.7%	21.6%	22.9%	21.1%	22.3%
Videos related to schoolwork	24.1%	24.5%	23.7%	20.7%	31.2%	23.9%	24.9%	26.6%	18.9%
Videos of play/toys (e.g. slime, Play-doh)	31.5%	31.5%	31.4%	35.7%	22.7%	32.4%	28.0%	29.8%	31.9%
Unboxing videos	19.5%	20.8%	17.9%	19.5%	19.5%	18.3%	24.2%	18.9%	20.8%
Videos of animals	29.9%	26.3%	34.3%	31.4%	26.9%	29.0%	33.6%	30.6%	28.8%
Videos that I think will be educational for my child, e.g. science	34.0%	34.7%	33.2%	33.8%	34.6%	33.5%	36.2%	35.5%	32.8%
Other	1.0%	0.8%	1.3%	0.9%	1.2%	0.9%	1.2%	0.9%	1.2%

NEWBQ16_1 - To what extent does your child influence the decision to watch certain content?

Statistical tests not included as per NEWBQ14X1_1

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Videos related to my child's hobbies	My decision alone	23.7%	26.2%	20.2%	23.9%	23.4%	22.7%	26.5%	20.4%	33.9%
	Mostly my decision with some input from my child	22.8%	26.6%	17.5%	20.7%	25.9%	22.4%	23.7%	25.4%	17.8%
	A joint decision	25.4%	17.4%	36.5%	28.4%	21.1%	24.0%	29.5%	26.0%	21.1%
	Mostly my child's decision with some input from me	14.5%	15.2%	13.6%	15.9%	12.6%	14.1%	15.9%	14.1%	16.6%
	My child's decision alone	13.5%	14.5%	12.2%	11.1%	17.1%	16.8%	4.6%	14.1%	10.5%
Sports videos/clips	My decision alone	28.0%	26.8%	30.1%	33.9%	22.1%	27.6%	29.2%	26.5%	34.1%
	Mostly my decision with some input from my child	15.7%	15.1%	16.8%	14.8%	16.6%	15.7%	15.7%	13.4%	25.2%
	A joint decision	21.9%	19.8%	25.6%	19.8%	24.1%	19.2%	29.3%	23.1%	20.1%
	Mostly my child's decision with some input from me	13.9%	12.5%	16.3%	17.3%	10.6%	14.1%	13.5%	14.5%	8.2%
	My child's decision alone	20.4%	25.9%	11.3%	14.2%	26.6%	23.4%	12.3%	22.5%	12.5%
How-to videos	My decision alone	25.6%	25.5%	25.6%	26.7%	24.3%	22.7%	33.4%	26.7%	23.9%
	Mostly my decision with some input from my child	18.9%	18.7%	19.3%	15.2%	23.1%	18.9%	19.1%	19.5%	18.4%
	A joint decision	31.3%	25.5%	39.8%	38.0%	23.8%	32.1%	29.1%	31.2%	31.5%
	Mostly my child's decision with some input from me	8.8%	12.4%	3.6%	8.5%	9.2%	7.4%	12.6%	6.9%	17.0%
	My child's decision alone	15.4%	17.8%	11.8%	11.6%	19.6%	18.9%	5.8%	15.8%	9.2%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Music videos	My decision alone	25.1%	29.7%	19.2%	23.7%	27.1%	22.7%	32.5%	23.6%	34.5%
	Mostly my decision with some input from my child	20.1%	11.3%	31.5%	20.6%	19.3%	20.5%	18.9%	21.0%	17.7%
	A joint decision	23.8%	21.9%	26.3%	27.3%	19.1%	24.1%	22.9%	20.7%	28.0%
	Mostly my child's decision with some input from me	18.0%	18.2%	17.7%	20.3%	14.9%	17.4%	19.9%	20.3%	10.9%
	My child's decision alone	13.0%	18.9%	5.3%	8.0%	19.6%	15.4%	5.8%	14.4%	8.9%
Videos related to my child's TV interests	My decision alone	20.6%	17.5%	24.6%	19.0%	23.1%	16.3%	32.4%	21.8%	19.5%
	Mostly my decision with some input from my child	23.4%	22.9%	23.9%	24.6%	21.5%	23.8%	22.2%	22.6%	26.6%
	A joint decision	26.1%	27.1%	24.9%	24.7%	28.3%	29.1%	18.1%	23.0%	33.8%
	Mostly my child's decision with some input from me	15.4%	13.2%	18.1%	18.7%	10.2%	15.9%	13.9%	14.2%	17.2%
	My child's decision alone	14.5%	19.3%	8.5%	12.9%	17.0%	14.9%	13.4%	18.4%	2.8%
Film or TV trailers/ out-takes/ best-bits/ highlights	My decision alone	25.8%	26.5%	24.7%	23.5%	28.4%	24.4%	29.0%	26.4%	24.6%
	Mostly my decision with some input from my child	25.8%	25.1%	27.1%	23.8%	28.1%	28.3%	20.4%	23.1%	33.2%
	A joint decision	22.4%	14.0%	35.9%	26.9%	17.3%	17.3%	34.0%	19.4%	30.8%
	Mostly my child's decision with some input from me	13.7%	17.0%	8.4%	17.8%	9.1%	14.3%	12.4%	18.2%	2.9%
	My child's decision alone	12.3%	17.4%	3.9%	8.0%	17.0%	15.8%	4.3%	12.8%	8.5%
Whole TV programmes	My decision alone	30.6%	30.3%	31.1%	32.2%	28.9%	28.5%	36.5%	28.5%	41.2%
	Mostly my decision with some input from my child	19.1%	17.8%	21.0%	18.4%	20.1%	18.9%	19.8%	21.0%	11.8%
	A joint decision	26.4%	24.4%	29.1%	30.3%	21.9%	25.7%	28.4%	24.4%	34.5%
	Mostly my child's decision with some input from me	11.1%	11.1%	11.2%	10.8%	11.6%	11.8%	9.3%	10.5%	9.9%
	My child's decision alone	12.6%	16.3%	7.7%	8.4%	17.6%	15.1%	6.0%	15.5%	2.6%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Whole films	My decision alone	28.1%	32.7%	21.6%	27.9%	28.4%	27.9%	28.5%	27.1%	32.2%
	Mostly my decision with some input from my child	22.4%	19.6%	26.3%	22.2%	22.5%	23.8%	18.4%	22.3%	22.8%
	A joint decision	22.4%	23.9%	20.3%	22.0%	22.9%	19.9%	29.2%	23.4%	17.4%
	Mostly my child's decision with some input from me	13.2%	11.2%	16.1%	15.1%	10.8%	11.1%	19.0%	15.4%	6.2%
	My child's decision alone	13.9%	12.6%	15.8%	12.8%	15.4%	17.2%	4.8%	11.8%	21.4%
Nursery rhymes	My decision alone	14.2%	17.6%	10.0%	13.9%	14.9%	14.0%	14.8%	13.8%	16.1%
	Mostly my decision with some input from my child	24.8%	22.2%	28.1%	23.5%	27.3%	19.7%	36.6%	30.8%	9.9%
	A joint decision	27.2%	23.9%	31.2%	29.6%	22.7%	26.6%	28.4%	21.8%	44.5%
	Mostly my child's decision with some input from me	17.1%	16.9%	17.3%	21.5%	8.8%	19.7%	11.1%	16.9%	13.1%
	My child's decision alone	16.7%	19.4%	13.3%	11.5%	26.3%	20.1%	9.0%	16.8%	16.4%
Watching people play games/game walkthroughs	My decision alone	32.6%	28.3%	39.4%	36.4%	27.6%	30.6%	38.0%	37.4%	24.1%
	Mostly my decision with some input from my child	19.2%	17.2%	22.3%	21.4%	16.4%	17.3%	24.5%	17.4%	23.1%
	A joint decision	18.5%	18.9%	18.0%	12.2%	26.9%	20.8%	12.4%	19.2%	17.5%
	Mostly my child's decision with some input from me	14.3%	16.7%	10.5%	17.1%	10.6%	12.6%	19.1%	9.8%	21.8%
	My child's decision alone	15.3%	18.9%	9.8%	12.9%	18.5%	18.8%	6.0%	16.1%	13.5%
Funny videos/ pranks/ jokes/ challenges	My decision alone	29.1%	22.1%	38.0%	33.7%	23.1%	26.5%	37.0%	24.1%	48.4%
	Mostly my decision with some input from my child	19.9%	15.3%	25.7%	16.8%	23.8%	20.3%	18.5%	24.1%	5.4%
	A joint decision	20.8%	22.1%	19.1%	20.1%	21.8%	19.5%	24.9%	19.5%	26.8%
	Mostly my child's decision with some input from me	13.0%	14.7%	10.9%	15.4%	9.9%	14.8%	7.4%	15.2%	7.7%
	My child's decision alone	17.3%	25.9%	6.4%	14.0%	21.5%	18.9%	12.1%	17.2%	11.6%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Adult vloggers or YouTube personalities	My decision alone	36.4%	26.9%	50.5%	43.1%	28.3%	38.9%	30.1%	31.8%	51.7%
	Mostly my decision with some input from my child	14.5%	18.5%	8.7%	9.2%	21.2%	10.0%	25.9%	16.2%	7.2%
	A joint decision	18.1%	24.4%	8.8%	15.6%	21.2%	18.5%	17.1%	17.2%	24.8%
	Mostly my child's decision with some input from me	12.8%	13.1%	12.3%	16.5%	8.3%	14.2%	9.3%	15.1%	8.1%
	My child's decision alone	18.1%	17.1%	19.6%	15.7%	21.1%	18.4%	17.5%	19.7%	8.1%
Child vloggers or YouTube personalities	My decision alone	29.6%	28.1%	31.9%	36.2%	22.1%	31.2%	25.4%	24.4%	46.8%
	Mostly my decision with some input from my child	21.8%	17.3%	28.7%	23.6%	19.7%	20.9%	24.1%	25.0%	16.0%
	A joint decision	20.2%	17.1%	25.1%	17.7%	23.2%	17.6%	27.4%	20.9%	19.8%
	Mostly my child's decision with some input from me	13.0%	16.7%	7.4%	13.6%	12.4%	12.1%	15.6%	12.0%	13.3%
	My child's decision alone	15.4%	20.8%	6.9%	9.0%	22.6%	18.3%	7.5%	17.6%	4.2%
Videos related to schoolwork	My decision alone	26.2%	27.2%	25.0%	23.4%	29.5%	25.0%	29.7%	27.7%	21.0%
	Mostly my decision with some input from my child	19.4%	18.3%	20.8%	22.7%	15.6%	16.0%	28.5%	18.9%	21.6%
	A joint decision	24.3%	25.4%	22.8%	25.2%	23.3%	22.8%	28.5%	19.8%	38.5%
	Mostly my child's decision with some input from me	14.4%	11.8%	18.0%	17.1%	11.4%	17.1%	7.1%	14.9%	15.2%
	My child's decision alone	15.7%	17.3%	13.5%	11.7%	20.2%	19.2%	6.2%	18.9%	3.8%
Videos of play/toys (e.g. slime, Play-doh)	My decision alone	20.9%	23.7%	17.4%	18.2%	25.3%	18.0%	30.0%	18.6%	28.1%
	Mostly my decision with some input from my child	17.9%	13.8%	22.7%	20.4%	13.8%	19.7%	12.0%	17.6%	20.6%
	A joint decision	26.1%	25.5%	26.8%	24.2%	29.2%	23.1%	35.6%	29.6%	19.1%
	Mostly my child's decision with some input from me	16.7%	15.8%	17.7%	18.5%	13.6%	19.2%	8.8%	13.9%	24.0%
	My child's decision alone	18.5%	21.1%	15.4%	18.7%	18.1%	20.0%	13.6%	20.4%	8.2%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Unboxing videos	My decision alone	26.8%	25.9%	28.2%	30.8%	21.5%	25.3%	30.4%	25.0%	33.5%
	Mostly my decision with some input from my child	16.8%	14.1%	21.2%	13.0%	21.8%	16.7%	16.9%	14.0%	25.1%
	A joint decision	27.2%	28.0%	25.9%	28.7%	25.2%	26.6%	28.6%	28.6%	23.4%
	Mostly my child's decision with some input from me	12.4%	12.6%	12.1%	14.8%	9.2%	15.2%	5.4%	13.0%	10.4%
	My child's decision alone	16.8%	19.5%	12.6%	12.7%	22.3%	16.1%	18.6%	19.3%	7.6%
Videos of animals	My decision alone	27.1%	28.3%	25.7%	29.1%	23.8%	22.6%	40.9%	24.9%	31.6%
	Mostly my decision with some input from my child	20.0%	19.5%	20.7%	20.5%	19.2%	21.2%	16.5%	22.9%	13.1%
	A joint decision	23.0%	20.6%	25.8%	22.3%	24.2%	22.7%	23.9%	22.3%	30.9%
	Mostly my child's decision with some input from me	18.0%	15.7%	20.7%	22.7%	10.1%	18.3%	17.0%	17.7%	14.4%
	My child's decision alone	11.8%	16.0%	7.0%	5.4%	22.6%	15.1%	1.7%	12.1%	10.0%
Videos that I think will be educational for my child, e.g. science	My decision alone	36.7%	32.9%	41.3%	38.6%	34.0%	34.8%	41.6%	36.5%	37.2%
	Mostly my decision with some input from my child	19.7%	21.3%	17.7%	26.4%	10.7%	21.9%	13.8%	16.6%	31.6%
	A joint decision	25.4%	25.3%	25.5%	23.0%	28.6%	22.2%	33.7%	27.3%	20.4%
	Mostly my child's decision with some input from me	5.5%	7.1%	3.6%	3.3%	8.6%	5.1%	6.6%	6.3%	2.1%
	My child's decision alone	12.7%	13.4%	11.9%	8.7%	18.2%	16.0%	4.2%	13.4%	8.7%
Other	My decision alone	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Mostly my decision with some input from my child	21.5%	42.7%	0.0%	24.3%	0.0%	26.0%	0.0%	0.0%	30.2%
	A joint decision	61.2%	22.9%	100.0%	56.1%	100.0%	74.0%	0.0%	40.0%	69.8%
	Mostly my child's decision with some input from me	17.3%	34.4%	0.0%	19.6%	0.0%	0.0%	100.0%	60.0%	0.0%
	My child's decision alone	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

NEWBQ22 - How does your child (or you on behalf of your child) decide what to watch , e.g.YouTube, when selecting a specific film/channel?

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Word of mouth – inside school	43.7%	43.4%	43.9%	**28.4%	**57.0%	44.3%	40.3%	45.1%	42.6%
Word of mouth – outside school	23.9%	24.2%	23.6%	**16.9%	**30.0%	23.7%	25.4%	*26.6%	*20.4%
TV schedule	14.6%	*16.5%	*12.6%	15.9%	13.5%	**13.4%	**20.6%	16.4%	12.6%
Parents	25.8%	25.6%	26.0%	**33.3%	**19.2%	*24.6%	*31.8%	27.5%	23.5%
Siblings	17.3%	16.1%	18.4%	**14.4%	**19.7%	*16.2%	*23.0%	18.4%	15.6%
Something they have seen online	32.7%	32.3%	33.2%	32.2%	33.2%	33.1%	30.7%	30.8%	35.7%

NEWBQ23 - From this list which of these do you think has the most appropriate content for your child's age?

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
CBeebies	32.4%	31.3%	33.5%	**53.8%	**12.0%	*31.2%	*38.1%	33.6%	30.9%
CBBC	25.7%	25.6%	25.7%	**28.7%	**22.8%	25.2%	28.1%	26.2%	25.3%
Cartoon Network	23.2%	*25.1%	*21.1%	24.3%	22.1%	**21.6%	**30.7%	23.9%	22.4%
Boomerang	13.7%	*15.6%	*11.8%	14.3%	13.2%	13.3%	15.6%	13.1%	14.6%
Disney Junior	25.8%	24.7%	26.9%	**35.7%	**16.4%	*24.6%	*31.4%	26.6%	25.4%
Disney Channel	24.9%	23.3%	26.6%	26.3%	23.6%	**23.6%	**31.2%	25.3%	23.8%
Disney XD	17.3%	*19.3%	*15.3%	18.8%	16.0%	*16.3%	*22.2%	17.8%	17.3%
Nick Jr	22.1%	21.6%	22.5%	**29.2%	**15.2%	21.2%	26.1%	22.3%	21.9%
Nickelodeon	24.4%	25.2%	23.5%	24.4%	24.3%	24.1%	25.7%	23.0%	25.5%
NickToons	17.0%	18.0%	16.1%	**20.4%	**13.8%	*16.1%	*21.7%	17.0%	17.1%
YouTube	33.5%	*35.7%	*31.3%	**19.3%	**47.1%	33.6%	33.0%	31.9%	34.2%
Netflix	28.8%	27.4%	30.1%	**18.8%	**38.3%	*29.9%	*23.2%	27.5%	29.4%
BBC iPlayer	16.6%	15.8%	17.3%	**9.9%	**22.9%	16.1%	19.0%	18.1%	14.4%
Hopster	3.2%	4.0%	2.5%	3.7%	2.8%	3.0%	4.6%	3.7%	2.7%
Amazon Prime	12.9%	13.3%	12.3%	**6.7%	**18.7%	*13.7%	*8.7%	13.0%	11.9%
Musical.ly	7.3%	6.6%	8.0%	**4.0%	**10.4%	7.4%	6.8%	7.5%	6.7%

NEWBQ24 - From this list which of these do you think has the least appropriate content for your child's age?

From this list which of these do you think has the least appropriate content for your child's age?

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
CBeebies	18.8%	18.2%	19.6%	**5.7%	**31.4%	**20.0%	**13.4%	17.6%	20.1%
CBBC	11.4%	10.9%	11.8%	**7.0%	**15.5%	11.6%	10.2%	10.9%	12.0%
Cartoon Network	9.0%	9.7%	8.3%	**7.4%	**10.5%	*8.3%	*12.4%	8.5%	10.0%
Boomerang	10.3%	9.8%	10.8%	9.2%	11.4%	9.9%	12.3%	10.3%	9.5%
Disney Junior	12.5%	12.3%	12.7%	**5.4%	**19.1%	12.8%	11.0%	11.8%	12.7%
Disney Channel	10.0%	11.1%	8.8%	**7.4%	**12.4%	9.5%	12.3%	10.2%	9.3%
Disney XD	9.8%	10.4%	9.3%	**7.6%	**11.9%	9.6%	11.1%	9.7%	9.7%
Nick Jr	11.3%	11.2%	11.3%	**4.5%	**17.7%	11.6%	9.8%	11.2%	10.9%
Nickelodeon	9.7%	10.0%	9.4%	*8.3%	*11.0%	9.7%	9.5%	9.5%	9.8%
NickToons	10.3%	10.4%	10.3%	**5.7%	**14.7%	10.5%	9.6%	9.3%	11.8%
YouTube	21.5%	22.7%	20.2%	**25.1%	**18.0%	20.9%	24.0%	21.2%	21.3%
Netflix	25.7%	24.1%	27.3%	**30.7%	**20.9%	*24.5%	*31.7%	27.6%	23.9%
BBC iPlayer	18.7%	19.2%	18.2%	**24.2%	**13.5%	18.7%	18.6%	18.4%	20.3%
Hopster	13.7%	13.9%	13.5%	13.1%	14.2%	13.5%	14.7%	12.5%	14.6%
Amazon Prime	28.1%	28.0%	28.3%	**35.0%	**21.6%	27.9%	29.1%	*30.1%	*25.3%
Musical.ly	20.1%	20.3%	19.9%	**24.7%	**15.7%	19.8%	21.5%	19.0%	22.2%

NEWBQ25 - How does your child - or you on behalf of your child- decide what to watch?

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
CBeebies	When my child wants to watch for a long period of time	24.3%	25.3%	23.1%	**25.4%	**22%	*22.6%	*30.7%	25.3%	22.4%
	When my child wants to watch for a short period of time	33.5%	34.9%	31.9%	**33.2%	**33.9%	*34.2%	*30.7%	34.1%	32.0%
	When my child can watch easily on a mobile device	13.3%	13.4%	13.1%	**13.2%	**13.4%	*13%	*14.2%	12.3%	16.3%
	Watches whatever sibling is watching	10.9%	9.9%	11.9%	**8.2%	**15.8%	*10.9%	*10.6%	10.3%	10.4%
	Doesn't seem to have specific reasons for watching	18.1%	16.4%	20.1%	**19.9%	**14.8%	*19.3%	*13.8%	17.9%	19.0%
CBBC	When my child wants to watch for a long period of time	11.6%	11.5%	11.8%	10.2%	13.5%	10.8%	14.9%	11.6%	11.4%
	When my child wants to watch for a short period of time	30.9%	31.9%	29.8%	30.1%	31.8%	31.6%	27.7%	31.9%	29.2%
	When my child can watch easily on a mobile device	15.9%	17.6%	14.1%	16.7%	14.8%	14.8%	20.2%	15.4%	17.3%
	Watches whatever sibling is watching	15.9%	15.9%	15.9%	15.4%	16.6%	16.2%	14.5%	15.9%	16.2%
	Doesn't seem to have specific reasons for watching	25.7%	23.2%	28.5%	27.6%	23.3%	26.5%	22.7%	25.2%	25.8%
Cartoon Network	When my child wants to watch for a long period of time	15.6%	**16.4%	**14.7%	**13.1%	**18.5%	*15.1%	*17.9%	16.9%	13.3%
	When my child wants to watch for a short period of time	32.5%	**34.4%	**30.1%	**30.2%	**35.1%	*33.6%	*28.1%	32.1%	32.7%
	When my child can watch easily on a mobile device	18.0%	**19.7%	**15.9%	**21.3%	**14.2%	*16.6%	*23.2%	18.6%	17.7%
	Watches whatever sibling is watching	14.1%	**13.7%	**14.7%	**15.3%	**12.8%	*14%	*14.7%	14.8%	12.8%
	Doesn't seem to have specific reasons for watching	19.8%	**15.8%	**24.6%	**20.1%	**19.5%	*20.7%	*16.1%	17.6%	23.4%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Boomerang	When my child wants to watch for a long period of time	9.6%	10.5%	8.4%	*8.3%	*11.1%	9.3%	10.8%	9.8%	8.7%
	When my child wants to watch for a short period of time	30.1%	29.7%	30.7%	*27.1%	*33.6%	30.9%	26.9%	30.5%	28.3%
	When my child can watch easily on a mobile device	15.0%	15.4%	14.6%	*14.6%	*15.5%	14.3%	17.7%	15.6%	15.3%
	Watches whatever sibling is watching	19.3%	20.1%	18.4%	*20.1%	*18.4%	18.8%	21.1%	19.9%	18.2%
	Doesn't seem to have specific reasons for watching	26.0%	24.4%	27.9%	*29.9%	*21.4%	26.6%	23.5%	24.2%	29.5%
Disney Junior	When my child wants to watch for a long period of time	18.8%	*18.7%	*18.9%	17.7%	20.4%	18.3%	20.7%	20.3%	15.8%
	When my child wants to watch for a short period of time	30.8%	*28.1%	*33.8%	31.6%	29.6%	31.9%	26.7%	29.1%	32.1%
	When my child can watch easily on a mobile device	16.8%	*20%	*13.1%	17.3%	16.1%	15.7%	20.6%	17.2%	17.5%
	Watches whatever sibling is watching	15.0%	*15.6%	*14.3%	14.3%	16.0%	14.4%	17.1%	15.3%	15.1%
	Doesn't seem to have specific reasons for watching	18.6%	*17.6%	*19.9%	19.1%	18.0%	19.7%	14.9%	18.1%	19.5%
Disney Channel	When my child wants to watch for a long period of time	14.6%	13.7%	15.6%	14.2%	15.1%	14.4%	15.2%	14.6%	14.4%
	When my child wants to watch for a short period of time	29.6%	28.7%	30.5%	27.7%	31.8%	30.2%	27.2%	29.2%	29.3%
	When my child can watch easily on a mobile device	16.5%	16.5%	16.4%	17.7%	15.0%	15.6%	19.7%	15.4%	19.8%
	Watches whatever sibling is watching	17.4%	20.4%	14.2%	16.4%	18.6%	16.9%	19.2%	18.8%	15.1%
	Doesn't seem to have specific reasons for watching	22.0%	20.7%	23.3%	24.1%	19.4%	22.9%	18.7%	22.0%	21.4%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Disney XD	When my child wants to watch for a long period of time	18.4%	**19.3%	**17.3%	*14.8%	*22.7%	18.2%	19.1%	19.6%	16.7%
	When my child wants to watch for a short period of time	30.8%	**28.9%	**33.1%	*30.2%	*31.5%	30.8%	30.6%	30.8%	30.0%
	When my child can watch easily on a mobile device	17.0%	**20.7%	**12.7%	*18.2%	*15.6%	16.3%	19.7%	16.8%	18.5%
	Watches whatever sibling is watching	15.4%	**15.8%	**14.9%	*16.4%	*14.2%	14.8%	17.3%	15.1%	16.4%
	Doesn't seem to have specific reasons for watching	18.4%	**15.3%	**22%	*20.3%	*16%	19.8%	13.2%	17.7%	18.4%
Nick Jr	When my child wants to watch for a long period of time	12.4%	11.0%	14.1%	*13.9%	*10.3%	*11.4%	*15.9%	11.7%	13.2%
	When my child wants to watch for a short period of time	29.0%	29.8%	28.1%	*27.8%	*30.8%	*29.3%	*28%	29.7%	27.3%
	When my child can watch easily on a mobile device	16.3%	18.3%	14.0%	*15.7%	*17.1%	*16.2%	*16.8%	17.2%	15.2%
	Watches whatever sibling is watching	20.0%	20.1%	19.8%	*17.8%	*23%	*18.9%	*23.7%	19.3%	21.0%
	Doesn't seem to have specific reasons for watching	22.3%	20.9%	24.0%	*24.8%	*18.8%	*24.1%	*15.6%	22.1%	23.4%
Nickelodeon	When my child wants to watch for a long period of time	19.9%	21.2%	18.3%	18.1%	21.8%	19.5%	21.1%	21.7%	17.4%
	When my child wants to watch for a short period of time	31.2%	30.8%	31.6%	30.3%	32.1%	31.8%	28.6%	30.4%	30.9%
	When my child can watch easily on a mobile device	16.7%	17.6%	15.6%	19.1%	14.0%	15.7%	20.6%	17.3%	16.3%
	Watches whatever sibling is watching	14.4%	13.8%	15.2%	14.2%	14.8%	14.3%	14.9%	13.9%	16.2%
	Doesn't seem to have specific reasons for watching	17.9%	16.6%	19.3%	18.3%	17.3%	18.7%	14.8%	16.7%	19.2%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
NickToons	When my child wants to watch for a long period of time	12.4%	12.1%	12.6%	**12.5%	**12.3%	**11.2%	**16.6%	11.5%	14.0%
	When my child wants to watch for a short period of time	29.2%	29.6%	28.8%	**27.1%	**31.8%	**31.2%	**22.2%	31.1%	23.7%
	When my child can watch easily on a mobile device	16.8%	18.2%	15%	**16.2%	**17.4%	**15.9%	**20.0%	17.1%	17.4%
	Watches whatever sibling is watching	18.5%	19.4%	17.5%	**16.6%	**20.9%	**17.7%	**21.6%	19.1%	17.8%
	Doesn't seem to have specific reasons for watching	23.1%	20.7%	26%	**27.6%	**17.7%	**24.1%	**19.5%	21.3%	27.0%
YouTube	When my child wants to watch for a long period of time	28.0%	29.6%	26.2%	**20.9%	**34.7%	28.0%	27.9%	27.2%	28.1%
	When my child wants to watch for a short period of time	29.0%	29.2%	28.7%	**30.9%	**27.1%	29.8%	24.8%	30.0%	27.3%
	When my child can watch easily on a mobile device	25.7%	24.4%	27.1%	**27.4%	**24.1%	25.6%	26.4%	26.5%	25.0%
	Watches whatever sibling is watching	5.9%	6.3%	5.5%	**7.2%	**4.7%	5.4%	8.7%	5.4%	6.9%
	Doesn't seem to have specific reasons for watching	11.4%	10.5%	12.3%	**13.5%	**9.3%	11.2%	12.2%	10.9%	12.7%
Netflix	When my child wants to watch for a long period of time	34.4%	**30.8%	**38.6%	**23.9%	**43.7%	**35.4%	**29.3%	32.5%	37.3%
	When my child wants to watch for a short period of time	23.1%	**25.6%	**20.4%	**24.4%	**22.1%	**24.2%	**17.7%	24.4%	19.8%
	When my child can watch easily on a mobile device	17.3%	**16.9%	**17.8%	**19.6%	**15.4%	**16.5%	**21.3%	18.0%	16.8%
	Watches whatever sibling is watching	10.1%	**11.7%	**8.4%	**12.3%	**8.2%	**9.4%	**13.9%	10.5%	10.3%
	Doesn't seem to have specific reasons for watching	15.0%	**15.1%	**14.8%	**19.8%	**10.7%	**14.4%	**17.9%	14.6%	15.9%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
BBC iPlayer	When my child wants to watch for a long period of time	21.0%	**22%	**19.9%	**15.1%	**26%	20.8%	21.9%	21.4%	19.3%
	When my child wants to watch for a short period of time	32.3%	**30.7%	**34.1%	**32.4%	**32.1%	33.8%	25.4%	32.8%	31.8%
	When my child can watch easily on a mobile device	19.5%	**18.3%	**20.9%	**20.9%	**18.3%	18.8%	22.8%	19.8%	19.1%
	Watches whatever sibling is watching	10.3%	**13.3%	**6.9%	**12%	**8.9%	9.6%	13.6%	9.9%	11.8%
	Doesn't seem to have specific reasons for watching	16.9%	**15.7%	**18.2%	**19.5%	**14.6%	17.0%	16.2%	16.1%	18.0%
Hopster	When my child wants to watch for a long period of time	12.7%	13.7%	11.3%	10.2%	15.8%	13.8%	9.0%	11.5%	13.7%
	When my child wants to watch for a short period of time	22.2%	21.7%	23.1%	20.6%	24.3%	23.1%	19.3%	24.0%	18.7%
	When my child can watch easily on a mobile device	21.9%	23.0%	20.3%	22.7%	20.9%	20.4%	27.0%	21.8%	22.3%
	Watches whatever sibling is watching	22.5%	23.0%	21.7%	23.1%	21.7%	21.2%	27.0%	22.8%	21.7%
	Doesn't seem to have specific reasons for watching	20.7%	18.6%	23.6%	23.5%	17.3%	21.6%	17.7%	19.9%	23.5%
Amazon Prime	When my child wants to watch for a long period of time	23.4%	23.5%	23.3%	**15.2%	**31.3%	24.6%	18.6%	23.6%	23.2%
	When my child wants to watch for a short period of time	28.5%	29.2%	27.6%	**29.2%	**27.8%	28.8%	27.2%	28.1%	29.4%
	When my child can watch easily on a mobile device	20.4%	21.0%	19.6%	**22.4%	**18.5%	18.8%	26.8%	20.3%	20.8%
	Watches whatever sibling is watching	10.9%	11.9%	9.6%	**13%	**8.9%	11.3%	9.2%	11.6%	9.2%
	Doesn't seem to have specific reasons for watching	16.8%	14.4%	19.9%	**20.2%	**13.6%	16.5%	18.1%	16.3%	17.4%

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Musical.ly	When my child wants to watch for a long period of time	15.9%	18.0%	13.5%	**13.3%	**18%	16.6%	13.2%	16.7%	13.6%
	When my child wants to watch for a short period of time	29.0%	27.7%	30.5%	**26.6%	**31%	30.2%	24.3%	30.3%	26.3%
	When my child can watch easily on a mobile device	24.5%	25.1%	23.9%	**21.4%	**27.1%	23.4%	29.0%	23.8%	27.1%
	Watches whatever sibling is watching	14.1%	15.3%	12.7%	**19.7%	**9.4%	13.2%	17.8%	14.1%	13.9%
	Doesn't seem to have specific reasons for watching	16.5%	14.0%	19.3%	**18.9%	**14.4%	16.6%	15.8%	15.1%	19.1%

NEWBQ26 - Does your child (or you on behalf of your child) upload videos to YouTube?

			Child's gender ** φ=0.117		Age ** φ=-0.152		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Does your child (or you on behalf of your child) upload videos to YouTube?	Yes	16.8%	21.0%	12.3%	10.6%	22.7%	16.6%	17.8%	17.3%	15.5%
	No	83.2%	79.0%	87.7%	89.4%	77.3%	83.4%	82.2%	82.7%	84.5%

NEWBQ27 - What are the videos about?

Note: Percentages out of those responding "Yes" to NEWBQ26, above

		Child's gender		Age		Ethnicity		Socioeconomic Status	
	All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
They sing songs	22.6%	20.0%	27.2%	**32.3%	**18.3%	23.0%	20.9%	22.9%	17.4%
Videos of themselves, siblings or friends talking or doing something to camera	30.0%	28.9%	31.8%	26.8%	31.4%	32.0%	20.5%	31.2%	26.5%
Videos of their play with toys	21.2%	21.6%	20.4%	21.1%	21.2%	20.3%	25.1%	24.2%	16.0%
Videos of their computer game play	35.8%	**43.4%	**22.3%	**21.6%	**42.2%	**39.2%	**20.4%	34.5%	36.0%
Unboxing	13.5%	16.0%	8.9%	**21.9%	**9.7%	12.4%	18.2%	14.0%	13.3%
Make-up tutorial	15.5%	14.4%	17.5%	15.8%	15.4%	15.4%	16.1%	17.3%	13.9%
Vlogging	17.5%	19.0%	14.8%	18.6%	17.0%	17.7%	16.4%	18.5%	15.7%
Challenges	19.4%	22.6%	13.7%	16.6%	20.6%	18.1%	25.4%	19.0%	19.3%
Other	4.4%	3.0%	6.9%	1.8%	5.6%	4.1%	5.9%	4.3%	5.2%

NEWBQ28 - Has your child spoken about things they have seen advertised on YouTube?

			Child's gender ** φ=0.098		Age ** φ=-0.080		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Has your child spoken about things they have seen advertised on YouTube?	Yes	39.0%	43.7%	34.1%	38.7%	39.3%	39.1%	38.6%	40.8%	36.9%
	No	46.8%	42.9%	51.0%	49.8%	44.0%	46.7%	47.5%	46.1%	48.0%
	Not sure	14.2%	13.4%	14.9%	11.5%	16.7%	14.2%	14.0%	13.0%	15.1%

NEWBQ29 to NEWBQ33 – YouTube advertisements and comments

			Child's gender		Age		Ethnicity		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Does your child watch the whole of the advert before a YouTube video?	Never	28.4%	**27.1%	**29.7%	**29.1%	**27.7%	29.1%	24.9%	26.1%	31.1%
	Sometimes	50.6%	**49.7%	**51.4%	**47.9%	**53.1%	51.6%	45.3%	50.5%	50.3%
	Frequently	12.5%	**12.6%	**12.5%	**15.1%	**10.1%	11.7%	16.7%	13.1%	12.0%
	Every time	8.5%	**10.6%	**6.4%	**7.9%	**9.1%	7.6%	13.2%	10.3%	6.5%
Does your child watch the whole of the advert during a YouTube video?	Never	32.7%	**30.2%	**35.3%	**32.1%	**33.3%	**33.5%	**28.9%	*30.5%	*36.2%
	Sometimes	45.8%	**45.8%	**45.8%	**43.7%	**47.8%	**46.9%	**40.7%	*46.2%	*44.8%
	Frequently	12.4%	**13.2%	**11.5%	**15.1%	**9.7%	**11.2%	**18%	*13.3%	*10.9%
	Every time	9.1%	**10.8%	**7.4%	**9.1%	**9.2%	**8.5%	**12.3%	*10%	*8.2%
Does your child (or you on behalf of your child) ever read the comments on other people's videos?	Never	36.1%	*33.4%	*39%	**56.1%	**18.3%	**37%	**31.5%	*34.9%	*37.6%
	Sometimes	36.3%	*35.3%	*37.3%	**21.9%	**49.2%	**37%	**32.5%	*35.1%	*38.2%
	Frequently	17.8%	*19.6%	*15.9%	**14.2%	**21.1%	**16.7%	**23.6%	*19.1%	*16.5%
	Every time	9.8%	*11.7%	*7.7%	**7.9%	**11.5%	**9.2%	**12.4%	*10.9%	*7.8%
Does your child (or you on behalf of your child) ever leave comments on other people's videos?	Never	57.2%	**52.7%	**62%	**69.5%	**46%	**58.6%	**50.6%	*55.6%	*59.5%
	Sometimes	23.8%	**24.7%	**22.9%	**12.7%	**34%	**24%	**22.8%	*22.7%	*25%
	Frequently	11.4%	**13.7%	**9%	**10.8%	**12%	**10.4%	**16.5%	*12.8%	*10.1%
	Every time	7.5%	**8.9%	**6%	**7.1%	**7.9%	**7%	**10.1%	*8.9%	*5.4%
If your child (or you on behalf of your child) posts content to YouTube do they read comments left on their videos?	Never	8.2%	**9%	**6.9%	**9%	**7.9%	**8.1%	**9%	*7.7%	*9%
	Sometimes	31.5%	**29.7%	**34.6%	**33.4%	**30.6%	**31.2%	**32.7%	*27.5%	*36.9%
	Frequently	23.8%	**21.8%	**27.3%	**26.9%	**22.5%	**23%	**27.5%	*24.9%	*23.1%
	Every time	36.5%	**39.5%	**31.2%	**30.6%	**39%	**37.7%	**30.8%	*39.9%	*31%

NEWBQ34 - Finally, did you complete this survey with your child?

			Child's gender		Age ** φ=-0.463		Ethnicity ** φ=0.073		Socioeconomic Status	
		All	Boy	Girl	0-7yrs	8-16yrs	White	BME	ABC1	C2DE
Did you complete this survey with your child??	Mainly parents	37.7%	36.3%	39.2%	57.0%	19.3%	36.1%	45.3%	39.7%	33.4%
	Mainly child	26.5%	27.3%	25.7%	8.2%	43.9%	27.5%	21.8%	25.5%	29.0%
	Jointly	35.8%	36.5%	35.1%	34.8%	36.7%	36.4%	32.9%	34.8%	37.6%

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