REPORT 6: Baseline and Wave 2 report

This report will compare findings from the first wave of data collection vs baseline. It will capture emerging trends offering an early indication of how the legislation may be influencing the target population in the immediate to short term. **Cohort level insights ONLY.**

Data sources

- Baseline and wave 2 surveys

Data wrangling and treatment

Baseline data

- Imported recoded variables from the baseline file, including gender, sexuality, disability and diagnoses, languages spoken at home (child and parents), help-seeking source, parent education and highest qualification, and religion.
    - Relabelled original variables with a 'DNU_' prefix to distinguish them from recoded versions (see syntax).
- Imported recoded variables for 12-month platform use, including social media, messaging, gaming, and AI platforms.
    - Relabelled original 12-month platform use variables with a 'DNU_' prefix (see syntax).
- Created a new variable for ownership of a social media account (rebased_bc_4x8), rebased on the full sample rather than the sub-sample (i.e. those who reported use in the past 12 months).
- Created an aggregated variable (r_bc_4x8_any) indicating whether respondents have an account on any age-restricted social media platform, based on the full sample.
    - Relabelled original account ownership variables with a 'DNU_' prefix (see syntax).
- Created a new variable for social media platform use in the past 4 weeks (r_bc_6x5) to capture reported platform use, including respondents who specified platforms in "other" responses.
- Created a new variable for social media platform use in the past 4 weeks (rebased_bc_6x5), rebased on the full sample.

Commented [TT1]: Initial experiences
Attitudes
Compliance/adherence

What they thought might happen vs what happened and how it impacted them from early findings (baseine open text ,mb)

Commented [TT2R1]: Mb mental health measures

Guide this by TOC - look at what's in there early on

Commented [TT3R1]: How many ppl are still on social media, and how many arent.

What has changed for both groups

- Created an aggregated variable (r_bc_6x5_any) indicating whether respondents have used any age-restricted social media platform in the past 4 weeks, based on the full sample.
    - Relabelled original past 4-week platform use variables with a 'DNU_' prefix (see syntax).

Wave 2 data

- Imported recoded variables for 4-week social media use (back-coding to include open-text responses).
    - Relabelled original variables with a 'DNU_' prefix to distinguish them from recoded versions (see syntax).
- Created an aggregated variable (r_w2c_6x5_any) indicating whether respondents have used any age-restricted social media platform in the past 4 weeks, based on the full sample.
- Created an aggregated variable (r_w2c_4x8_any) indicating whether respondents have an account on any age-restricted social media platform, based on the full sample.
- Created aggregate variables (r_w2c_circ_1 TO r_w2c_circ_9) indicating whether respondents had used circumvention strategies across any age-restricted platforms.

Measures

Source	Survey section	Indicator	Variables	Analysis
Do CYP have an account?				
Child: Baseline, W2	Digital engagement	Account ownership	BC_4.8, W2C_4.8 **r_bc_4x8** (includes in base those who wrote platform in other specify) **rebased_bc_4x8** (above rebased on full sample) **r_bc_4x8_any** (any age-restricted social media account, based on full sample).	Compare the percentage of young people who have their own accounts at baseline with the percentage at wave 2. Use McNemar's test to compare percentages

Commented [TT4]: WC survey only
Digital engagement
W2C_6.6b: About how much time do you usually spend on using social media on a school day and on a weekend day?

W2C_circ. You said that you still have your own account on [platform]. Which of the options best describes why/what happened?

W2c_7.9
Have you had a social media account shut down or deactivated because of the new social media law that started on 10 December 2025?

Social norms
W2C_5.4, W2P_5.2: What do you think is the right age for kids to have accounts on social media?

W2C_5.5: You said that you think [insert number] is the right age for kids to have accounts on social media. Can you tell us why?

Implementation
W2C7.6; What **impact**, if any, has the new social media law had **on you** since it started in December 2025?

W2C_7.7: [if have used social media in past 4 weeks] **What's it been like for you?** Have you ...

Commented [SM5]: See r_bc_4x8 (includes in base those who wrote platform in other specify), rebased_bc_4x8 (rebased on full sample) and r_bc_4x8_any (any age-restricted social media account, based on full sample).

Commented [BK6R5]: W2 also rebased.

Commented [BK7]: Same people, binary outcome = McNemar's
Same people, multi-category = Stuart–Maxwell

			r_w2c_4x8 (includes in base those who wrote platform in other specify) **rebased_w2c_4x8** (above rebased on full sample) **r_w2c_4x8_any** (any age-restricted social media account, based on full sample).	across the two time points. Note this is **asked** of all participants – we will want to **pull out U16s (vs 16+)**
Are CYP circumventing SMMA and how?				
Child: W2	Digital engagement	Social media circumvention	ALL **W2C_circ** variables (11 for each of the 10 age-restricted platforms) Aggregate variables: **r_w2c_circ_1** **r_w2c_circ_2** **r_w2c_circ_3** **r_w2c_circ_4** **r_w2c_circ_5** **r_w2c_circ_6** **r_w2c_circ_7** **r_w2c_circ_9**	Report descriptive statistics showing the percentage selecting each response for each platform. Create an aggregate measure of overall use of circumvention strategies and report the percentage selected for each response at the aggregate level. Report aggregate for each circumvention strategy across all platforms. Note this is asked **only of U16s.**

Child: W2	Digital engagement	Social media shut down	W2C_7.9	Report descriptive statistics showing the percentage selected. Note this is **asked** of all participants – we will want to **pull out U16s (vs 16+)**
Have CYP digital practices changed? E.g. displacement				
Child: Baseline, W2	Digital engagement	Digital hygiene and habits – social media	~~BC_6.5. W2C_6.5: W2C_6.5b~~ **r_bc_6x5** (includes in base those who wrote platform in other specify) **rebased_bc_6x5** (above rebased on full sample) **r_bc_6x5_any** (any use of age-restricted social media platform in past 4 weeks, based on full sample). **r_w2c_6x5** (includes in base those who wrote platform in other specify, based on full sample) **r_w2c_6x5_any** (any use of age-restricted social media platform in past 4 weeks, based on full sample).	~~Report and compare~~ the percentage of young people who have used social media platforms at baseline with the percentage at wave 2. Use McNemar's test to compare percentages across the two time points. Note this is **asked** of all participants – we will want to **pull out U16s (vs 16+)**
Child: Baseline, W2	Digital engagement	Frequency of social media use	BC_6.6; W2C_6.6	Report the percentage for frequency of use across the six response options at baseline and wave 2.

Commented [SM8]: See r_bc_6x5 (includes in base those who wrote platform in other specify), rebased_bc_6x5 (rebased on full sample) and r_bc_6x5_any (any use of age-restricted social media platform in past 4 weeks, based on full sample).

Commented [BK9]: Wave 2 didn't need to be rebased in the same way baseline did as all participants saw the question about whether they had used platforms in the past 4 weeks.

				Use McNemar's test to compare percentages across the two time points. Note this is **asked** of all participants – we will want to **pull out U16s (vs 16+)** Consider whether we want to compute an average score across response options and examine any changes from baseline to wave 2.
Child: W2	Digital engagement	Time on social media per day	W2C_6.6b **r_w2c_6x6ba_totalmin** **r_w2c_6x6bb_totalmin** **ONLY ASKED AT W2**	Report the mean time spent on social media on weekdays and weekends. Use a paired-samples t-test to compare mean time spent between weekdays and weekends. Note: Before analysis, create a total time variable because the data are currently

				stored in two variables (hours and minutes). Note this is asked of all participants
Child: Baseline, W2	Digital engagement	Messaging platform use in past 4 weeks	BC_6.8; WC2_6.8 **r_bc_6x8** (harmonised baseline variable)	Report the percentage selected for frequency of use across the six response options at baseline and wave 2. Consider whether to compute an average score across response options and examine any changes from baseline to wave 2. Note that this question was asked differently at baseline and wave 2. To make the baseline and wave 2 questions comparable, report the percentage of frequency of use as shown in the wave 2 questionnaire. To do this, create a duplicate baseline variable for frequency of messaging and add

				a code for ‘never’ using the ‘no’ responses from the preceding question into the frequency variable. Note this is asked of all participants
Child: Baseline, W2	Digital engagement	Digital hygiene and habits – AI	BC_6.12; WC2_6.12 **r_bc_6x12** (harmonised baseline variable)	Report the percentage for frequency of use across the six response options at baseline and wave 2. Consider whether to examine average use and any changes from baseline to wave 2. To make the baseline and wave 2 questions comparable, report the percentage of frequency of use as shown in the wave 2 questionnaire. To do this, create a duplicate baseline variable for frequency of AI use and add a code for ‘never’ using the ‘no’ responses

				from the preceding question.
Child: Baseline, W2	Digital engagement	Purpose of use of AI	BC_6.13a, W2C_6.13a Collapsed wave 2 variables: **r_w2c_6x13a_a** **r_w2c_6x13a_b** **r_w2c_6x13a_c**	Group responses from the wave 2 questions into yes and no categories to reflect how the question was asked at baseline. Then report the percentage who said yes or no. Use McNemar's test to compare percentages across the two time points.
Child: Baseline, W2	Digital engagement	Digital hygiene and habits – gaming (streaming and location sharing)	BC_6.15, W2C_6.15 *W2C only asks about gaming* **r_bc_6x15_a** (harmonised baseline variable) **W2C_6.15** *Note, only 13+ were asked about time at baseline.*	Report the percentage for frequency of use across the six response options at baseline and wave 2. Report only on gaming, not on streaming or location sharing. To make the baseline and wave 2 questions comparable, report the percentage of frequency of use as shown in the wave 2

				questionnaire. To do this, create a duplicate baseline variable for frequency of gaming and add a code for 'never' using the 'no' responses from the preceding question into the frequency variable. Consider whether to examine average use and any changes from baseline to wave 2.
Child: Baseline, W2	Digital engagement	Time spent gaming (streaming and location sharing)	BC_6.16, WC2_6.16 *W2C only asks about gaming* **r_bc_6x16a_totalmin_1** **r_bc_6x16b_totalmin_1** **r_w2c_6x16c_totalmin** **r_w2c_6x16d_totalmin**	Report the mean time spent on weekdays and weekends. Use a paired-samples t-test to compare mean time spent between weekdays and weekends. Compare between baseline and wave 2 – paired samples. Before analysis, create a total time variable because the data are

				currently stored in two variables (hours and minutes).
Parent: Baseline, W2		Social media use	BP_4.2; W2P_4.2	Compare parent and child reports, for example the percentage of children who used social media whose parents are aware. Compare parental awareness at baseline with parental awareness at wave 2. Use McNemar's test to compare percentages across the two time points.
Parent: Baseline, W2	Digital engagement	Use of gaming, streaming, AI	BP_3.2, W2P_3.2 *W2P_3.2 only asks about gaming and AI*	Compare parent and child reports, for example the percentage of children who game whose parents are aware. Compare parental awareness at baseline

Commented [BK10]: Use w2 dyad weight?

Commented [BK11R10]: E.g., Of the children who use social media, X% of parents were aware....

				with parental awareness at wave 2. Use McNemar's test to compare percentages across the two time points.
Parent: Baseline, W2	Digital engagement	Online messaging platform use	BP_3.1; W2P_3.1	Compare parent and child reports, for example the percentage of children who used messaging whose parents are aware. Compare parental awareness at baseline with parental awareness at wave 2. Use McNemar's test to compare percentages across the two time points.
Have norms and attitudes about SMAA changed for CYP, parents and carers?				
Child: Baseline, W2	Social norms & attitudes	Norms around social media use	BC_5.3, W2C_5.3 BP_5.1, W2P_5.1	Report the frequency of each level of agreement at baseline and w2.

Commented [BK12]: Less relevant for this report?

Parent: Baseline, W2				Either compare the percentage who disagree or agree or compare mean agreement scores. Use McNemar's test or a paired-samples t-test.
Child: W2	Social norms & attitudes	Right age for social media accounts	W2C_5.4,	Report descriptive statistics, including the mean age and the percentage across ages.
Child: W2	Social norms & attitudes	Right age for social media accounts, why	W2C_5.5	Thematic analysis
Parent: W2	Social norms & attitudes	Right age for own child and other children to have SM account	W2P_5.2; W2P_5.3	Report descriptive statistics, including the mean age and the percentage across ages. Compare the mean ages nominated for the respondent's own child versus other children using a paired-samples t-test.

Parent: W2	Social norms & attitudes	Right age for other children to have SM account, why	W2P_5.4	Thematic analysis
Parent: W2	Implementation of SMMA (theme 1)	Attitudes towards SMMA restrictions	BP_6.7, W2P_6.7	Report the percentage who support and oppose the restrictions at baseline and wave 2. Compare percentages – McNemar's test. Compare mean scores from baseline to wave 2 using a paired-samples t-test or compare percentages.
What has been the impact on young people?				
Child: Baseline, W2	Exposure to harm (theme 2)	Problematic use	BC_8.30, W2C_8.30	Report descriptive statistics at the item level for baseline v W2. Compare percentages – McNemar's test. Consider creating an aggregate score across all items at baseline and wave 2 and compare the means between time

				points using paired samples.
Parent: Baseline, W2	Exposure to harm (theme 2)	Exposure to control related harms	BP_7.3; W2P_7.3	Report descriptive statistics at the item level for baseline v W2. Compare percentages – McNemar's test. Consider creating an aggregate score across all items at baseline and wave 2 and compare the means between time points using paired samples.
Child: Baseline, W2 Parent: Baseline, W2	Wellbeing & functioning	Physical wellbeing – sleep quality	BC_3.1, W2C_3.1 BP_2.8_a, W2P_2.8_a	Report descriptive statistics on the percentage agreement for baseline v W2. Compare percentages – McNemar's test. Compare mean scores across time points using paired samples.

Commented [BK13]: Do we want to preference child report above?

Commented [BK14R13]: Run both and use the child if not different

Child: Baseline, W2	*Wellbeing & functioning*	*Psychological wellbeing (Short Warwick Edinburgh Mental Well-being scale (SWEMWBS))*	*BC_3.5, W2C_3.5*	*Compute a sum score and compare average scores between time points using paired samples.* *Add a note that items were omitted and that the scoring may not reflect standard scoring.*
Child: Baseline, W2	*Wellbeing & functioning*	*Internalising Mental Health Symptoms (Kessler Psychological distress K6)*	*BC_3.7; W2C_3.7*	*Score the measure according to the K6 guidelines (ABS) and report the percentage classified as probable serious mental illness.* *Compare mean scores between waves using paired samples.*
Child: Baseline, W2	*Wellbeing & functioning*	*Self esteem (single item self-esteem scale (SISES)*	*BC_3.11, W2C_3.11*	*Compare mean scores between baseline and wave 2 using a paired-samples t-test.*
Child: Baseline, W2	Wellbeing & functioning	Offline activities – displacement/substitution effects	BC_3.16; W2C_3.16	Report descriptive statistics at the item level for baseline v W2.

Commented [TT15]: See if there are any changes but note we don't expect to see changes; for K6, psych wellbeing and self-esteem

				Compare percentages – McNemar's test. Compare mean scores at the item level across waves. Create an aggregate score across all items and compare the means between time points.
Parent: Baseline, W2	Wellbeing & functioning	Family offline behaviours	BP_2.14, W2P_2.14 BP_2.15, W2P_2.15	Report descriptive statistics at the item level for baseline v W2. Compare percentages – McNemar's test. Compare mean scores at the item level across waves. Create an aggregate score across all items and compare the means between time points.
Parent: Baseline, W2	Wellbeing & functioning	Parental stress	BP_2.16; W2P_2.16	Report the frequency of agreement at the

				item level for baseline v W2. Compare percentages – McNemar's test. Compare mean scores based on the total of the three items using paired samples.
Parent: Baseline, W2	Wellbeing & functioning	Family cohesion and communication	BP_2.17, W2P_2.17	Report the frequency of agreement at the item level for baseline v W2. Compare percentages – McNemar's test. Compare mean scores based on the total of the three items using paired samples.
Child: Baseline; W2	Implementation of SMMA (theme 1)	Subjective impact of SMMA	Quant: bc_7x6; W2C_7.6; QUAL: W2C_7.7, W2C_7.8	Compare mean expected impact (B) with actual impact (W2). Conduct a thematic analysis of the qualitative responses and report the frequency of common responses.

What has been the impact on families?				
Parent: W2	Implementation of SMMA (theme 1)	Impact on family	QUAL: bp_6x8; W2P_6.8 QUANT: bp_6x9_a bp_6x9_c bp_6x9_d w2p_6x9_a w2p_6x9_c w2p_6x9_d	Conduct a thematic analysis of the qualitative responses and report the frequency of common responses. Report the frequency of agreement at the item level for B v W2. Compare percentages – McNemar's test.
Child: Baseline, W2	Parental mediation/family dynamics (theme 4)	Family dynamics in relation to digital use	BC_9.2, W2C_9.2	Report the frequency of agreement at the item level for B v W2. Compare mean scores based on the total of the two items.
Parent: Baseline, W2	Parental mediation/family dynamics (theme 4)	Mental load	BP_4.5, W2P_4.5	Report frequencies at the item level for B v W2. Compare percentages – McNemar's test.

				Compare mean scores.
Parent: Baseline, W2	Parental mediation/family dynamics (theme 4)	Tension or conflict	BP_4.7, W2P_4.7	Report frequencies at the item level for B v W2. Compare percentages – McNemar's test. Consider comparing mean scores at the item level.

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Document 2 of 3

Research aim	Survey construct	Survey questions	Analysis	Considerations	Syntax done?	SYNTAX RUN?	Table in Q?
Assess children's adherence with the SMMA, including their knowledge, awareness and understanding of the legislation, their experience of deactivation of social media accounts, and any efforts to bypass the age restrictions.	Social media use	BC_6.5A, W3C_6.5A	McNemar's test % of children who used any social media in the 4 weeks prior to the survey at baseline and wave 3 % of children who used any age-restricted social media in the 4 weeks prior to the survey at baseline and wave 3 % of children who used each platform in the past 4 weeks at baseline and wave 3	Will need to back code other social media platforms (W3C_6.5B) Will then need to create aggregate/net variables for used any social media/ any age restricted social media in 4 weeks prior to survey Any 'other' social media platforms not included in original list not to be included in aggregate/net variables	Yes - to be run in longitudinal file (baseline already done)	Yes - AN	
	Social media accounts	BC_4.8, W3C_4.8	McNemar's test % of children who had any age-restricted social media account (that they had used in the 4 weeks prior to the survey) at baseline and wave 3 % of children who had account on each age-restricted social media platform (that they had used in past 4 weeks) at baseline and wave 3	Will need to create aggregate variable for any age-restricted social media account (used in the 4 weeks prior to the survey) Will need to create re-based versions for accounts on each age-restricted platform	Yes - to be run in longitudinal file (baseline already done)	Yes - AN	
	How children used social media without their own account	W3C_4.8B	Descriptives % of children who used each age-restricted platform without signing in, with someone else's account, or another way	Create re-based versions for each age-restricted platform? Possibly report both re-based versions and original versions (based on those who used each platform but didn't have own account, where sample size allows)	Yes - to be run in longitudinal file	Yes - AN	
	Account shut downs	W3C_7.9	Descriptives % of children who held account at baseline and who had a social media account shutdown or deactivated because of the age restrictions	Create version based on those who held account and used it in past 4 weeks at baseline	Yes - to be run in longitudinal file and double-checked as wrote syntax without longitudinal file	Yes - AN	
	Source of account shut downs	W3C_7.9B	Descriptives % of children who had account shut down by platform, parents, someone else or themselves	Create version re-based on all? Or those who held an account at baseline? Have created versions re-based on all (set up as multi-response variable in Q) - can filter on those who held account at baseline in Q if needed	Yes - to be run in longitudinal file	Yes - AN	
	Platforms where accounts were shut down	W3C_7.9C	Descriptives % of children who had account shut down by each age-restricted platform	Create version re-based on all? Or those who held an account at baseline? Have created versions re-based on all (set up as multi-response variable in Q) - can filter on those who held account at baseline in Q if needed	Yes - to be run in longitudinal file	Yes - AN	
	How children retained accounts	W3C_circ	Descriptives % of children who retained any account for each reason % of children who retained account on each age-restricted platform for each reason	Create aggregate variable combining all age-restricted platforms	Yes - to be run in longitudinal file	Yes - AN	
	Phone ownership	BC_2.1a, W3C_2.1a	McNemar's test % of children who had their own mobile phone at baseline and wave 3		NA	NA	
	Type of phone ownership	BC_2.1b, W3C_2.1b	McNemar's test % of children who had their own smartphone or basic phone at baseline and wave 3	Create versions re-based on all i.e. variable for own smartphone and variable for own basic phone	Yes - to be run in longitudinal file	Yes - AN	
	Frequency of use of phone at school	BC_2.4, W3C_2.4	Paired t test Frequency with which children used phone when at school at baseline and wave 3	Create versions re-based on all, coding those who don't have their own phone as never Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN	
	School phone ban	BC_2.6, W3C_2.6	McNemar's test % of children who had school phone ban	Create version re-based on all - include code for child doesn't go to school	Yes - to be run in longitudinal file	Yes - AN	
	Frequency of social media use	BC_6.6, W3C_6.6	Paired t test Frequency with which children used social media in past 4 weeks at baseline and wave 3	Create version re-based on all, coding those who didn't used social media in past 4 weeks as never Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file (baseline already done)	Yes - AN	

Average time using social media	W3C_6.6B	Descriptives Average time children spent using social media on school day and weekend	Exclude 'I don't usually use social media on school days/ on the weekend' and I don't want to say responses from average	NA	NA
Use of messaging platforms	BC_6.7, W3C_6.7	McNemar's test % of children who used any messaging platform in past 4 weeks at baseline and wave 3	Will need to back code other messaging platforms (W3C_6.7a) Create aggregate variable - used any messaging platform in past 4 weeks 'Other' platforms not included in original list not included in aggregate variable	Yes - to be run in longitudinal file (baseline already done)	Yes - AN
Frequency of use of messaging platforms	BC_6.8, W3C_6.8	Paired t test Frequency with which children used messaging platforms in past 4 weeks at baseline and wave 3	Create version re-based on all, coding those who didn't use messaging platform in past 4 weeks as never Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file (baseline already done) and check that amended version of w3c_6x8 provided by SRC has those who wrote in at other specify removed (if not label as DNU)	Yes - AN
Online communication	BC_6.9c, W3C_6.9c	McNemar's test % of children who communicated online with people not known in real life in the past 4 weeks	Create version re-based on all - code those who didn't use social media or messaging in past 4 weeks as no	Yes - to be run in longitudinal file and check that amended version of w3c_6x9 provided by SRC has those who wrote in at other specify removed (if not label as DNU)	Yes - AN
Frequency of online communication with people not known in real life	BC_6.10, W3C_6.10	Paired t test Frequency with which children communicated online with people not known in real life in past 4 weeks at baseline and wave 3	Create version re-based on all - code those who hadn't chatted online with people not known in real life in past 4 weeks as never Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN
Use of AI platforms	BC_6.11, W3C_6.11	McNemar's test % of children who used any AI platform in past 4 weeks at baseline and wave 3	Will need to back code other AI platforms (W3C_6.11b) Create aggregate variable - used any AI platform in past 4 weeks 'Other' platforms not included in original list not included in aggregate variable	Yes - to be run in longitudinal file (baseline already done)	Yes - AN
Frequency of use of AI platforms	BC_6.12, W3C_6.12	Paired t test Frequency with which children used AI platforms in past 4 weeks at baseline and wave 3	Create version re-based on all, coding those who didn't use AI platform in past 4 weeks as never Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file (baseline already done)	Yes - AN
Tasks used AI for	BC_6.13a, W3C_6.13a	McNemar's test % of children who used AI platform for each task in past 4 weeks at baseline and wave 3	Create version re-based on those who used AI in past 4 weeks, collapsing frequency categories at wave 3	Yes - to be run in longitudinal file (baseline already done)	Yes - AN
Use of video games	BC_6.14a, W3C_6.14a	McNemar's test % of children who play online video games in past 4 weeks at baseline and wave 3		NA	NA
Frequency of use of video games	BC_6.15a, W3C_6.15a	Paired t test Frequency with which children played online video games in past 4 weeks at baseline and wave 3	Create version re-based on all, coding those who didn't play online video games in past 4 weeks as never Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file (baseline already done)	Yes - AN
Use of streaming services	BC_6.14b, W3C_6.14b	McNemar's test % of children who watched streaming services in past 4 weeks at baseline and wave 3	Will need to create re-based version for baseline, coding those who hadn't watched streaming services in past year as no	Yes - to be run in longitudinal file	Yes - AN

Examine changes in children's digital practices, including media literacy, exposure to online harms, and potential displacement, redistribution or substitution effects across digital and offline activities.	Frequency of use of streaming services	BC_6.15b, W3C_6.15b	Paired t test Frequency with which children watched streaming services in past 4 weeks at baseline and wave 3	Create version re-based on all, coding those who didn't watch streaming services in past 4 weeks as never Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN
	Live location sharing	BC_6.14c, W3C_6.14c	McNemar's test % of children who shared live location in past 4 weeks at baseline and wave 3	Will need to create re-based version for baseline, coding those who hadn't shared live location in past year as no	Yes - to be run in longitudinal file	Yes - AN
	Online dating app use	BC_6.14d, W3C_6.14d	McNemar's test % of children who used online dating app in past 4 weeks at baseline and wave 3	Will need to compare those who were 13+ at both time points	NA	NA
	Digital engagement	BC_6.1, W3C_6.1	Paired t test Frequency with which children engaged in each online activity in past 4 weeks at baseline and wave 3	Compare mean scores in Q, excluding don't know and don't want to say responses Exclude 'Messaged, called or chatted with friends or family online' as we already have children's use of messaging platforms	NA	NA
	Digital information diet	BC_6.2, W3C_6.2	McNemar's test % of children who searched for each type of information online in past 4 weeks at baseline and wave 3	For 13+ items, will need to compare those who were 13+ at both time points	NA	NA
	Perceived online participation benefits	BC_6.3, W3C_6.3	McNemar's test % of children who perceived each benefit at baseline and wave 3	Create aggregate variable - any online benefits	NA - can create net in Q	NA
	Media literacy	BC_6.4, W3C_6.4	Paired t test Extent to which children reported agreeing with each statement	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
	Concealment of online behaviour	BC_6.17, W3C_6.17	Paired t test Frequency with which children concealed online behaviour in past 4 weeks	Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
	Exposure to content harms	BC_8.1, W3C_8.1	McNemar's test % of children who had been exposed to content harms in past 4 weeks at baseline and wave 3	Create aggregate variable for having been exposed to any content harms in past 4 weeks	Yes	Yes - SM
	Frequency of exposure to content harms	BC_8.2, W3C_8.2	Paired t test Frequency of each type of exposure to content harms at baseline and wave 3	Create variables re-based on all, coding those who hadn't seen each type of content as never Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN
	Exposure to online hate	BC_8.3, W3C_8.3	McNemar's test % of children who had been exposed to online hate in past 4 weeks at baseline and wave 3	Create aggregate variable for having been exposed to any online hate in past 4 weeks For 13+ items, will have to compare those who were 13+ at both waves	Yes	Yes - SM
	Frequency of exposure to online hate	BC_8.4, W3C_8.4	Paired t test Frequency of each type of exposure to online hate at baseline and wave 3	Create variables re-based on all, coding those who hadn't seen each type of online hate as never For 13+ items, will have to compare those who were 13+ at both waves Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN
	Personal experience of online hate	BC_8.5, W3C_8.5	McNemar's test % of children who had personally experienced online hate in past 4 weeks at baseline and wave 3	Create aggregate variable for having personally experienced any online hate in past 4 weeks For items shown only to certain children, will have to compare those who were shown each item at both waves (i.e. only compare 'your sexuality' item if participant answered this item in both waves)	Yes	Yes - SM

Frequency of personal experience of online hate	BC_8.6, W3C_8.6	Paired t test Frequency of each type of personal experience of online hate at baseline and wave 3	Create variables re-based on all, coding those who hadn't experienced each type of online hate as never For items shown only to certain children, will have to compare those who were shown each item at both waves (i.e. only compare 'your sexuality' item if participant answered this item in both waves) Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses		
Experience of cyberbullying	BC_8.18, BC_8.19, W3C_8.18, W3C_8.19	McNemar's test % of children who had been cyberbullied in past 4 weeks at baseline and wave 3	Create aggregate variable for having been cyberbullied in past 4 weeks	Yes Yes - to be run in longitudinal file (baseline already done)	Yes - SM Yes - AN
Frequency of cyberbullying	BC_8.20, W3C_8.20	Paired t test Frequency of each type of cyberbullying at baseline and wave 3	Create variables re-based on all, coding those who hadn't experienced each type of cyberbullying as never Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN
Experience of unwanted sexual contact	BC_8.22, W3C_8.22	McNemar's test % of children who had experienced unwanted sexual contact in past 4 weeks at baseline and wave 3	Will need to compare those who chose to see question at both waves	NA	NA
Frequency of unwanted sexual contact	BC_8.23, W3C_8.23	Paired t test Frequency of unwanted sexual contact at baseline and wave 3	Create variable re-based on all who chose to see question, coding those who hadn't experienced unwanted sexual contact as never Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN
Help-seeking for harmful experiences	BC_8.28, W3C_8.28	McNemar's test % of children who sought help for negative online experience in past 4 weeks at baseline and wave 3	Create aggregate variable for any help-seeking Will need to compare those who had negative online experience at both waves	Yes - baseline done, no data manipulation needed for wave 3	Yes - SM
Barriers to help-seeking	BC_8.29, W3C_8.29	McNemar's test % of children who reported each barrier to help-seeking at baseline and wave 3	Will need to compare those who had didn't seek help for negative online experience at both waves	Yes - baseline done, no data manipulation needed for wave 3	Yes - SM
Problematic online use	BC_8.30, W3C_8.30	Paired t test Frequency of problematic online use at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
Personal feelings about social media	BC_5.2, W3C_5.2	Paired t test Extent to which children reported each statement about social media was true/not true for them	At baseline, children who used social media in the past year were asked these statements. At wave 3, those who used social media in past 4 weeks were asked this. Will need to create a version for baseline, based on those who used social media in past 4 weeks. For comparison purposes, will have to include only those who used social media in past 4 weeks at both baseline and wave 3. Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	YES - AN
Norms around social media use	BC_5.3, W3C_5.3	Paired t test Extent to which children reported each statement about social media was true/not true	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
Right age for social media	W3C_5.6, W3C_5.7	Descriptives Average 'right age' for kids to have accounts on social media Thematic analysis Reasons why children selected 'right age'	Exclude don't know and don't want to say responses from average Will need to code open-text responses	NA	NA

Assess impacts on community attitudes and dynamics, including any changes in social norms and attitudes towards the SMMA.			At baseline, children who used social media in the past year were asked these statements. At wave 3, those who used social media in past 4 weeks were asked this.		
	BC_5.4, W3C_5.4	Paired t test Extent to which children reported each statement about social media was true/not true for them	Will need to create a version for baseline, based on those who used social media in past 4 weeks. For comparison purposes, will have to include only those who used social media in past 4 weeks at both baseline and wave 3. Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN
Availability and production pressure			At baseline, children who used social media in the past year were asked these statements. At wave 3, those who used social media in past 4 weeks were asked this.		
	BC_5.5, W3C_5.5	Paired t test Extent to which children reported each statement about social media was true/not true for them	Will need to create a version for baseline, based on those who used social media in past 4 weeks. For comparison purposes, will have to include only those who used social media in past 4 weeks at both baseline and wave 3. Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN
Attitudes toward the SMMA	W3C_7.10	Descriptives Extent to which children supported SMMA		NA	NA
Sleep quality	BC_3.1, W3C_3.1	Paired t test Quality of children's sleep in the past 2 weeks	Reverse code scale in Q, so higher scores indicate better sleep Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
Sleep quantity	BC_3.2, W3C_3.2	Descriptives Collapse some categories and present frequencies e.g. % who went to sleep before 10 Paired t test Time children went to sleep on a weekday and a weekend day	Treat variable as numerical and compare means? Where higher scores indicate later sleep? Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
Sleep quantity	BC_3.3, W3C_3.2	Descriptives Collapse some categories and present frequencies e.g. % who woke up before 7 Paired t test Time children woke up on a weekday and a weekend day	Treat variable as numerical and compare means? Where higher scores indicate later wake up? Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
Attention and concentration	BC_3.4, W3C_3.4	Paired t test Extent to which children reported each statement was true/not true for them	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
Psychological wellbeing	BC_3.5, W3C_3.5	Paired t test Psychological wellbeing at baseline and wave 3	Reverse code items in SPSS to recompute total score, so higher scores indicate higher wellbeing Exclude anyone who said don't want to say to any item from total score Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file. Have created two sums for wave 3 - one with 5 items to match baseline, and one with all 7 items included at Wave 3.	Yes
Feeling of control	B3_3.6, W3C_3.6	Paired t test Feeling of control at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher control Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA

Evaluate the impact of the SMMA on children's wellbeing, including psychological, social and physical wellbeing, including their experience in school.	Internalising mental health symptoms	BC_3.7, W3C_6.7	Paired t test	Reverse code items in SPSS to recompute total score, so higher scores indicate higher internalising mental health symptoms			
			Internalising mental health symptoms at baseline and wave 3	Exclude anyone who said don't want to say to any item from total score Compare mean scores in Q, excluding don't know and don't want to say responses		Yes - to be run in longitudinal file	Yes - AN
	Help-seeking and service utilisation	BC_3.10, W3C_3.10	McNemar's test	Create variables for each source re-based on all, code those who said no or don't want to say at W3C_3.8 as no		Yes - to be run in longitudinal file and check all looks okay in Q when set up as multi-response variable	
			% of children who sought support for wellbeing from anyone and from each source in past 4 weeks at baseline and wave 3	Create aggregate variable - any help-seeking in past 4 weeks			Yes - AN
	Self-esteem	B3_3.11, W3C_3.11	Paired t test	Reverse code scale in Q, so higher scores indicate higher self-esteem			
			Self-esteem at baseline and wave 3	Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
	Online social comparison	B3_3.13, W3C_3.13	Paired t test	Reverse code scale in Q, so higher scores indicate higher agreement			
			Online social comparison at baseline and wave 3	Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
	Body image	B3_3.14, W3C_3.14	Paired t test	Reverse code scale in Q, so higher scores indicate higher agreement			
			Body image at baseline and wave 3	Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
		BC_3.15, W3C_3.15	Paired t test	Reverse code scale in Q, so higher scores indicate higher agreement			
			Body image at baseline and wave 3	Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
	Offline activities	BC_3.16, W3C_3.16	Paired t test	Reverse code scale in Q, so higher scores indicate higher frequency			
			Frequency of offline activities at baseline and wave 3	Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
	Proportion of friends who are only known online	BC_3.17, W3C_3.17	McNemar's test				
			% of children who had online friends at baseline and wave 3			NA	NA
	Quality of online friendships	BC_3.18, W3C_3.18	Paired t test	Reverse code scale in Q, so higher scores indicate higher agreement			
			Extent to which children reported each statement was true/not true for them	Will have to compare those who had online friends at baseline and wave 3 Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
	Quality of offline friendships	BC_3.19, W3C_3.19	Paired t test	Reverse code scale in Q, so higher scores indicate higher agreement			
			Extent to which children reported each statement was true/not true for them	Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
	Loneliness	BC_3.20, W3C_3.20	Paired t test	Reverse code scale in Q, so higher scores indicate higher loneliness			
			Frequency with which children felt lonley at baseline and wave 3	Potentially compared summed scores across items rather than each item? Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
	Fear of missing out	BC_3.21, W3C_3.21	Paired t test	Reverse code scale in Q, so higher scores indicate higher agreement			
			Extent to which children reported statement was true/not true for them	Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
	Experience of bullying offline	BC_3.22, W3C_3.22	McNemar's test				
			% of children who had been bullied offline in past 4 weeks at baseline and wave 3	Create aggregate variable for having experienced any offline bullying in past 4 weeks		Yes - to be run in longitudinal file	Yes - AN
	Frequency of offline bullying	BC_3.23, W3C_3.23	Paired t test	Create variables re-based on all, coding those who hadn't experienced each type of bullying as never			
			Frequency of each type of offline bullying at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses		Yes - to be run in longitudinal file	Yes - AN
	School connectedness	BC_3.24, W3C_3.24	Paired t test	Reverse code scale in Q, so higher scores indicate higher agreement			
			Extent to which children agreed with each statement	Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA
	Subjective impact of SMMA	BC_7.6, W3C_7.6	Paired t test	Reverse code scale in Q, so higher scores indicate more positive impact			
			Extent to which children reported a negative or positive impact of the SMMA	Compare mean scores in Q, excluding don't know and don't want to say responses		NA	NA

Assess impacts on parents and family life, including any changes in parental mediation practices, family cohesion, and engagement in shared activities.	Familial communication and cohesion	BC_9.1, W3C_9.1	Paired t test Extent to which children agreed with each statement	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
	Family dynamics in relation to digital use	BC_9.2, W3C_9.2	Paired t test Frequency of arguments about child's technology use	Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't know and don't want to say responses Reverse code scale in Q, so higher scores indicate higher frequency	NA	NA
	Mediation practices	BC_9.5, W3C_9.5	Paired t test Frequency of mediation practices in past 4 weeks	For items filtered on social media use, will have to compare those who used social media in past 4 weeks at baseline and wave 3 Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA

eSafety FOI 26135
Document 3 of 3

Research aim	Survey construct	Survey questions	Analysis	Considerations	Syntax done?	SYNTAX RUN?	Table in Q?
Assess impacts on parents and family life, including any changes in parental mediation practices, family cohesion, and engagement in shared activities.	Type of school child attends	W3P_school	Descriptives % of children attending each type of school		NA	NA	
	Parent internalising mental health symptoms	BP_2.1, W3P_2.1	Paired t test Internalising mental health symptoms at baseline and wave 3	Reverse code items in SPSS to recompute total score, so higher scores indicate higher internalising mental health symptoms Exclude anyone who said don't want to say to any item from total score Compare mean scores in Q, excluding don't know and don't want to say responses	Yes - to be run in longitudinal file	Yes - AN	
	Child life events	BP_2.10, W3P_2.10	McNemar's test % of children who experienced each life event at baseline and wave 3	Create net in Q - any life event experienced in past year	NA	NA	
	Family environment	BP_2.13, W3P_2.13	Paired t test Family environment at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding don't want to say responses	NA	NA	
	Family offline behaviours and activities	BP_2.14, W3P_2.14	Paired t test Family offline behaviours and activities at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't want to say responses	NA	NA	
	Family offline behaviours and activities - effort	BP_2.15, W3P_2.15	Paired t test Effort associated with family offline behaviours and activities at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher effort Compare mean scores in Q, excluding don't want to say responses	NA	NA	
	Parental stress	BP_2.16, W3P_2.16	Paired t test Parental stress at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding don't want to say responses	NA	NA	
	Family communication and cohesion	BP_2.17, W3P_2.17	Paired t test Family communication and cohesion at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding don't want to say responses	NA	NA	
	Conversations with child about social media	BP_4.3, W3P_4.3	Thematic analysis	Needs to be coded	NA	NA	
	Mental load	BP_4.5, W3P_4.5	Paired t test Parental stress associated with child's social media use at baseline and wave 3	Would have to compare parents who thought their child used social media at both time points Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA	
	Co-engagement on social media	BP_4.6, W3P_4.6	Paired t test Engagement with child's social media use at baseline and wave 3	Would have to compare parents who thought their child used social media at both time points Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA	
	Tension or conflict	BP_4.7, W3P_4.7	Paired t test Tension or conflict at baseline and wave 3	For filtered questions, would have to compare parents who thought their child used social media at both time points Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA	

	Parenting digital self-efficacy	BP_4.8, W3P_4.8	Paired t test Parenting digital self-efficacy at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA
	Changes in mediation practices - parental controls	BP_4.9, W3P_4.9 BP_4.10, W3P_4.10	McNemar's test % of parents who used parental controls at baseline and wave 3	Create re-based versions in SPSS, for specific types of parental controls	Yes - to be run in longitudinal file	Yes - AN
	Changes in mediation practices - parental rules	BP_4.11, W3P_4.11 BP_4.12, W3P_4.12	McNemar's test % of parents who had parental rules at baseline and wave 3	Create re-based versions in SPSS, for specific types of parental rules	Yes - to be run in longitudinal file	Yes - AN
	Changes in mediation practices - passive mediation	BP_4.15, W3P_4.15	McNemar's test % of parents who used passive mediation at baseline and wave 3		NA	NA
	Changes in mediation practices - active mediation	BP_4.16, W3P_4.16	Paired t test Frequency of active mediation at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher frequency Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA
	Changes in mediation practices - online safety conversations	BP_4.17, W3P_4.17	McNemar's test % of parents who engaged in online safety conversations at baseline and wave 3		NA	NA
	Changes in mediation practices - barriers to online safety conversations	BP_4.18, W3P_4.18	McNemar's test % of parents who reported each barrier to engagement in online safety conversations at baseline and wave 3	Look at base - may be too small. If sufficient sample, will need to compare those who hadn't discussed any topics at both time points	NA	NA
	Perceived impact of SMMA	W3P_6.8a	Descriptives Perceived impact of SMMA at wave 3	Reverse code scale in Q, so higher scores indicate more positive impact	NA	NA
	Perceived impact of SMMA - free text	BP_6.8, W3P_6.8	Thematic analysis	Needs to be coded	NA	NA
	Child externalising symptoms	BP_2.2, W3P_2.2 BP_2.3, W3P_2.3	Paired t test Externalising symptoms at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher externalising symptoms Compare mean scores in Q, excluding don't know and don't want to say responses	NA	NA
Evaluate the impact of the SMMA on children's wellbeing, including psychological, social and physical wellbeing, including their experience in school.	Parental awareness of offline bullying	BP_2.4, W3P_2.4	McNemar's test % of parents who were aware their child had been bullied offline in past 4 weeks at baseline and wave 3	experienced bullying in past 4 weeks Prioritise 'Yes, definitely' responses - if parent said 'Yes, definitely' to any item, code as parent aware. If parent said 'I think so' to any item, but no 'Yes, definitely', code as parent thought so. If parent said 'Prefer not to say' to any item, but no 'Yes, definitely' or 'I think so' responses, code as prefer not to say. If parent said 'Not sure' to any item, but no 'Yes, definitely', 'I think so' or 'Prefer not to say' responses, code as not sure. If parent said 'Not that I'm aware of' or 'No, definitely not' to any item, but no 'Yes, definitely', 'I think so', 'Prefer not to say' or 'Not sure' responses	Yes - to be run in longitudinal file	Yes - AN
	School attendance and refusal	BP_2.6, W3P_2.6	Paired t test School attendance and refusal at baseline and wave 3	Reverse code scale in Q, so higher scores indicate more frequent lateness/absence Compare mean scores in Q, excluding 'my child doesn't go to school', don't know and don't want to say responses	NA	NA

Parental awareness of child messaging use	BP_3.1, W3P_3.1	McNemar's test % of parents who were aware their child had used messaging platform in past 4 weeks at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had used messaging platform in past 4 weeks If parent said 'Yes, definitely', code as parent aware. If parent said 'Prefer not to say', code as prefer not to say. If parent said 'I think so', code as parent thought so. If parent said 'Not that I'm aware of', 'No, definitely not' or 'Not sure', code as parent not aware.	Yes - to be run in longitudinal file (baseline already done)	Yes - AN
Parental awareness of child online gaming	BP_3.2a, W3P_3.2a	McNemar's test % of parents who were aware their child had used online games in past 4 weeks at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had used online games in past 4 weeks If parent said 'Yes, definitely', code as parent aware. If parent said 'Prefer not to say', code as prefer not to say. If parent said 'I think so', code as parent thought so. If parent said 'Not that I'm aware of', 'No, definitely not' or 'Not sure', code as parent not aware.	Yes - to be run in longitudinal file (baseline already done)	Yes - AN
Parental awareness of child streaming	BP_3.2b, W3P_3.2b	McNemar's test % of parents who were aware their child had used streaming service in past 4 weeks at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had used streaming service in past 4 weeks If parent said 'Yes, definitely', code as parent aware. If parent said 'Prefer not to say', code as prefer not to say. If parent said 'I think so', code as parent thought so. If parent said 'Not that I'm aware of', 'No, definitely not' or 'Not sure', code as parent not aware.	Yes - to be run in longitudinal file	Yes - AN
Parental awareness of child AI use	BP_3.2c, W3P_3.2c	McNemar's test % of parents who were aware their child had used AI in past 4 weeks at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had used AI in past 4 weeks If parent said 'Yes, definitely', code as parent aware. If parent said 'Prefer not to say', code as prefer not to say. If parent said 'I think so', code as parent thought so. If parent said 'Not that I'm aware of', 'No, definitely not' or 'Not sure', code as parent not aware.	Yes - to be run in longitudinal file (baseline already done)	Yes - AN
Parental awareness of child social media use	BP_3.2c, W3P_3.2c	McNemar's test % of parents who were aware their child had used social media in past 4 weeks at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had used social media in past 4 weeks If parent said 'Yes, definitely', code as parent aware. If parent said 'Prefer not to say', code as prefer not to say. If parent said 'I think so', code as parent thought so. If parent said 'Not that I'm aware of', 'No, definitely not' or 'Not sure', code as parent not aware.	Yes - to be run in longitudinal file (baseline already done)	Yes - AN
Child's strengths online	W3P_4.99	Descriptives % of children showing each strength online		NA	NA

	Parental awareness of and concerns about child's social media use	BP_5.3, W3P_5.3	Paired t test Parental awareness of and concerns about child's social media use at baseline and wave 3	Will have to compare those who thought their child use social media at both time points Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA
	Concealment of online behaviour	BP_5.5, W3P_5.5	McNemar's test % of parents who thought child concealed online activities at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had experienced exposure to content associated with harm in past 4 weeks Prioritise 'Yes, definitely' responses - if parent said 'Yes, definitely' to any item, code as parent aware. If parent said 'I think so' to any item, but no 'Yes, definitely', code as parent thought so. If parent said 'Prefer not to say' to any item, but no 'Yes, definitely' or 'I think so' responses, code as prefer not to say. If parent said 'Not sure' to any item, but no 'Yes, definitely', 'I think so' or 'Prefer not to say' responses, code as not sure. If parent said 'Not that I'm aware of' or 'No definitely not' to any item but	NA	NA
Examine changes in children's digital practices, including media literacy, exposure to online harms, and potential displacement, redistribution or substitution effects across digital and offline activities.	Parental awareness of exposure to content associated with harm	BP_7.4, W3P_7.4	McNemar's test % of parents who were aware their child had been exposed to content associated with harm in past 4 weeks at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had experienced exposure to online hate in past 4 weeks Prioritise 'Yes, definitely' responses - if parent said 'Yes, definitely' to any item, code as parent aware. If parent said 'I think so' to any item, but no 'Yes, definitely', code as parent thought so. If parent said 'Prefer not to say' to any item, but no 'Yes, definitely' or 'I think so' responses, code as prefer not to say. If parent said 'Not sure' to any item, but no 'Yes, definitely', 'I think so' or 'Prefer not to say' responses, code as not sure. If parent said 'Not that I'm aware of' or 'No definitely not' to any item but	Yes	Yes - SM
	Parental awareness of exposure to online hate	BP_7.5, W3P_7.5	McNemar's test % of parents who were aware their child had been exposed to online hate in past 4 weeks at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had experienced online hate in past 4 weeks Prioritise 'Yes, definitely' responses - if parent said 'Yes, definitely' to any item, code as parent aware. If parent said 'I think so' to any item, but no 'Yes, definitely', code as parent thought so. If parent said 'Prefer not to say' to any item, but no 'Yes, definitely' or 'I think so' responses, code as prefer not to say. If parent said 'Not sure' to any item, but no 'Yes, definitely', 'I think so' or 'Prefer not to say' responses, code as not sure. If parent said 'Not that I'm aware of' or 'No definitely not' to any item but	Yes	Yes - SM
	Parental awareness of experiences of online hate	BP_7.9, W3P_7.9	McNemar's test % of parents who were aware their child had experienced online hate in past 4 weeks at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had experienced online hate in past 4 weeks Prioritise 'Yes, definitely' responses - if parent said 'Yes, definitely' to any item, code as parent aware. If parent said 'I think so' to any item, but no 'Yes, definitely', code as parent thought so. If parent said 'Prefer not to say' to any item, but no 'Yes, definitely' or 'I think so' responses, code as prefer not to say. If parent said 'Not sure' to any item, but no 'Yes, definitely', 'I think so' or 'Prefer not to say' responses, code as not sure. If parent said 'Not that I'm aware of' or 'No, definitely not' to any item, but	Yes	Yes - SM

				Create parental awareness variable in SPSS, based on children who had experienced cyberbullying in past 4 weeks Prioritise 'Yes, definitely' responses - if parent said 'Yes, definitely' to any item, code as parent aware. If parent said 'I think so' to any item, but no 'Yes, definitely', code as parent thought so. If parent said 'Prefer not to say' to any item, but no 'Yes, definitely' or 'I think so' responses, code as prefer not to say. If parent said 'Not sure' to any item, but no 'Yes, definitely', 'I think so' or 'Prefer not to say' responses, code as not sure. If parent said 'Not that I'm aware of' or 'No, definitely not' to any item, but		
	Parental awareness of cyberbullying	BP_7.10, W3P_7.10 BP_7.11, W3P_7.11	McNemar's test % of parents who were aware their child had been cyberbullied in past 4 weeks at baseline and wave 3		Yes - to be run in longitudinal file	Yes - AN
	Parental awareness of unwanted sexual contact	BP_7.12, W3P_7.12	McNemar's test % of parents who were aware their child had experienced unwanted sexual contact in past 4 weeks at baseline and wave 3	Create parental awareness variable in SPSS, based on children who had experienced unwanted sexual contact in past 4 weeks If parent said 'Yes, definitely', code as parent aware. If parent said 'Prefer not to say', code as prefer not to say. If parent said 'I think so', code as parent thought so. If parent said 'Not sure', code as parent thought so. If parent said 'Not that I'm aware of' or 'No, definitely not' code as parent not aware. Sample size too small at wave 3.	Yes - to be run in longitudinal file	Yes - AN
	Parental help-seeking following child's negative online experiences	BP_7.13, W3P_7.13 BP_7.14, W3P_7.14	McNemar's test % of parents who saught help for child's negative online experience in past 4 weeks at baseline and wave 3	Will have to compare those whose child had negative online experience at both time points Create re-based version of source of help - based on those whose child had negative online experience in past 4 weeks Look at data for barriers to help-seeking - likely too small sample		
	Social media norms	BP_5.1, W3P_5.1	Paired t test Social media norms at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA
	Feeling about child going on social media	BP_5.2, W3P_5.2	Paired t test Feelings about child going on social media at baseline and wave 3	Reverse code scale in Q, so higher scores indicate more positive feelings Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA
Assess impacts on community attitudes and dynamics, including any changes in social norms and attitudes towards the SMMA.	Right age for children to have social media accounts	BP_5.6a, W3P_5.6a BP_5.6b, W3P_5.6b	Descriptives Average 'right age' for kids to have accounts on social media Thematic analysis Reasons why parents selected 'right age'	Exclude don't know and don't want to say responses from average Will need to code open-text responses	NA	NA

Assess children's adherence with the SMMA, including their knowledge, awareness and understanding of the legislation, their experience of deactivation of social media accounts, and any efforts to bypass the age restrictions.	Confidence in ability to support child with SMMA	BP_6.5, W3P_6.5	Paired t test Parental confidence at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher confidence Compare mean scores in Q, excluding not applicable, not sure and don't want to say responses	NA	NA
	Parental support of SMMA	BP_6.7, W3P_6.7	Paired t test Parental support of SMMA at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher support Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA
	Attitudes towards SMMA	BP_6.9, W3P_6.9	Paired t test Parental attitudes towards SMMA at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA
	Child's adherence with SMMA	BP_6.6, W3P_6.6	Paired t test Parental perception of child's adherence with SMMA at baseline and wave 3	Reverse code scale in Q, so higher scores indicate higher agreement Compare mean scores in Q, excluding not sure and don't want to say responses	NA	NA