

# Pilot Evaluation Report: Supporting Conversations on Digital Wellbeing with Children and Young People

## 1. Background

Talking to children and young people about their online lives isn't always easy. But these conversations are a key part of keeping children safe online and ensuring they have positive mental health and wellbeing.

[The Digital Wellbeing Conversations Toolkit](#) was created by a Working Group of members from the Mental Health Improvement Team at NHS Greater Glasgow and Clyde and Social Work Services at Glasgow City HSCP.

The toolkit aims to help professionals feel more confident talking to children and young people about digital wellbeing against eight key building blocks. The areas have been mapped against and aligned with the eight Getting it Right for Every Child (GIRFEC) [SHANARRI wellbeing indicators](#). When looked at together, these eight areas give a holistic view of a child or young person's digital wellbeing.

A pilot was undertaken with a group of staff members working across Greater Glasgow and Clyde to trial the toolkit before its launch to determine its usability, effectiveness, and impact on practitioners' knowledge and skills around digital wellbeing.

This report summarises the pilot, including the methodology, survey results, findings and analysis, and conclusions.

## 2. Methodology

The invitation to participate in the pilot was shared with the Mental Health Improvement Team and Social Work Services networks at NHSGGC and Glasgow City HSCP. In total, nine participants piloted the toolkit from November 2024 to February 2025 (details in Appendix 1). Key stages of the pilot involved participants:

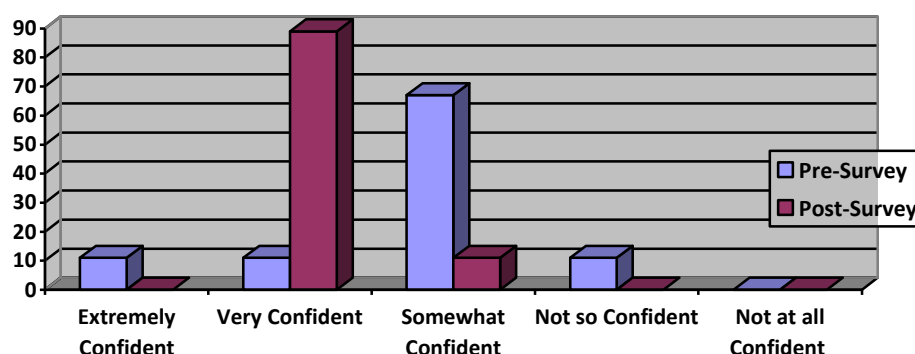
- **Completing an online pre-evaluation survey** shared via email to determine their baseline knowledge, skills, and confidence around digital wellbeing conversations with children and young people.
- **Attending a virtual briefing session** where the Digital Wellbeing Conversation Starters Toolkit was showcased and participants could ask questions before its use. Three briefing sessions were held throughout the pilot:
  - Tuesday 26th November, 2.00 – 3.00 pm, MS Teams
  - Wednesday 27th November, 2.00 – 3.00 pm, MS Teams
  - Wednesday 4th December, 11.00 – 12.00 pm, MS Teams
- **Using the toolkit** in conversation with a child or young person.
- **Completing an online post-evaluation survey** shared via email to determine any changes in their baseline knowledge, skills, and confidence around digital wellbeing conversations with children and young people following using the toolkit.

## 3. Survey results

To assess the effectiveness of the toolkit in enhancing participants' knowledge and skills related to digital wellbeing and online safety, a pre-and post-evaluation survey was administered. The surveys measured participants' understanding of the impact of the online

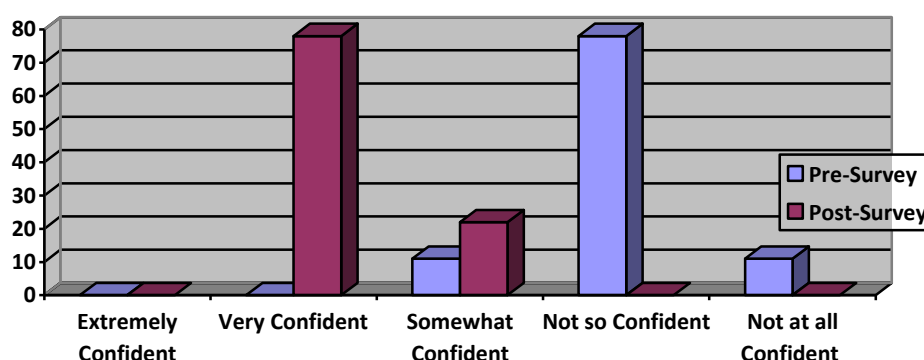
environment and their ability to respond before and after using the toolkit. The questions asked and a comparison of the results from the pre- and post-surveys are detailed below:

**Q1. I know how the online environment can impact a child or young person's mental health and wellbeing, including potential benefits and harms.**



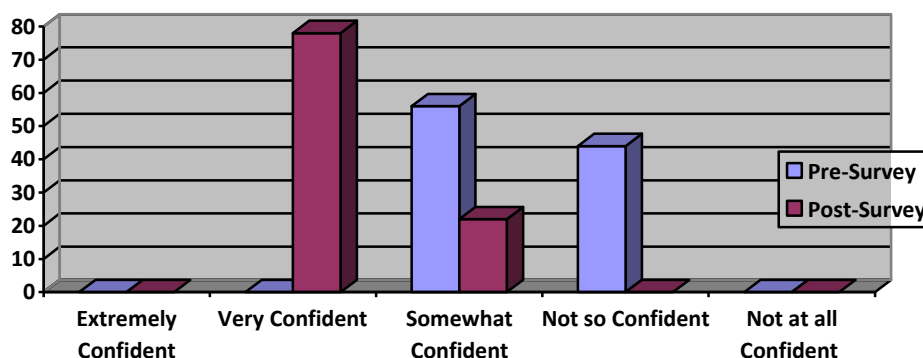
Before using the toolkit, **67%** of participants reported being “somewhat confident” in their knowledge of how the online environment can impact children and young people’s mental health and wellbeing. After using the toolkit, there was a significant upward shift in confidence. The number of participants reporting they felt “very confident” increased from **11% to 89%**.

**Q2. I know the sources of support to signpost a child or young person struggling with issues related to the online environment.**



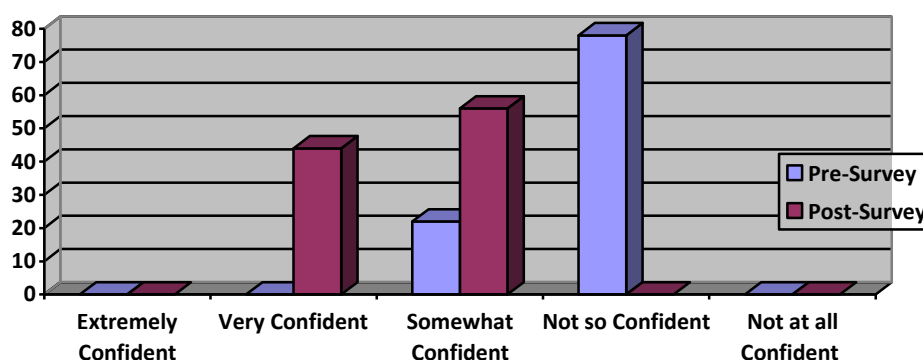
Prior to using the toolkit, the majority of participants (**78%**) reported being “Not so confident” in knowing the sources of support to signpost a child or young person to, with **11%** being “somewhat confident” and **11%** being “not at all” confident. After using the toolkit, there was a marked upward shift in confidence, with the majority (**78%**) reporting being “very confident” and **22%** reporting being “somewhat confident”. None reported feeling “not so confident” or “not at all confident” after using the toolkit.

**Q3. I can start a conversation with a child or young person about their online lives.**



Before using the toolkit, **56%** of participants reported being “somewhat confident” in starting a conversation with a child or young person and **44%** reported being “not so confident” in starting a conversation. There was an upward shift in confidence after using the toolkit with the majority (**78%**) feeling “Very confident” and **22%** reporting feeling “somewhat confident”. No participants reported feeling “not so confident” in the post-survey.

**Q4. I can respond to most issues related to the online environment that a child or young person may tell me about.**



Prior to using the toolkit, **78%** of participants reported feeling “not so confident” and **22%** reported feeling “somewhat confident”. This changed to **56%** feeling “somewhat confident” and **44%** feeling “very confident”. While an overall increase in confidence was observed, this was less marked than the other questions and indicates that further support is required to assist staff in responding to issues related to the online environment than is currently afforded in the toolkit.

#### **4. Qualitative data**

##### **Pre-survey**

Participants were also asked in the pre-evaluation survey what they hoped the toolkit would help them to achieve. Common responses included building knowledge around online issues and how to keep children and young people safe online, developing confidence to have conversations, and knowing the sources of support available:

*“To help build my knowledge and understanding and improve my practice.”*

*I think it will give me the confidence to have in depth discussions with young people about the harms of online and develop my own knowledge.”*

*“I have come across a lot of issues surrounding online activity and the negative impact this can have on our young people. I hope this will give me better knowledge and understanding on the issues they may face online and how I can support them in the right way.*

*Having a better knowledge on how to signpost young people to various websites/places for support.”*

## **Post-survey**

After using the toolkit, qualitative data was gathered from participants around their general feedback on the toolkit via the survey and a voluntary debriefing session on the 9<sup>th</sup> of January 2025, 1.00 – 2.00 pm via MS Teams. Overall, the toolkit was well received by all participants. Common benefits cited include that it helps support conversations, the design, length, and layout were favourable, participants appreciated the links with the SHANARRI indicators, the content was balanced in terms of benefits and harms, and it provided useful online safety information:

### **Supports digital wellbeing conversations**

*“I feel more confident in talking about the subject matter with the young people now having used the toolkit. It is also really useful to have the further resources and supports info to signpost.”*

*“It has opened my eyes on how much mental health is affected by young people whilst online and found looking at these aspects useful to open conversations around other aspects of their life.”*

### **Design and layout**

*“I like the layout it is easy to access.”*

*“I think the links are really useful and easy to understand and so much of the information is categorised beautifully.”*

### **Links with the SHANARRI indicators**

*“The fact that it is based on the wellbeing wheel and shanarri indicators means that it fits nicely with what most people in EDC who come into contact with children will already be familiar with and even the children who attend our schools will be familiar with it. Parents will also have seen these on school walls etc I would think.”*

### **Balanced content**

*“I love the way it emphasises on the positive aspects of what online can bring as so many older adults have very negative views around this – it really helps balance this.”*

### **Useful online safety information**

*“For me professionally we have, as a team, been really struggling to find information to deliver to foster/kinship/adoptive carers to help raise awareness of online safety and this toolkit is a gift to us as it is exactly what we have been looking for. I would feel confident that it will benefit the carers we share this with and therefore the children and young people also.”*

*"I can't think of how the toolkit could be improved, I found it really useful - it was easy to use and the questions were helpful in starting a conversation and building on it. I also found the advice and further support resources useful and feel much more confident about future discussions and supporting young people with their digital wellbeing."*

Some suggestions for improvements included having a QR code in the resources and supports section so that individuals using a printed copy can access the linked information and having further resources for young people with additional support needs where these are available.

Other suggestions were made around having supplementary supports that sit alongside the toolkit, including delivery props and monthly peer support meetings:

*"Concept scenarios could be useful as well to engage participants, these scenarios could be relatable scenarios about Wellbeing and Digital Safety. During delivery props could be useful to make the content as engaging as possible."*

*"I think the toolkit is very well sign-posted and easy to read. I think it would be useful to have monthly catch up's to give us the opportunity to discuss in a group any issues we have had when talking about digital wellbeing with young people. This would give us the chance to share our stories and ideas with each other."*

## Conclusion

In conclusion, the survey results showed that the toolkit had a positive impact on participant's knowledge and confidence about how to start conversations with children and young people about their digital wellbeing. This includes being aware of the potential impacts of the online environment, starting a conversation, where to signpost for further support, and how to respond to concerns. After using the toolkit, there was a notable shift in confidence with the majority of participants reporting feeling "very confident" across three out of four questions (Q1, Q2, Q3). For knowing how to respond to online safety concerns (Q4), an overall increase in confidence was also observed but at a lower level, with the majority reporting feeling "somewhat confident" following the toolkit's use. The suggested questions, online safety information, and links to the SHANARRI indicators in particular were areas highlighted as contributing to the overall positive outcome of the toolkit.

While the toolkit was effective overall, no participants reached the "extremely confident" level post-survey. Some participants suggested that additional wrap-around support such as facilitating peer-support discussions and providing scenarios would further increase its value, particularly to enhance confidence around how to respond to online safety concerns. The Working Group will consider these options for feasibility as part of support to supplement the toolkit.

Overall, the data indicates that the toolkit has achieved its aims of helping participants feel more knowledgeable and confident to engage with and support children and young people around their digital wellbeing. Given these results, the Working Group will incorporate feedback received into the next iteration of the toolkit prior to its full rollout.

For any queries related to the toolkit or the pilot process, please get in touch with the Mental Health Improvement Team at NHS Greater Glasgow and Clyde at [gqc.mhead@nhs.scot](mailto:gqc.mhead@nhs.scot).

## Appendix 1.Participant Information

Listed below are details of the nine participants who took part in the pilot, their organisation, and locality area:

	Organisation	Locality
Participant 1	Ferndale Children's Unit, East Dunbartonshire Council – Residential children's house	East Dunbartonshire
Participant 2	Ferndale Children's Unit, East Dunbartonshire Council – Residential children's house	East Dunbartonshire
Participant 3	Celtic FC Foundation – Charitable organisation for society's most vulnerable and marginalised groups	Glasgow City
Participant 4	Celtic FC Foundation - Charitable organisation for society's most vulnerable and marginalised groups	Glasgow City
Participant 5	East Dunbartonshire House Project, East Dunbartonshire Council - Support young people leaving care to create their own homes and live connected and fulfilling lives.	East Dunbartonshire
Participant 6	Balmore House, Glasgow City Council – Residential children's home	Glasgow City
Participant 7	Nether Johnstone House – Residential children's home	Renfrewshire
Participant 8	Nether Johnstone House – Residential children's home	Renfrewshire
Participant 9	Bishopbriggs Academy – Secondary school	East Dunbartonshire

*Prepared by Laura Hills, Health Improvement Senior, on behalf of the Digital Wellbeing Conversation Starters Working Group – February 2025*