CYBERSAFEKIDS
PRIMARY SCHOOL REPORT

School: SCOIL PADRAIG NAOFA B

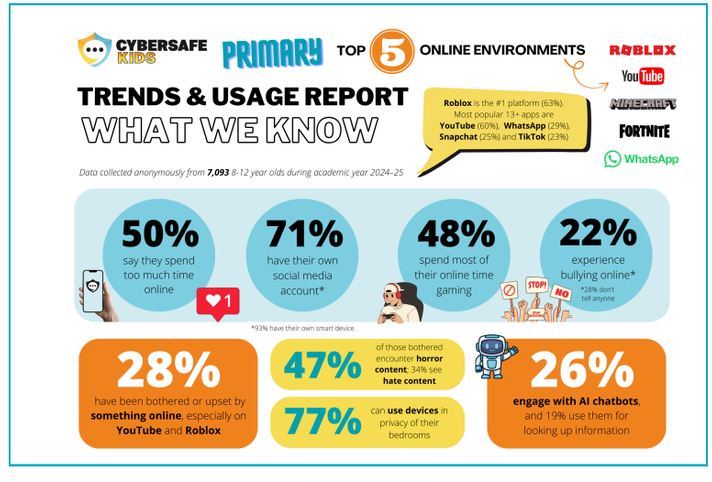
Date: Mar 2, 2026

INTRODUCTION

This report provides insights into the online lives of students at this school, based on data collected through the CyberSafeKids online survey. All responses were given anonymously—no names or identifying information were collected. The findings reflect children's access to the online world, the level of supervision they receive at home, their digital interests, and the types of experiences they encounter online. Where possible, and depending on the number and distribution of responses, the report includes a breakdown of results by class group.

At various points, findings from our research conducted during the last academic year—published in September 2025—are referenced for comparison. The infographic below summarises key insights from over 7,000 children aged 8–12 who took part in last year's survey. The full report, *A Life Behind The Screens*, is available on the CyberSafeKids website at www.cybersafekids.ie/report

Class ▲	Surveyed
4th class	57
5th class	46
6th class	65
Total ▼	168



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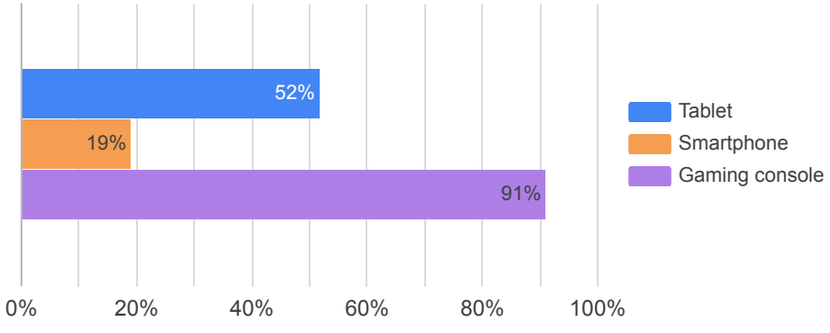
STUDENTS ACCESS AND SUPERVISION AT HOME

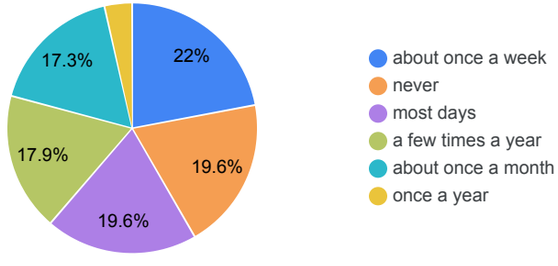
Ownership of smart devices is a key factor in children's digital engagement. Our research indicates that, among 8–12-year-olds, the three most popular personal devices—ranked by popularity—are tablets, gaming consoles, and smartphones. Below, you can view the levels of device ownership among children attending this school. This is devices that they own themselves and not shared family devices.

Do they own these smart devices



A parent's role is vital in ensuring children's online safety, and this includes regularly checking in and having open conversations about their digital lives. The chart below shows how often children in the school say they talk to their parents about what they see, hear, and do online — including videos, games, posts, and chats.

How often do they talk to parents about online lives



The digital world is highly engaging, and many children find it challenging to maintain a healthy balance between online and offline activities when managing it on their own. Parents play a crucial role in establishing household rules around digital use, including setting time limits. Below, you'll find insights from children at the school about the time restrictions in their homes.

When can they go online at home

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Developing healthy digital habits is essential for children growing up in an always-connected world. Many young people themselves recognise this, with half of 8-12 year olds last year acknowledging that they spent too much time online. The numbers across reflect how students at this school feel about their own screen time and whether they believe it's being well spent.

I spend too much time online

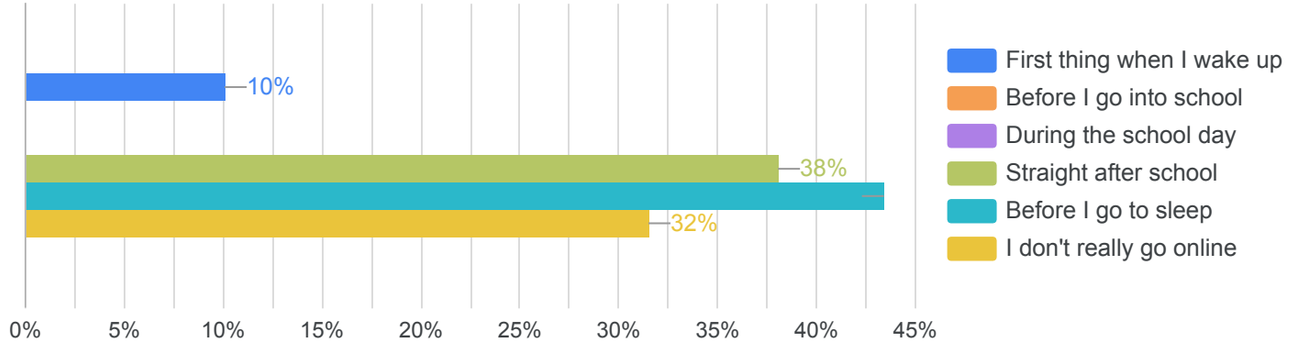
43%

I waste a lot of time online

30%

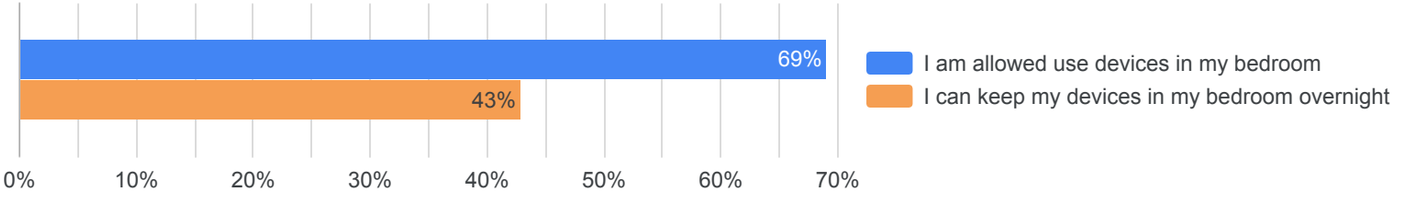
Managing digital wellbeing means not only setting limits, but also thinking about when device use happens. Are they reaching for a device first thing in the morning? Going online during the school day? Watching videos or chatting with friends right before bed? These habits can affect focus, learning, and sleep. The chart across shows when students at this school say they typically go online for fun -whether that's gaming, messaging friends, or watching videos - outside of schoolwork.

When do you usually go online for fun — like games, videos, or chatting, not schoolwork?



Access to devices in the privacy of bedrooms—especially overnight—can have a significant impact on children's digital habits, sleep quality, and exposure to potential online risks. Without supervision, children may stay up late using devices, be more vulnerable to negative online experiences, or struggle to disconnect from screens. A good digital habit for the whole family is to charge devices outside the bedroom overnight. This encourages better sleep, sets healthy boundaries, and reduces late-night screen time. The chart below shows how many students at this school have access to devices in their bedrooms and whether they're allowed to keep them there overnight.

Device use in bedrooms



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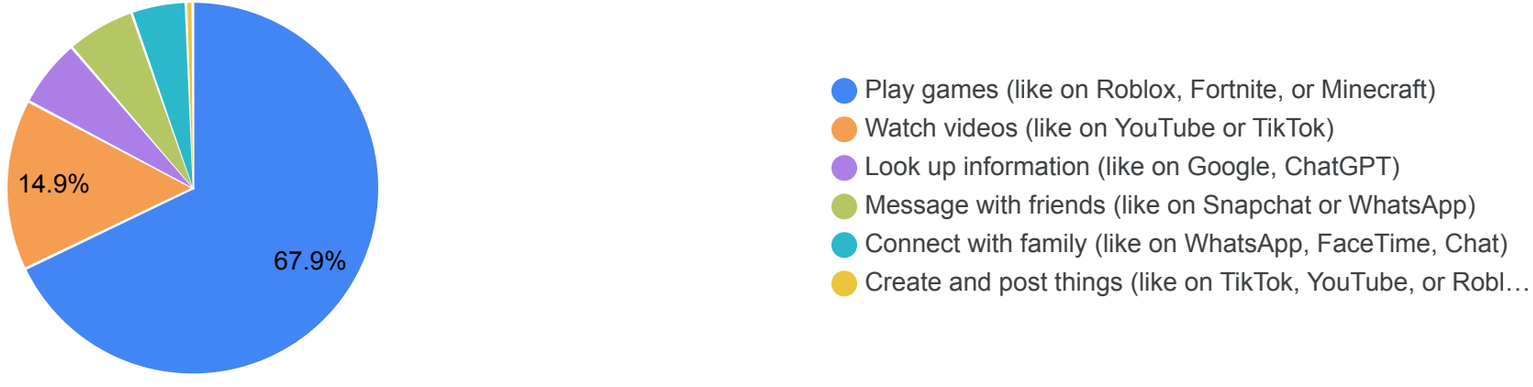
STUDENTS INTERESTS AND USAGE

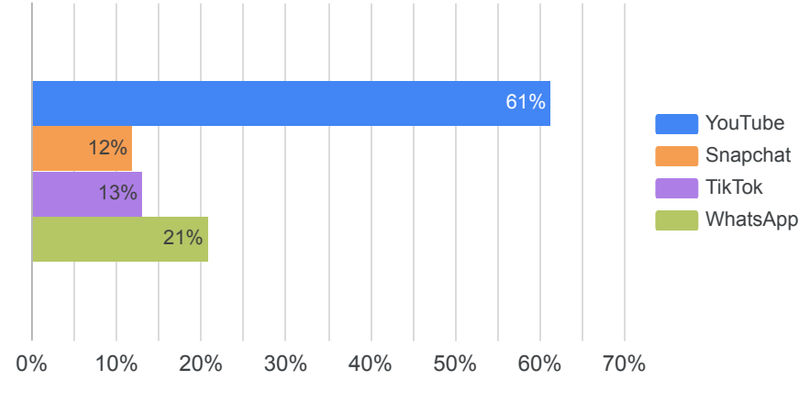
Children's time online usually involves a mix of activities — from creative expression and learning to entertainment and communication. However, it's revealing to see which of these captures most of their attention. Below, you'll find insights from students at the school about their main interests and what tends to consume most of their digital time.

What do they do most when they go online



Despite legal age restrictions, many children under 13 create accounts on platforms intended for older users. Last year, we found that 71% of 8–12 year olds in Ireland had accounts on over-13s apps, with WhatsApp, Snapchat, TikTok, and YouTube being the most popular. With the introduction of regulations (Ireland's Online Safety Code and the EU's Digital Services Act) and the enforcement powers of Coimisiún na Meán, it is expected that account ownership among this age group will reduce this year. The chart across illustrates the levels of account ownership among students at this school on these popular over-13s platforms. It is does not include those who access content on these apps via a family member's account or through a browser.

Do they have their own accounts on these popular 13+ apps



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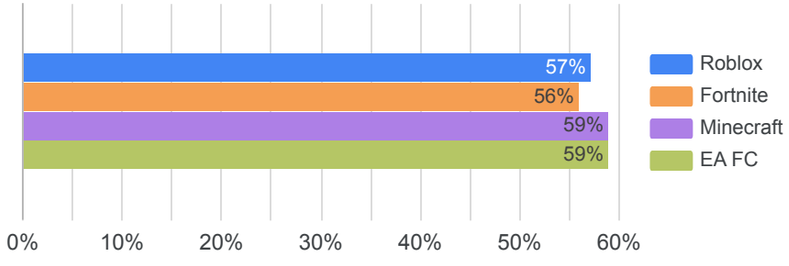
Gaming is the most popular activity among 8–12 year olds in Ireland, particularly online gaming in social settings where communication is integral to the experience. Gaming often serves as a social platform, featuring public chats as well as private and group messaging.

With Irish children Roblox is not just the most popular game but the most popular online platform, surpassing even YouTube. Below, you can see how many of the children at this school are engaging with the four most popular games with this age group.

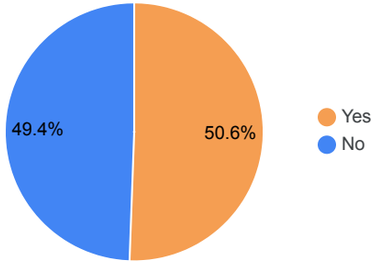
Do they game online on these popular gaming services



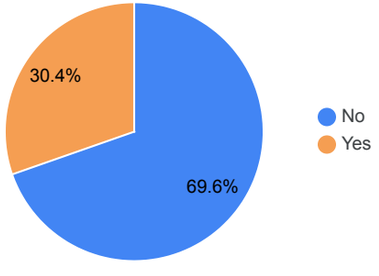
Children often play games with a high maturity rating that provide greater levels of excitement or competition, particularly boys. As a result in Ireland last year 32% of 8-12 year old boys and 9% of girls played over 18s games. The most popular of which were Call of Duty and Grand Theft Auto. The chart across shows how many of the students at this school are engaging with mature games that can feature high levels of violence and torture, gambling and sexualised content.

Children often play games with strangers, which raises concerns about potential contact with predators as well as peers on these platforms. Roblox and other popular games have been used to target children for financial scams or grooming. In the chart below students at the school have shared whether they are gaming with people they don't know in real life, putting themselves at unnecessary risk.

Do they game with people they do not know in real life



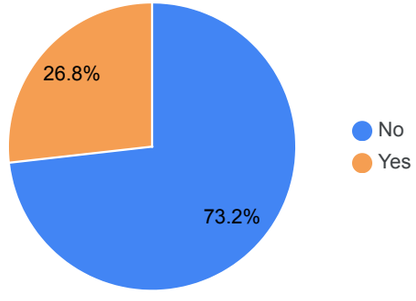
Do they play games with an age rating of 18+



STUDENTS NEGATIVE ONLINE EXPERIENCES

Last year, 28% of 8–12-year-olds in Ireland reported being bothered by something they encountered online—whether it was content or interactions that left them feeling confused, uncomfortable, or regretful. The most common issues involved encountering disturbing content, such as horror material, or being exposed to hate speech or threats. These negative experiences were most frequently reported on YouTube and Roblox. Alarmingly, nearly half of those affected did not share what happened with their parents or another trusted adult. Below, you can see the survey findings for students at this school.

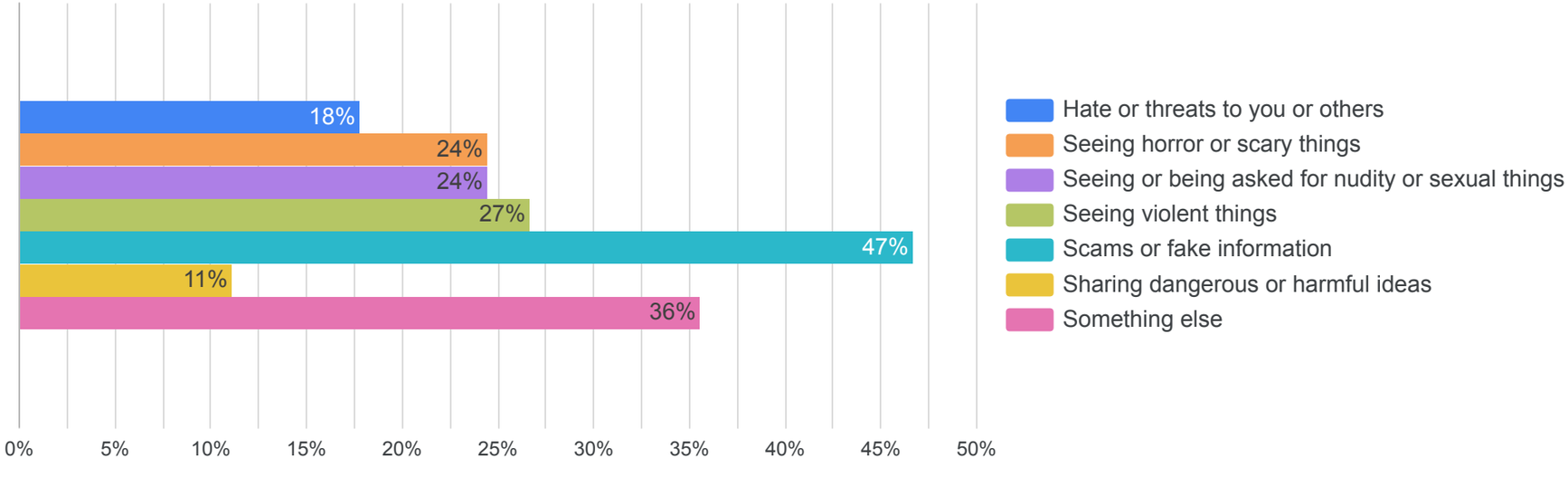
In the last year, did anything online bother them?
(this could be something that made them feel upset, weird or scared or it could be something they didn't want to see or to be part of)



51%

of those affected told a parent or trusted adult

If it happened to them, what did it relate to ...



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Cyberbullying can have a serious impact on children's wellbeing and may take many different forms online — from hurtful messages and name-calling to exclusion or sharing content intended to embarrass someone. Last year, our research found that 22% of 8–12-year-olds in Ireland had experienced cyberbullying, with the most commonly reported behaviours occurring on messaging apps and in group chats. The figures displayed across provide insight into how common cyberbullying is among students in this school — whether they have experienced it directly or witnessed others being targeted by bullying behaviours online.

Worryingly, while many young children are affected by cyberbullying, not all reach out for help. At this school the number who told a parent or another trusted adult is shown across.

Experienced cyberbullying

22%

Witnessed cyberbullying

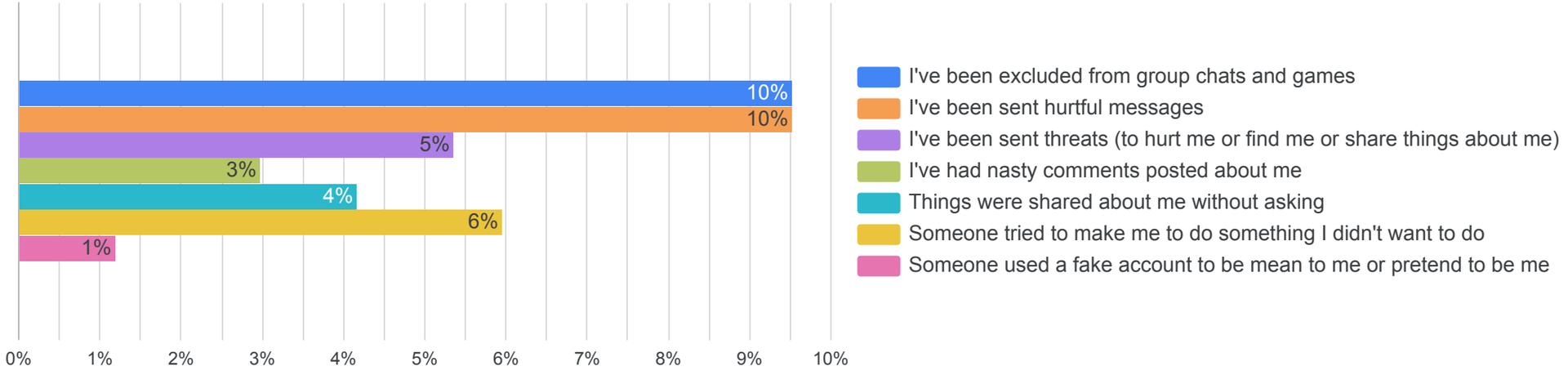
23%

43%

told a parent or trusted adult

The chart below highlights the different types of cyberbullying behaviours students in this school said they have personally experienced. It shows how common each behaviour is, providing a clearer picture of the kinds of negative interactions children may be facing online.

Common cyberbullying behaviours experienced (this could be on games, apps, websites or messages)



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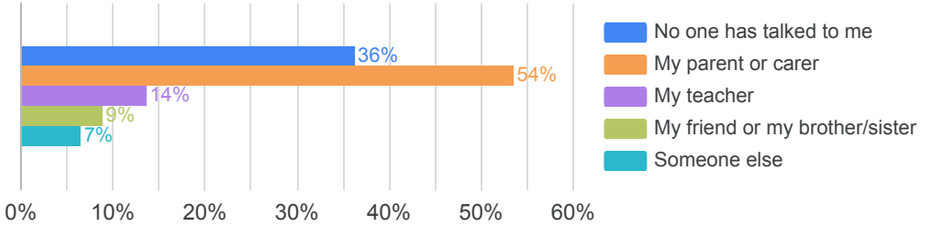
THEIR INTEREST IN AI

Last year 26% of 8-12 year olds in Ireland used AI chatbots. With these chatbots now integrated into platforms popular among young people—like Snapchat and WhatsApp—and tools like ChatGPT easily accessible through browsers or apps, this comes as no surprise. But these products do not have appropriate safeguards in place to protect children. The chart below shows how much students at your school are using AI.

Do they use AI (like My AI, ChatGPT, Meta AI or something that can chat or make pictures for them)?

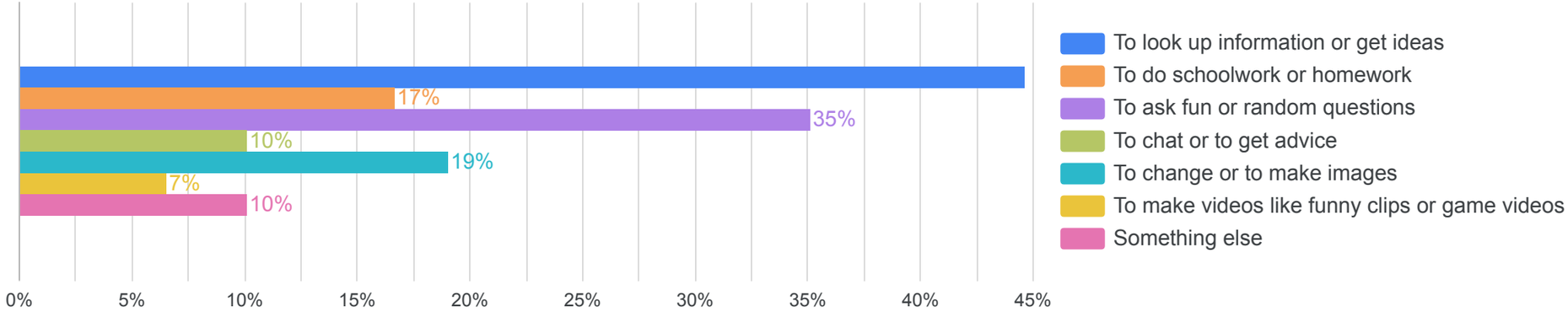
While many children are already using AI tools in their daily lives, most have not yet received sufficient education on how to use them safely and responsibly. Without guidance, they may not fully understand the risks involved — such as sharing personal information, relying on inaccurate answers, or using AI to avoid doing their own work. The chart below shows who, if anyone, has spoken to students in this school about AI — highlighting the need for more conversations at home and in the classroom.

Who, if anyone, has spoken to them about how to use AI in a smart and safe way?



Children use AI tools for a variety of purposes — from looking up information and helping with schoolwork to asking for advice or support. Some even use AI because they find it easier than talking to a peer. The chart below shows how students in this school are using AI, giving insight into the different ways these technologies are becoming part of their everyday lives.

What are they using AI for?



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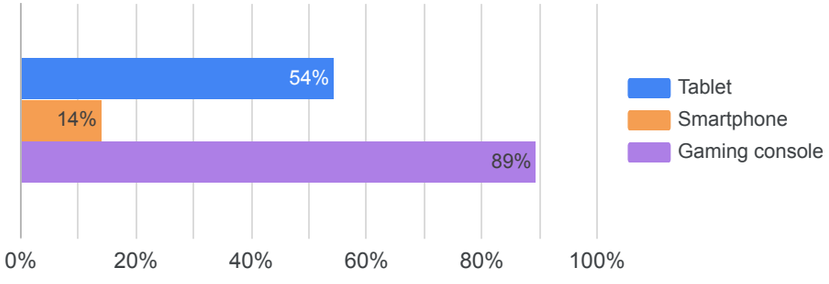
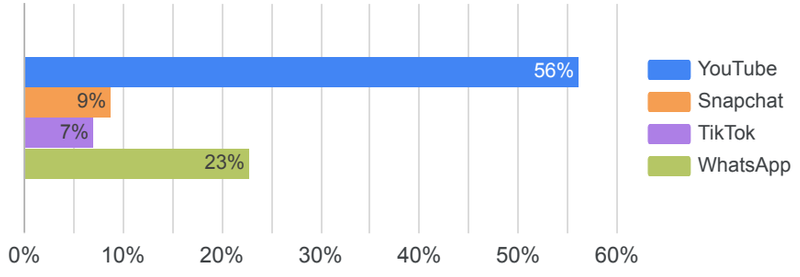
OVERVIEW BY CLASS: 4TH CLASS

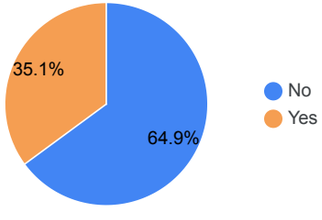
Have their own smart device



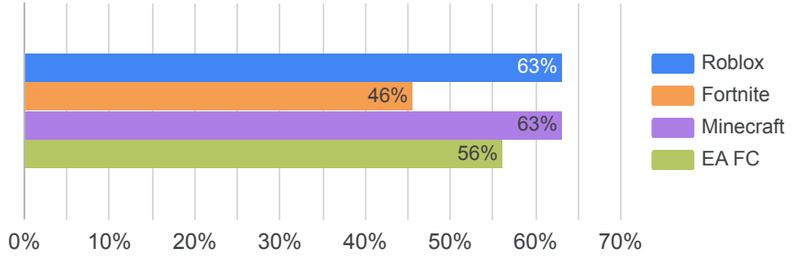
Have their own accounts on over 13s apps



Have been bothered by online content or contact



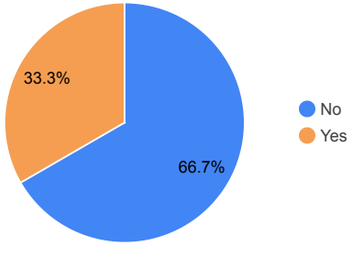
Play these popular online games



Exposure to cyberbullying

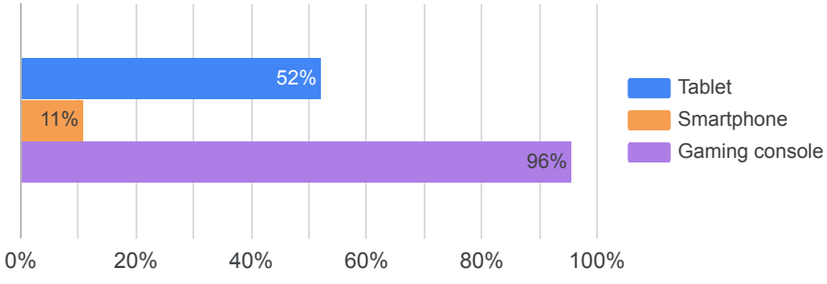
Experienced	Witnessed
26%	25%

Play over 18s games

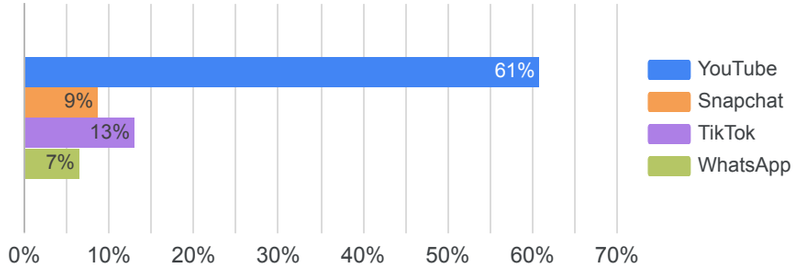


OVERVIEW BY CLASS: 5TH CLASS

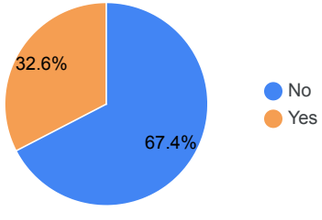
Have their own smart device



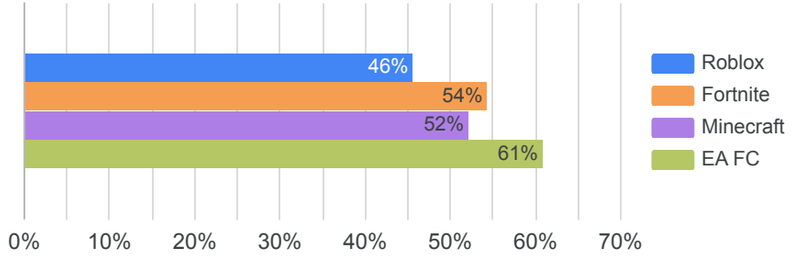
Have their own accounts on over 13s apps



Have been bothered by online content or contact



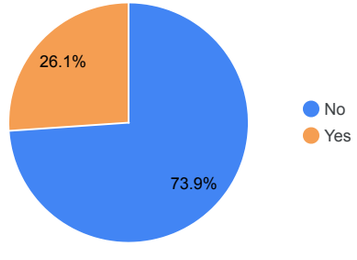
Play these popular online games



Exposure to cyberbullying

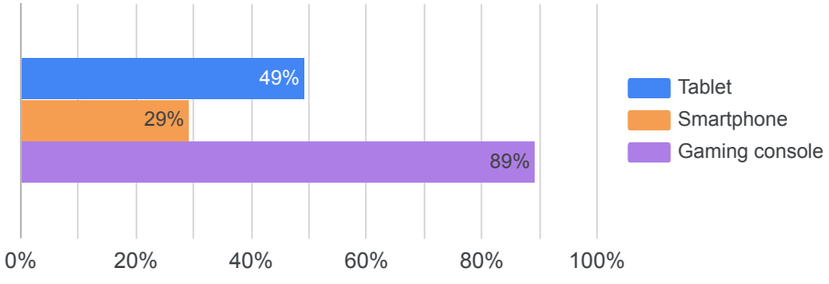
Experienced	Witnessed
26%	24%

Play over 18s games

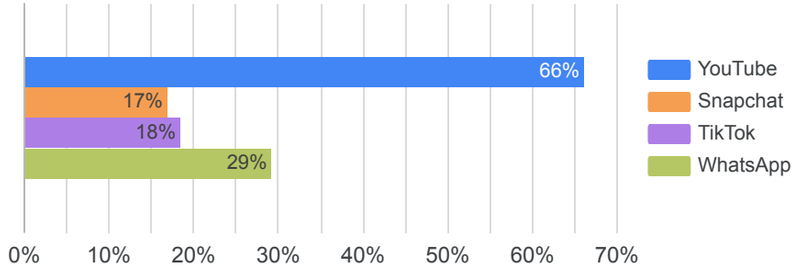


OVERVIEW BY CLASS: 6TH CLASS

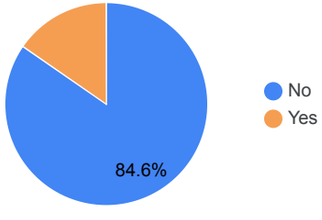
Have their own smart device



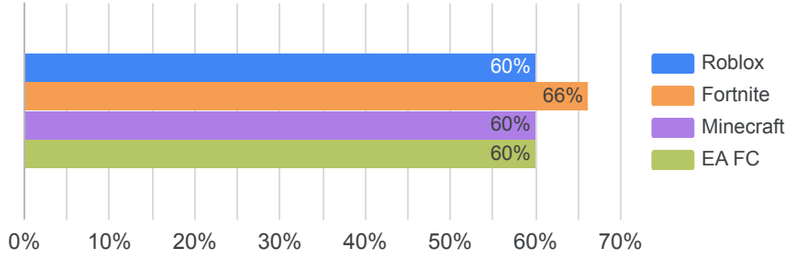
Have their own accounts on over 13s apps



Have been bothered by online content or contact



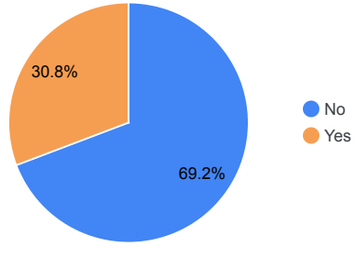
Play these popular online games



Exposure to cyberbullying

Experienced	Witnessed
15%	20%

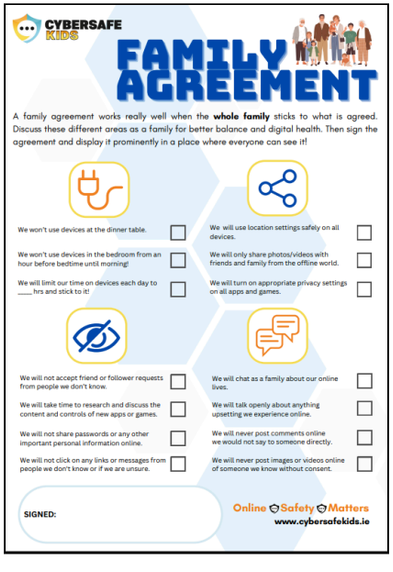
Play over 18s games



USEFUL RESOURCES FROM CYBERSAFEKIDS

Digital parenting is an essential part of raising children in today's interconnected world, but it can certainly be challenging. We recommend that parents download our comprehensive *Essential Digital Parenting g*uide *f*rom the CyberSafeKids website, www.cybersafekids.ie. It's filled with practical tips and useful resources to help parents navigate and support their children's online lives more effectively.

We also offer a range of other helpful resources on our website, including our *Family Agreement,* which suggests house rules for digital engagement, and our *Gadget Gift Guide*, which provides advice on purchasing smart devices for children.



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