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National Education Network Safeguarding Group

**Internet Safety in the Context of Developing
Aspects of Young People's Digital Citizenship**

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1. KEY FINDINGS

Evidence has been gathered from a broad range of schools

- Evidence has been gathered from 382 school personnel and 3,095 pupils in total.
- Evidence has been gathered from those who feel they want to know more (about half the school personnel did not feel they were adequately trained), as well as those who feel they know a lot (about half indicated they felt adequately trained, and over a half reported feeling adequately supported).
- In this respect, the evidence is not biased or related to a particular group of teachers and managers; the evidence does not provide a picture from only those with high levels of understanding.
- Responses have been provided by schools with pupils of varying age ranges (from 5 to 19 years of age), in locations across urban to rural settings, and representative of local authorities (LAs) widely spread geographically across England.

Teachers and managers in schools are not indicating widespread uses of technological devices (online learning environments, social networking sites, and mobile devices) for educational purposes

- Only 37% of school teaching personnel use an online learning environment with pupils, but 69% have access to these facilities.
- Only 7% of school teaching personnel use mobile devices for teaching, but 76% own a device.
- School personnel indicate a widespread desire to integrate e-safety teaching into school practices (99.7% of school personnel feel that online safety should be taught in school).
- In this respect, schools are concerned with a social responsibility with regard to technological devices, rather than an educational responsibility.

A real training need is shown by levels of responses

- Many school personnel feel inadequately trained on e-safety issues (53% of all school personnel), and not adequately supported (42% of all school personnel).
- Many school personnel have received one or a small number of sessions on this topic (76% of all school personnel), but the majority want further training (82% of all school personnel).

Those who are unsure about the topic want to be involved in in-service and course attendance

- Those who want updating are happier to use online resources (16% of all school personnel request this form of updating).
- For those wanting initial training, they are prepared to attend one or two sessions a year (requested by 40% of all school personnel), while those wanting updating are prepared to spend a few hours as needed (requested by 30% of all school personnel).

School personnel and pupils widely agree that use of the internet is a good thing

- Uses vary (99% of all school personnel think using the internet is a good thing); uses reported most commonly are finding information or pictures, communicating with others, and watching videos.
- Publishing as an activity is nevertheless not uncommon.

Major issues that concern school personnel about using the internet are having their identity stolen, having a profile created about them, and finding misleading information

- It is clear that common aspects of concern must be covered adequately within training sessions (26% of all school personnel are concerned with having their identity stolen, 20% with having a profile created about them, and 16% with finding misleading information).
- Although school personnel feel that internet filtering is there to protect pupils (94% of all school personnel) and schools, there are fewer who feel it is there for their own protection (only 64% of all school personnel).

- Overall, however, many school personnel and pupils feel that filtering should remain at the same level (56% of all school personnel), or be less restrictive than it is currently (31% of school personnel).
- Many school personnel and pupils feel that teacher monitoring could be increased as an alternative means to support use and access.

Major safety issues that concern pupils about the use of the internet can be grouped into those that are potential (they might happen) and those that are actual (they have happened)

- Numbers of cases where young people reported feeling unsafe due to an actual incident rather than an incident that they felt might happen was 6% for 14 to 19 year olds, 8% for 12 to 14 year olds, 9% for 10 to 11 year olds, 10% for 8 to 9 year olds, and 11% for 5 to 7 year olds.
- Younger children are identifying more instances of feeling unsafe, and the incidence decreases with increasing age.
- However, the young people were able to handle the situations reported in most cases (and were able to indicate the measures they took to do this).
- In many cases, as young people are reporting incidents to others (parents, teachers, friends), the outcomes for the young people could very well depend on how these issues are handled by those to whom they report incidents (and consequently, their levels of awareness, and abilities to handle such situations).

Although many school personnel report access to an online learning environment, fewer use it to communicate with pupils

- Many use school email to communicate with pupils (40% of school teaching personnel), and, of concern, a few use personal email (4% of school teaching personnel).
- Use of the online learning environment is reported to be covered in e-safety sessions in schools in only about half of cases (by 45% of school teaching personnel).
- Very few school personnel have felt unsafe when using online learning facilities (4% of all school personnel).

Many pupils report that e-safety sessions are not run in their schools (with fewer in rural schools)

- The regularity of e-safety sessions on average decreases as pupil age increases (about once a week on average is reported by 5 to 7 year olds, to once a term reported by 14 to 19 year olds).
- Although many pupils feel that social networking sites are a good thing (62% of all pupils), there are limited (but sometimes important) reasons they give as to why they should be used to support learning in schools.
- In many cases, e-safety lessons do not cover aspects of safe use of social networking sites (36% of all pupils report it is not covered or they are uncertain about it), yet many pupils either feel unsafe (13% of all pupils) or feel they are giving too much information when using these sites (reported by 12% of all pupils).

Many schools do not allow use of mobile devices, or restrict their use

- Many pupils do not adhere to school policies about uses of mobile device (63% reported not or only sometimes adhering to policy), and adherence decreases with increasing age.
- Policing of policies happens in a half or less of cases reported, according to age (only in 37% of all cases reported by 10 to 19 year olds).
- Many pupils indicate that safe use of mobile devices is not covered in e-safety sessions (74% of all pupils report that it is), yet around 10% of pupils in most age groups feel unsafe when using them.
- It is clear that some young people (particularly in the 5 to 9 year old age groups) are concerned about mobile telephone use because they do not know how they might handle certain situations, or how they can use facilities on the mobile telephone to control texts and calls that they do not want.
- The incidents on mobile devices in which pupils feel unsafe that are most commonly reported relate to texts or calls received from unknown people or sources (which could at times cost the telephone user without their knowledge), and calls or texts that are 'nasty', or threatening, or pranks (sometimes from people who the user knows well).

- Incidents of bullying are reported, but there are few of these that are reported as being serious, and most have been addressed satisfactorily by the young people themselves or by their parents.
- Of the total number reported, there were 39 incidents (2%) from the 12 to 19 year old age range that were reported in such a way that they indicated that they led to trauma (rather than concern) for the individual.
- Across the entire age range, the number of such incidents was 72 (3% of the total pupil sample).

School reports show few differences from the general reported picture above

- From the evidence provided, 31 individual school reports were produced, where there were 20 or more pupil responses provided.
- A few differences from the picture reported above were identified in some cases. Some regarded views and experiences about uses of technologies - 1 in 15 of these schools (15 being those cases where school personnel reports were gained as well as pupil responses) school personnel reported that filtering was a bad thing, 3 in 15 reported using personal email to communicate with pupils, and in 1 in 15 schools no school personnel felt unsafe when using mobile devices.
- In 1 in 15 schools, school personnel felt fully adequately trained and supported, while in only 1 in 15 was it reported that e-safety should not be taught in school.
- In 1 in 15 schools, school personnel gave conflicting views about school policy, and in 1 in 15 safe use of mobile devices was not covered in e-safety sessions.
- There were differences reported by pupils in terms of uses of technologies in some of these schools (publishing was higher in 1 in 31, and more pupils used mobile devices for learning in 3 in 31).
- Most pupils used *Facebook* as their social networking site in 4 in 31 schools.
- Views differed about whether e-safety was taught or not in 2 in 31 schools, while lack of content relating to safe uses of social networking sites and mobile devices was reported in 6 in 31 schools.
- Reports of e-safety being taught in special lessons or in PSHE lessons (rather than in ICT lessons largely) was indicated in 2 in 31 schools, while a preference for e-safety content being covered by external specialists was reported in 1 in 31 schools.
- In 4 in 31 schools there was uncertainty about whether using a social networking site in school would be a good thing.

Statistical representativeness of these data and findings

- Responses from 382 school personnel and 3,095 pupils provides a useful level of feedback, but only represents some 0.09% and 0.04% of the entire total populations respectively.
- However, when responses from different schools are grouped and viewed, the responses are largely similar (described in more detail in the section above). This suggests that the responses and findings are likely, therefore, to be largely representative of the entire population.
- There are two points where particular caution is needed, however. The first point of caution concerns any incidents or responses that might be considered to be unique; a unique incident can occur in a sample of 0.1% of the entire population, and being unique does not mean that it can be scaled up to indicate a 0.1% incidence in a larger sample. Reports of specific incidents that might be of a unique nature in this sample are highlighted in the section above (where 1 school in 31 is shown to provide a different perspective or view, for example). The second point of caution concerns the need to consider individual school contexts; it is clear from the findings that there are likely to be shifts in levels of some reports for schools in rural situations, or where school managers take a particular stance with regard to internet safety policy, for example. Where these are known to arise, they are highlighted in the text within this report.

2. EXECUTIVE SUMMARY

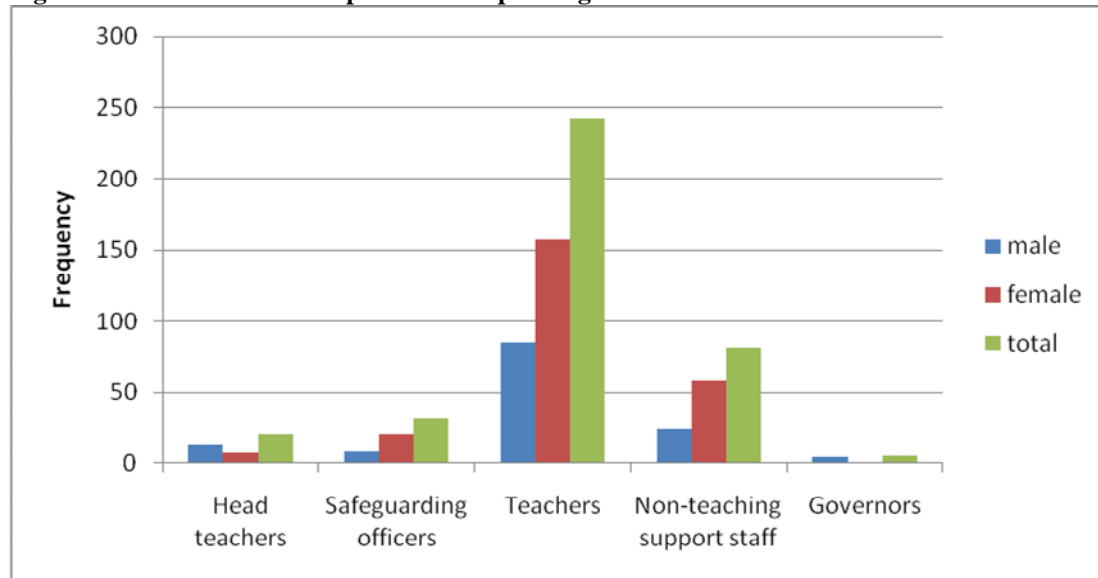
2.1 *Background*

1. The National Education Network (NEN) Safeguarding Group has a key role in promoting and raising awareness amongst key stakeholder communities about internet safety in the context of a wider development and understanding by young people of aspects of digital citizenship.
2. The NEN Safeguarding Group undertook an exploratory survey in 2008, which gathered evidence about the experiences of schools with uses of social networking sites.
3. The Department of Educational Research at Lancaster University has worked with the NEN Safeguarding Group in setting up a new study to explore aspects of online safety in the context of school practices, using a set of initial online research surveys to gather primary evidence.
4. Previous reports and studies have highlighted the important roles that parents can play, knowing what their children are doing in educational terms, monitoring their online home activities, and supporting them in a range of ways, while other reports and studies have highlighted the lack of communication that often exists between children and parents, and parents' lack of awareness of what their children are doing online. Issues with online safety and ways to address issues within schools through appropriate policies and practices have been detailed in many reports and guidance documents. Recently, a self-review of e-safety policies and practices for schools has become accessible online.
5. Ongoing technological developments and emerging uses of mobile devices and social networking sites have continued to raise issues about how schools and parents might tackle challenges concerned with safety and safe use. Statistics relating to issues of online safety in context from some 5 years ago provide detailed evidence, but recent data are not as readily accessible. The need to move towards a situation where the undoubted value of the internet can be used, alongside an increasing knowledge of what safety issues can arise and how to address them has been a focus of discussion and reports over the past 7 years.
6. In the study reported here, specific evidence has been gathered about perceived and real risks of using the internet and digital devices, how issues are managed, issues concerned with access to and uses of social networking sites, the use of mobile telephones or handheld devices, and how internet safety is promoted and managed within schools.

2.2 *Survey responses*

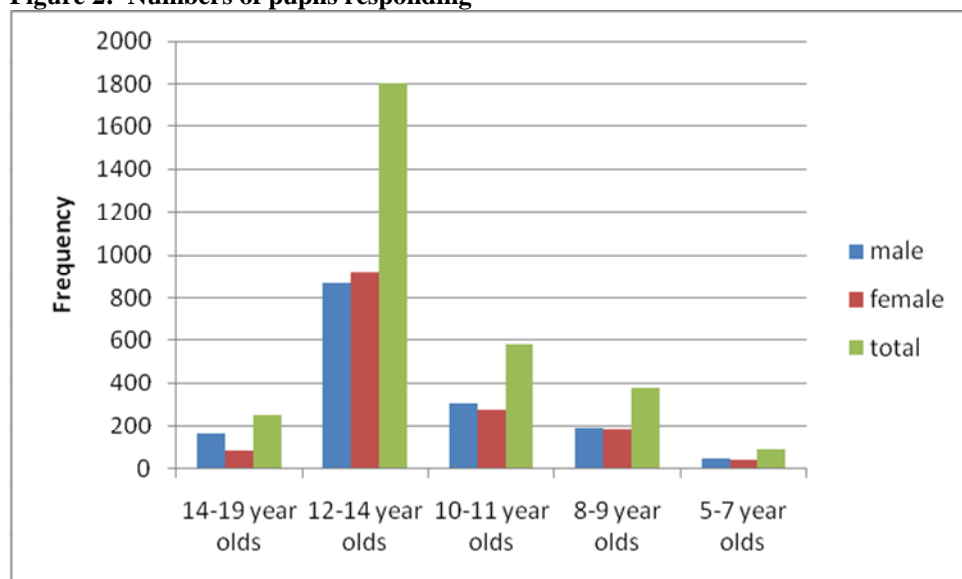
7. In total, 382 school personnel completed a number of online surveys between 1st June 2010 and 28th February 2011. Of these school personnel, 21 were head teachers, 31 were safeguarding officers, 243 were teachers, 82 were non-teaching support staff, and 5 were governors.

Figure 1: Numbers of school personnel responding



8. In total, 3,095 pupils completed an online survey between 1st June 2010 and 28th February 2011. Of these pupils, 87 were 5 to 7 years of age, 376 were 8 to 9 years of age, 579 were 10 to 11 years of age, 1,804 were 12 to 14 years of age, and 249 were 14 to 19 years of age.

Figure 2: Numbers of pupils responding



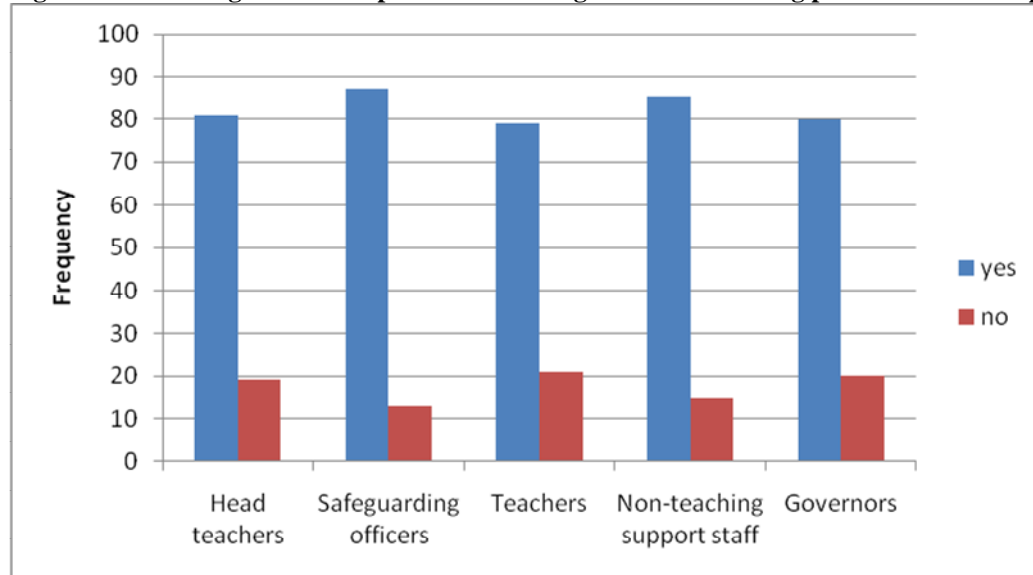
9. For both sets of data, those from school personnel and those from pupils, the number of responses is likely to be useful in terms of identifying features arising from the population, but the numbers are not likely to be high enough to provide findings that can be considered absolutely reliably representative of the entire school populations. However, it is clear that schools that feel they have successfully implemented e-safety policies and practices do not dominate this sample; many school personnel indicate the limitations they feel exist, and the wider understanding and experiences they would like to gain or integrate at this time.

2.3 Continuing professional development

10. It is clear from responses about continuing professional development and e-safety that there are a number of school personnel who feel adequately trained in terms of e-safety issues, but there are also those who do not. More than half the personnel responding indicate that they feel adequately supported to respond to e-safety issues, but the large numbers who do not suggests that more

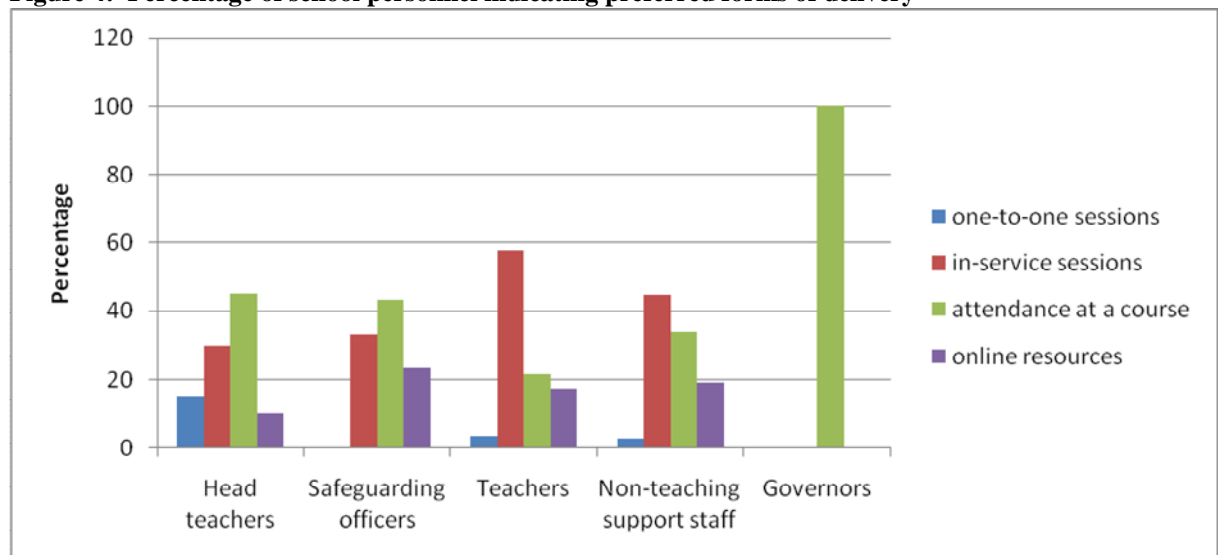
appropriate forms of ongoing support may be needed in this area, as well as more training. The majority of school personnel, irrespective of whether they feel adequately supported or trained, indicate that they want further continuing professional development. In total, 82% of respondents would want further continuing professional development.

Figure 3: Percentages of school personnel wanting further continuing professional development



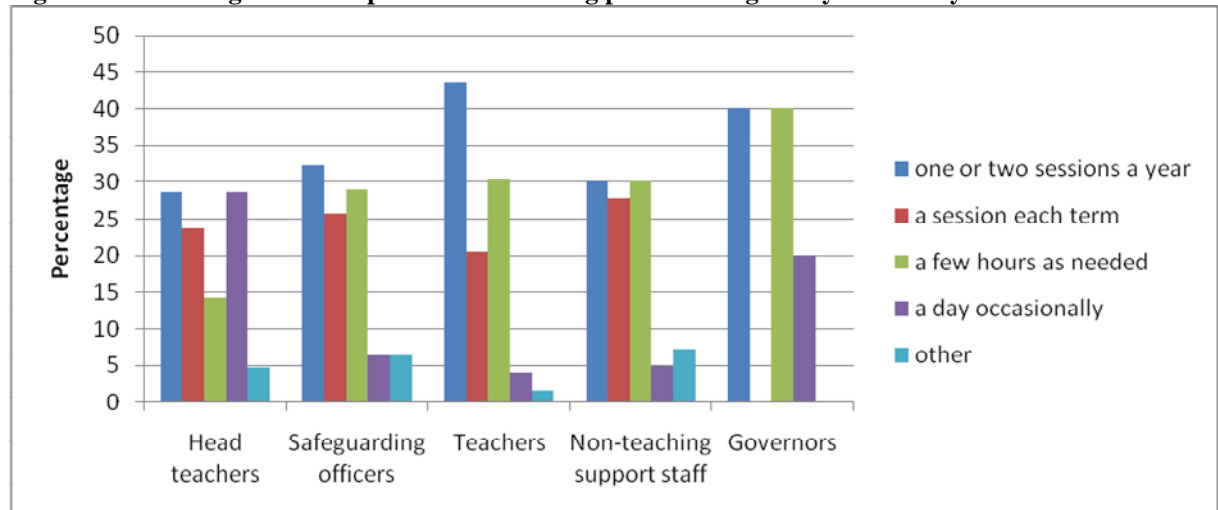
11. In terms of how continuing professional development could be most effectively provided for school personnel, most respondents feel that in-service sessions would be the best form of delivery, but attendance at a course and access to online resources are also highlighted by many respondents.

Figure 4: Percentage of school personnel indicating preferred forms of delivery



12. Most respondents have indicated that they would be prepared to be involved in one or two sessions a year of continuing professional development. Many personnel have also indicated willingness to be involved in a session each term, or a few hours as needed. However, school personnel have also indicated that appropriateness of location of training, and the cost of training, are major issues that need to be considered.

Figure 5: Percentage of school personnel indicating preferred regularity of delivery

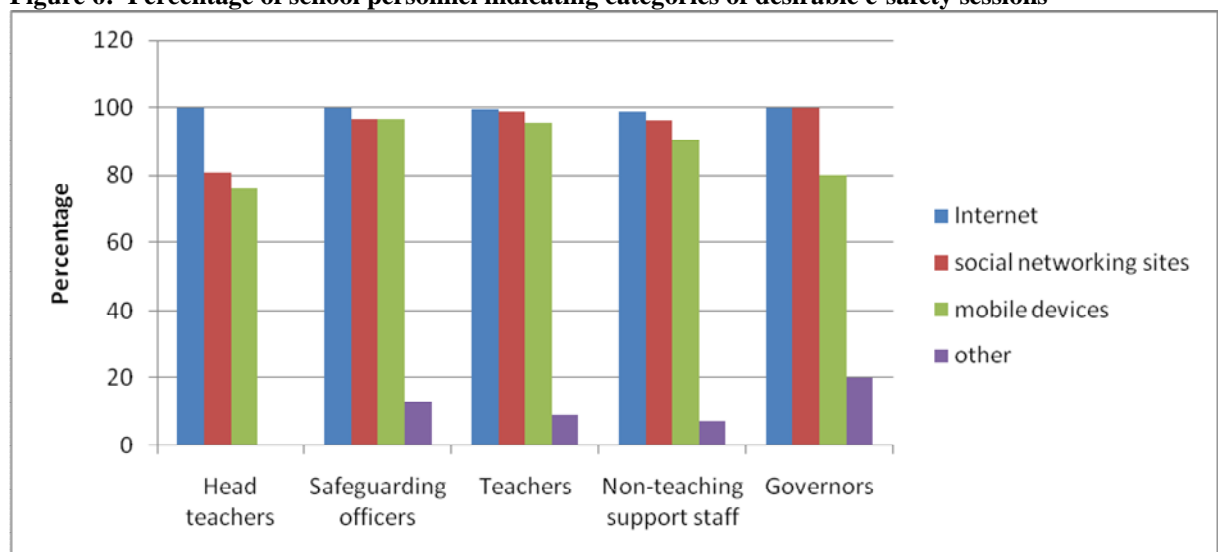


13. Across all groups of school personnel, some major common barriers have been reported: time issues, including issues concerned with time out of class or out of the school; costs of courses, and associated financial constraints; the need for cover, and associated costs; availability of courses within certain areas and localities; conflicting issues, of a professional as well as personal nature; effects on the school day and the curriculum; and the self confidence, expertise or starting point required for certain courses. Certain issues are highlighted by specific groups of school personnel: the effect of the changing nature of the internet and e-safety and its implications for school managers; and lack of support for non-teaching support staff to engage in continuing professional development. Taking barriers into account, it is recommended that online resources are developed and provided for school personnel as a matter of priority. Such resources could be accessed as and when school personnel find time and opportunity, and could be updated as new needs arise.

2.4 E-safety lessons

14. The vast majority of school personnel in all categories feel that online safety should be taught in school. Most school personnel in all categories would want online safety in school to cover aspects that are pertinent to uses of the internet, social networking sites, and mobile devices.

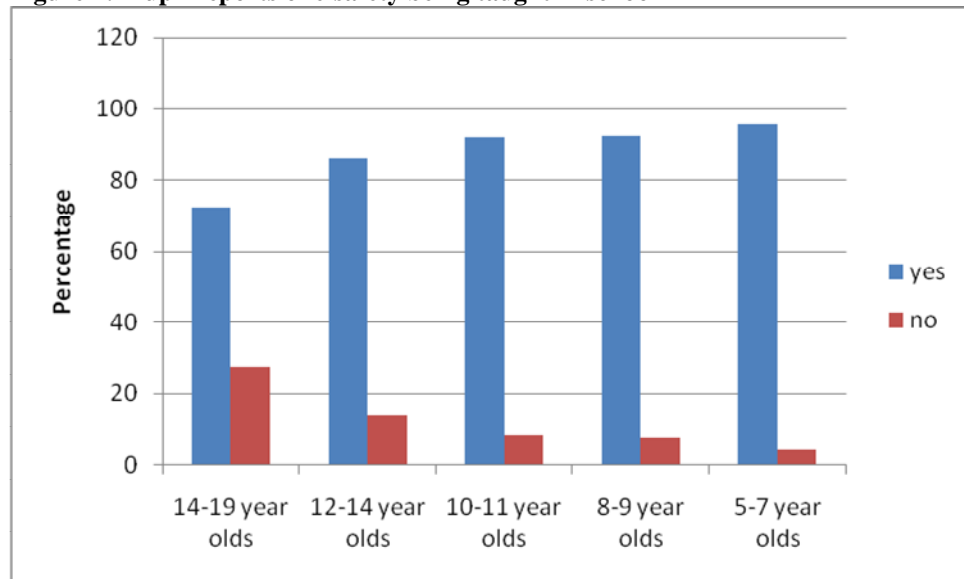
Figure 6: Percentage of school personnel indicating categories of desirable e-safety sessions



15. In terms of e-safety taught in schools, the samples of pupils stated that e-safety was taught less often in school as age range increases. Across all age ranges, e-safety is reported as being taught

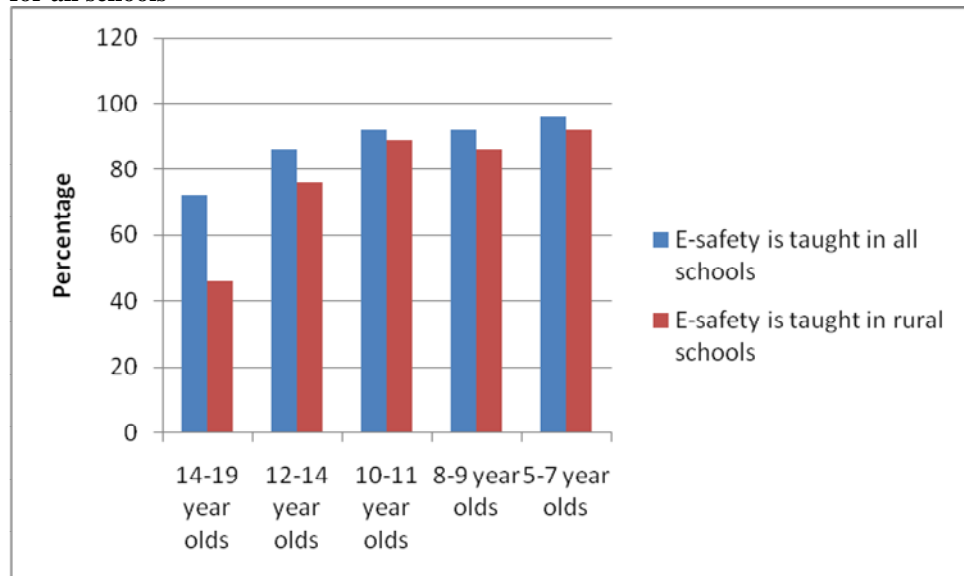
most commonly in ICT lessons. Form teachers and sessions in PSHE lessons are involved prominently in teaching e-safety for the 8 to 14 year old age range also.

Figure 7: Pupil reports of e-safety being taught in school



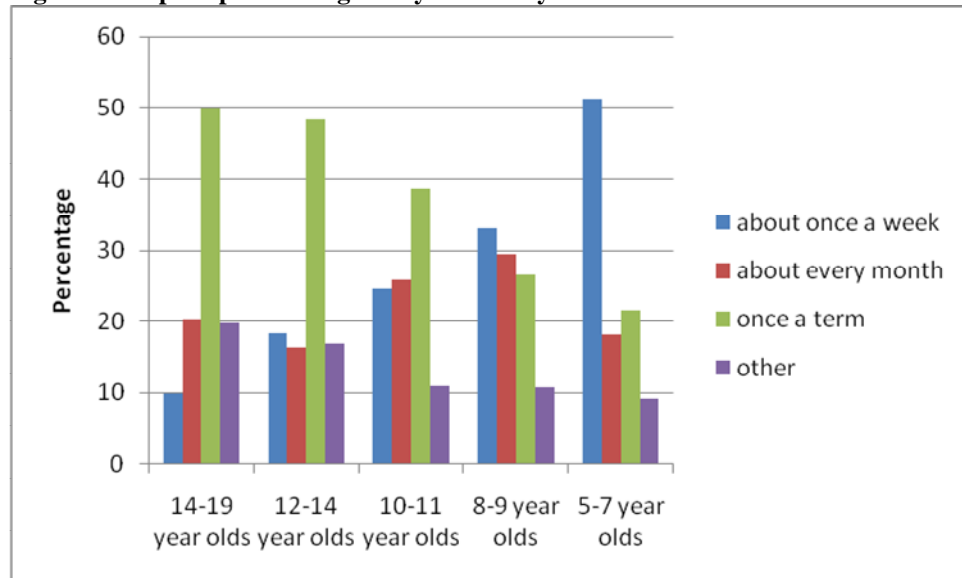
When responses relating to rural schools are selected (those indicating going to school in a village or in the country), then some notable differences are highlighted. There are fewer reports of e-safety sessions in rural schools, and as age increases, so those pupils in more rural schools are more likely not to be involved in e-safety lessons.

Figure 8: Comparison of proportion of pupils receiving e-safety sessions in rural schools with those for all schools



16. Reports from pupils suggest that the regularity with which e-safety is discussed shifts across the age ranges. From discussion once a week commonly reported by 5 to 7 years olds, the regularity shifts to once a term commonly reported by 14 to 19 years olds.

Figure 9: Pupil reports of regularity of e-safety sessions in school

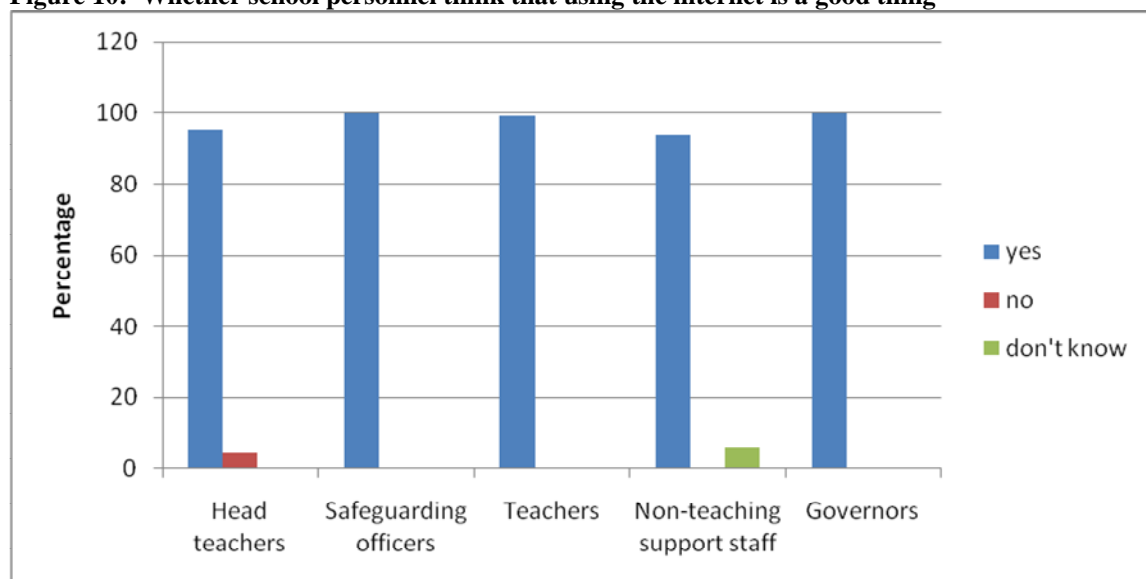


17. Pupils suggest that the regularity of discussion about e-safety is roughly in line with their needs. However, there is an indication that some pupils would like to see more regular discussion. In terms of how e-safety might be taught within the curriculum, many pupils report that they would like e-safety to be discussed in ICT lessons. However, the roles of PHSE lessons, or discussion in any lessons as appropriate, or discussions with form tutors, are suggested by many pupils also. These variations may be due to individual differences or preferences, or may be differences related to individual schools.

2.5 The internet and online safety

18. The vast majority of all school personnel think that using the internet is a good thing. In total, 99% of all respondents think that using the internet is a good thing. It is important, therefore, that e-safety is considered in this context; schools wish to provide access to the internet, but wish to ensure safe use and the development of safe practice by young people.

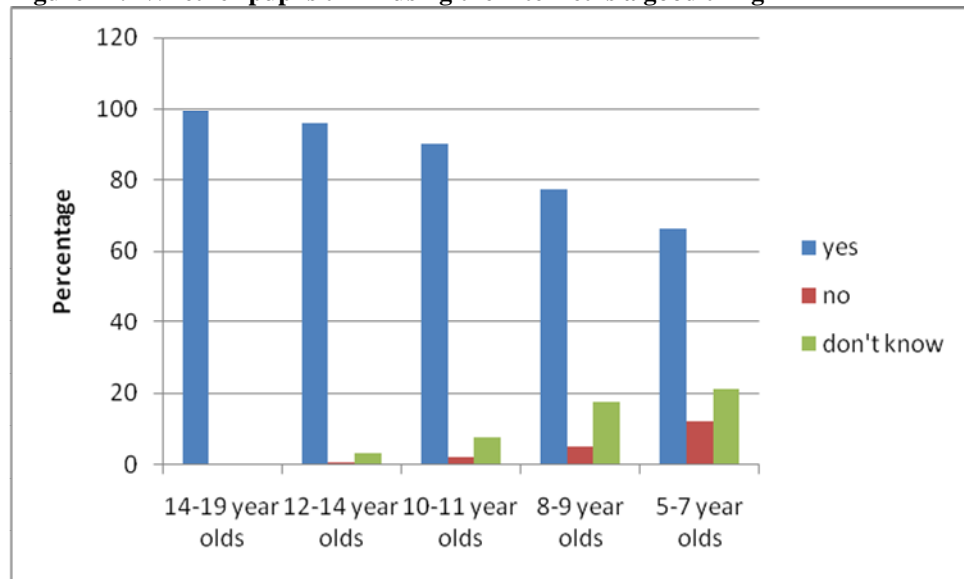
Figure 10: Whether school personnel think that using the internet is a good thing



19. Responses from school teaching personnel indicate that use of the internet is wide. Although its use for gaining information is most commonly reported, high levels of use are also reported for finding images, and communicating with others. The responses gathered from pupils suggest that

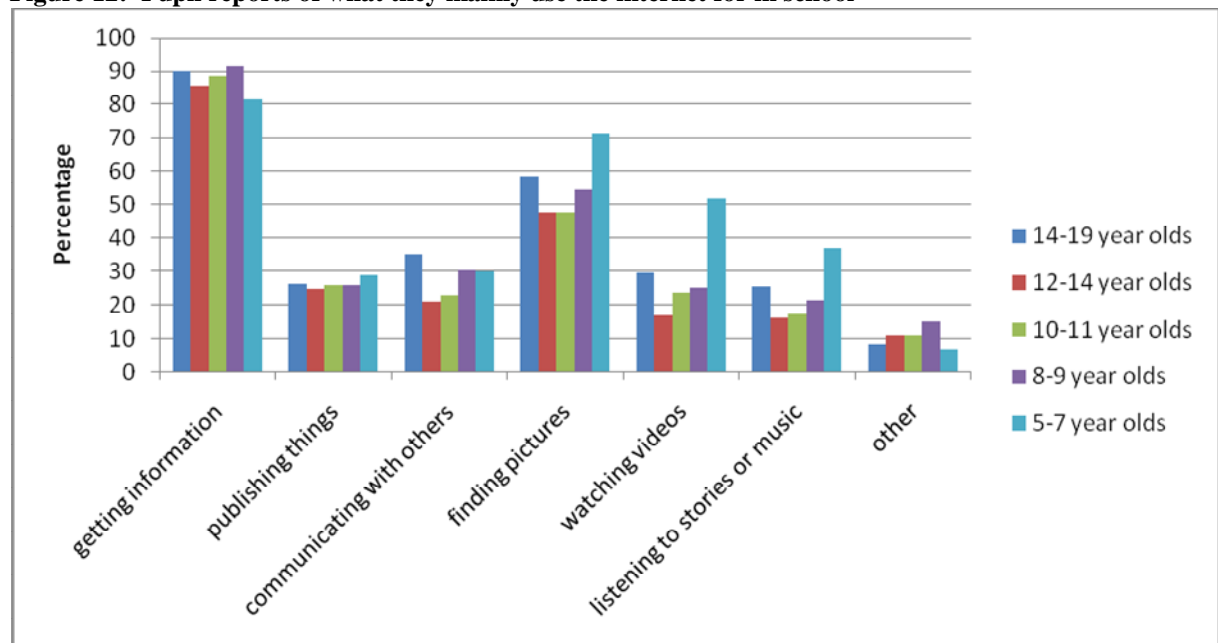
the value of internet use might be more widely or strongly held as pupils become older. The data show that 66% of 5 to 7 year olds, 77% of 8 to 9 year olds, 90% of 10 to 11 year olds, 96% of 12 to 14 year olds, and 99% of 14 to 19 year olds think that using the internet is a good thing.

Figure 11: Whether pupils think using the internet is a good thing



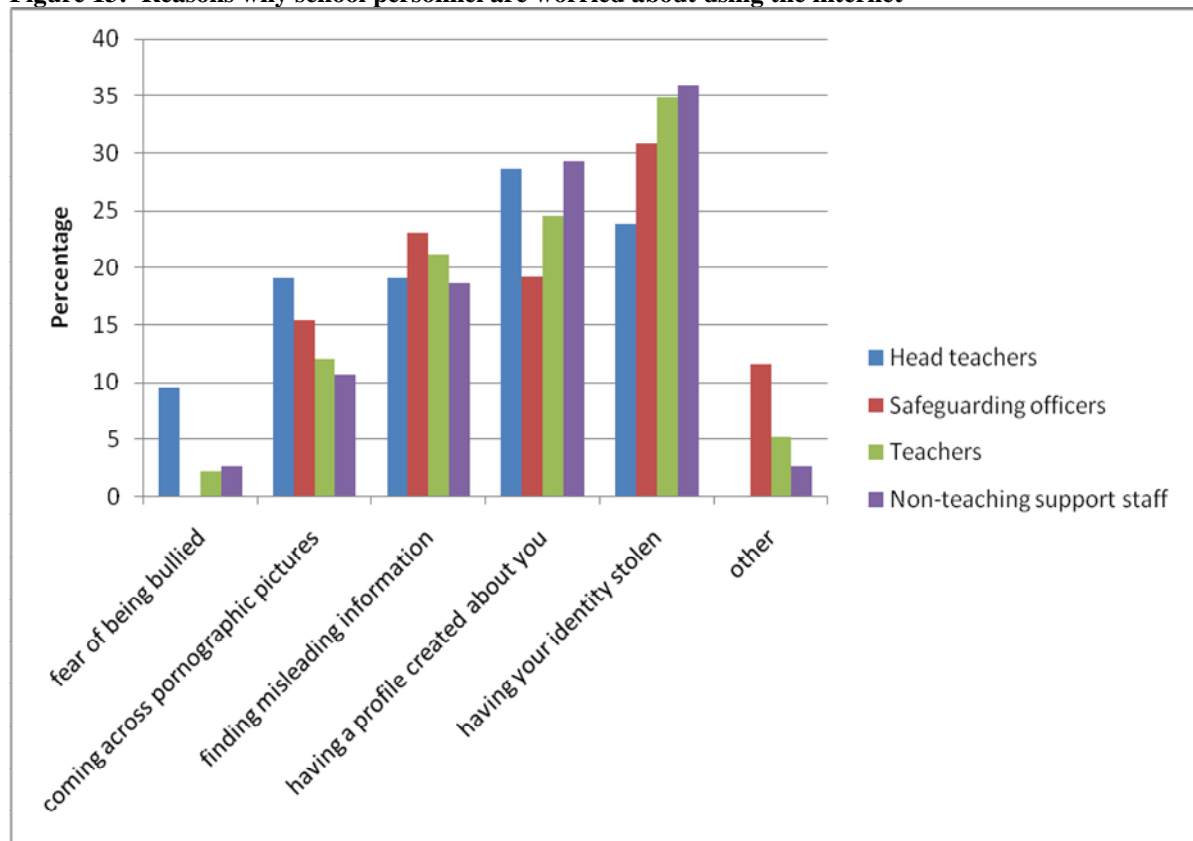
20. In terms of main uses of the internet by pupils, the main use that is stated is getting information (in the case of each age group), while finding pictures is a second common category. It is interesting to note that from these sample groups, the proportion of young people using the internet to publish is higher up to 14 years of age than it is above 14 years of age.

Figure 12: Pupil reports of what they mainly use the internet for in school



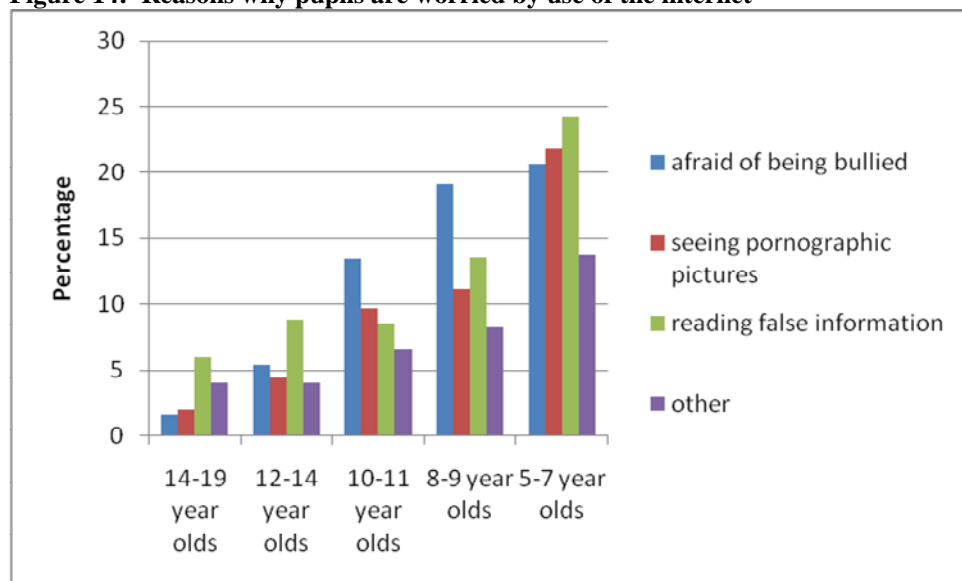
21. Although most school personnel are not worried about using the internet, there is a significant number who are. In total, 31% of respondents indicate concern about using the internet. The most common concerns of school personnel fall into three categories: having their identity stolen; having a profile created about them; and finding misleading information. With these aspects being reported most commonly, there is a clear need for more information and advice on these aspects through continuing professional development routes.

Figure 13: Reasons why school personnel are worried about using the internet



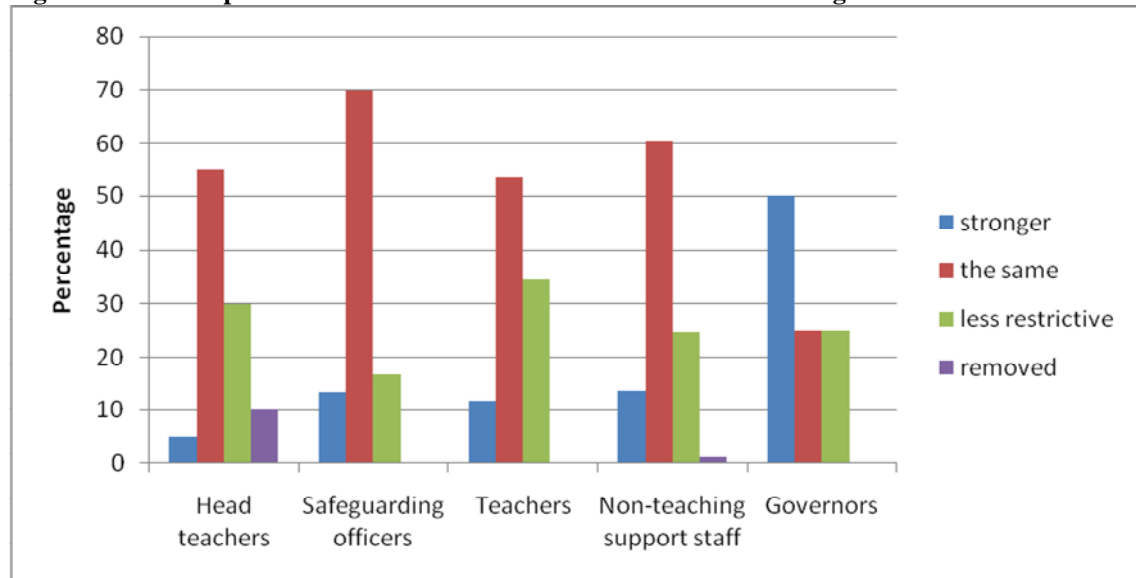
22. Responses from pupil samples would suggest that being worried by the use of the internet decreases with age. These data show that 39% of 5 to 7 year olds, 28% of 8 to 9 year olds, 21% of 10 to 11 year olds, 10% of 12 to 14 year olds, and 6% of 14 to 19 year olds are worried when using the internet. In terms of reasons why pupils have concerns, the data indicate that fear of being bullied is proportionately higher for the 8 to 11 year old age range, while concerns about reading false information are higher for the 12 to 19 year old age range.

Figure 14: Reasons why pupils are worried by use of the internet



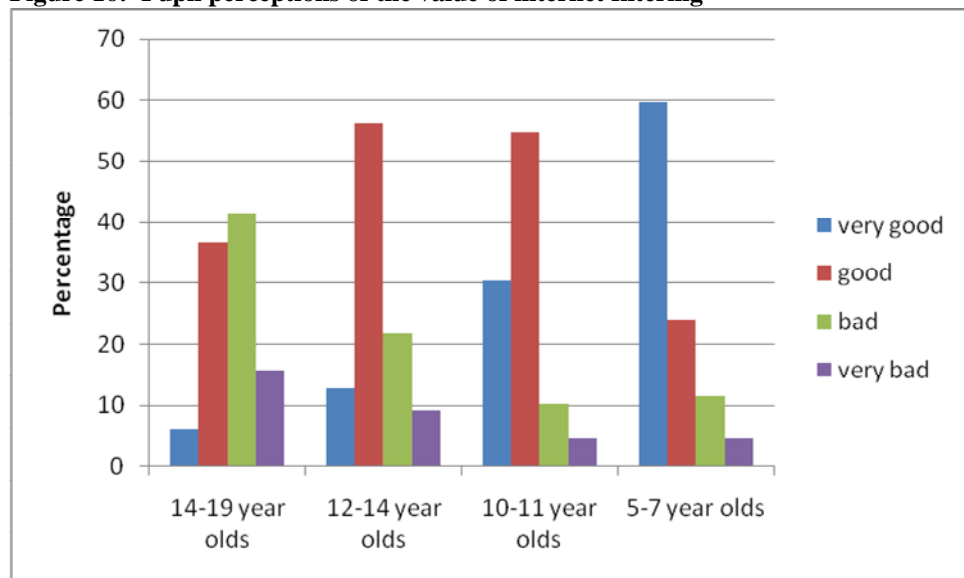
23. Overall, the total numbers of situations reported where young people have felt unsafe is 19 (8%) for 14 to 19 year olds, 187 (12%) for 12 to 14 year olds, 75 (15%) for 10 to 11 year olds, 52 (13%) for 8 to 9 year olds, and 11 (13%) for 5 to 7 year olds. Although there is some difficulty in ensuring that the reports are accurately placed into two different categories (potential and actual), the numbers of cases where young people reported feeling unsafe due to an actual incident rather than an incident that they felt might happen was 14 (6%) for 14 to 19 year olds, 128 (8%) for 12 to 14 year olds, 48 (9%) for 10 to 11 year olds, 39 (10%) for 8 to 9 year olds, and 9 (11%) for 5 to 7 year olds. These data suggest that younger children identify more instances of being unsafe, and that this incidence decreases with age.
24. However, it should also be noted that the young person was able to handle the situation reported in most cases. Instances where greater levels of trauma are likely to arise are (and this is suggested by the ways that young people referred to these in their descriptions): being bullied or threatened; rumours being started by someone; people causing arguments; stalking on the site; and someone talking and saying 'scary things'. There are 18 of these instances reported, which arise in 1% of all cases. Across these age groups responses that pupils gave about actions to counter situations that arise were of two different types, depending on whether these arose from people who create discomfort, or from information or written detail that creates discomfort. It is clear that these two sources may have quite different impacts for the individual and that the former might well be taken much more personally. Across the age groups the commonly reported actions that young people would take are: reporting incidents to adults (parents, teachers, or 'someone'); deleting or blocking people as friends from social networking site accounts; ignoring the situation or request or comment; logging off or signing off from an account or from the internet; and reporting the problem (but to whom is not stated). It is clear that in many cases, as the young people are reporting incidents to others, that the outcomes for them could very well depend on how this is handled by those to whom they report incidents. If parents, teachers or 'someone' is not clear about what to do, then it is possible that inappropriate action could result. The number of young people who indicate use of the 'Report Abuse' button, or reporting to CEOP or the police is small, but this number indicates an awareness of this possible action by some young people (especially 10 to 11 year olds). This age group also shows a level of awareness of how to address such issues by indicating the need to 'save the evidence'.
25. School personnel highlight that internet filtering is in place for a selection of purposes. The role of pupil protection is identified more commonly than its role in protection of the school overall, or of teachers. It is recommended that training should in the future point out the ways that filtering can protect the teacher and the school, as well as pupils. The majority of respondents think that filtering is a good (or very good) thing. Only 5% of respondents feel that filtering is a bad (or very bad) thing. More respondents think that school filtering should be less restrictive, however, or, in a few cases, removed altogether. In total, 31% of the school personnel feel that the filtering should be less restrictive or removed altogether.

Figure 15: School personnel views about future levels of internet filtering



26. Although many pupils highlight filtering as being a means to protect them, far fewer highlight primarily the purpose of the filtering as a means to protect teachers. Interestingly, many pupils highlight that they feel that filtering is a means to protect the school. It is recommended that this aspect is explored more in the future, as it may be that pupils believe that e-safety is something of concern more for young people and not for adults. Across the age ranges of pupils, responses suggest that there is a shift of view about whether filtering is a good or a bad thing. The majority of responses of 5 to 7 year olds indicate that it is a very good thing, for 10 to 14 year olds it is a good thing, but for 14 to 19 year olds it is a bad thing. Similarly, patterns of responses indicate that proportionately older pupils feel that filtering should be less restrictive.

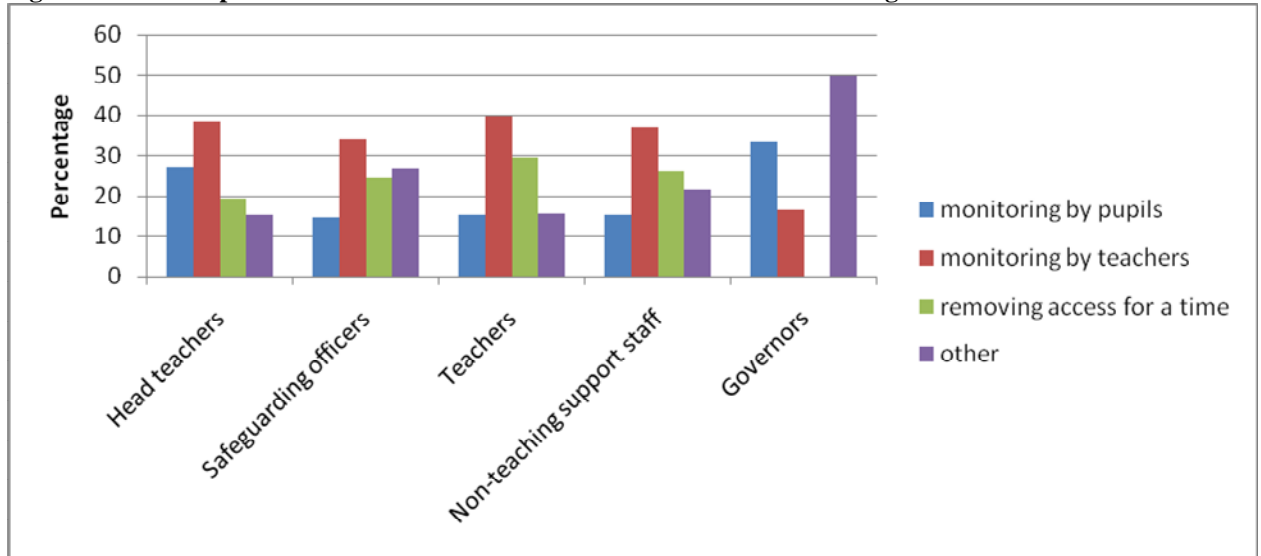
Figure 16: Pupil perceptions of the value of internet filtering



27. Many school personnel think that there are alternatives to filtering. Monitoring by teachers and removing access for some time are both highlighted most commonly as alternatives. It is recommended that training should include discussion about the roles of different alternatives, and where possible, provide some examples of schools that have used these alternatives. Alternative forms of monitoring are suggested by many pupils. Monitoring by teachers, followed by monitoring by pupils are most commonly stated by pupils of all age ranges as being alternatives to

filtering. It is recommended that e-safety provision and training provide more advice and guidance on these alternatives, and that exemplars of practice are offered where possible.

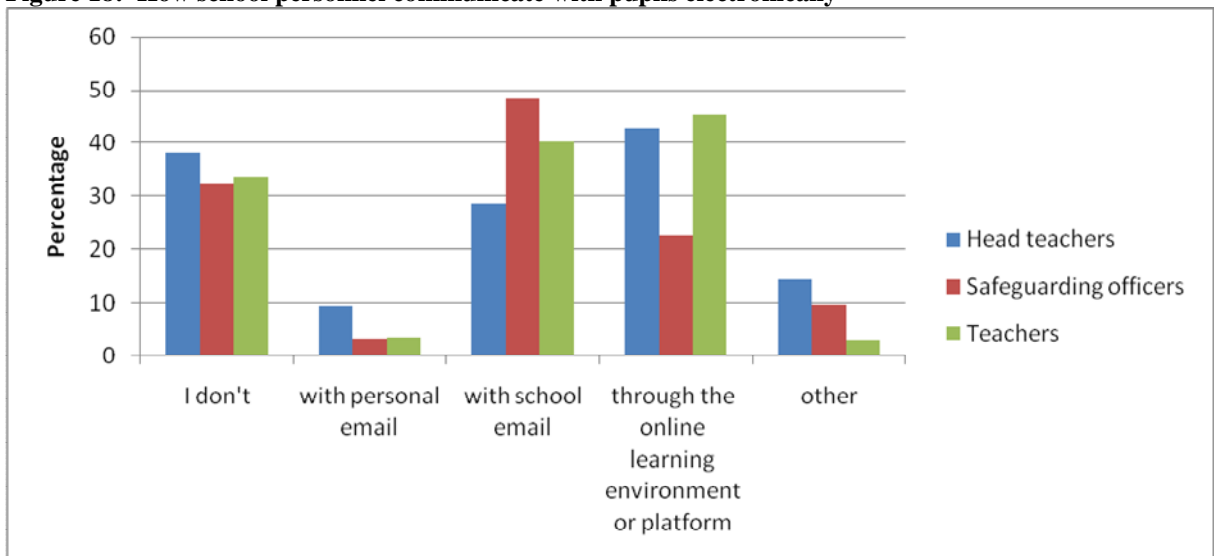
Figure 17: School personnel views about alternative forms of internet filtering



2.6 Online learning environments or platforms and e-safety

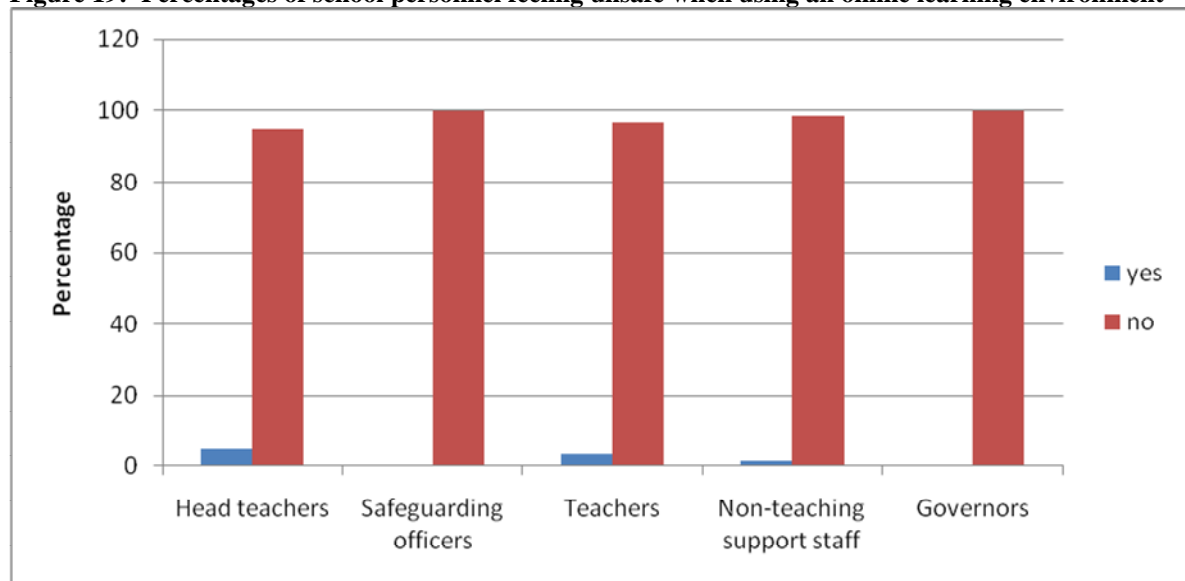
28. Most school personnel report that they have access to an online learning environment or platform. About half of the school teaching personnel use the online learning environment or platform to communicate with pupils. Fewer school teaching personnel use the online learning environment or platform to communicate with pupils out of school. However, some one third use the resources in this way. From school teaching personnel reports, it is clear that knowledge about the inclusion of the use of the online learning environment or platform being covered in e-safety lessons is clear in about three fifths of cases. In these cases, it is reported that use is covered in these lessons in about two thirds of reported instances. With an increase in access to online learning environments or platforms, it will be important that e-safety considerations with these facilities are covered appropriately in all forms of training provision.

Figure 18: How school personnel communicate with pupils electronically



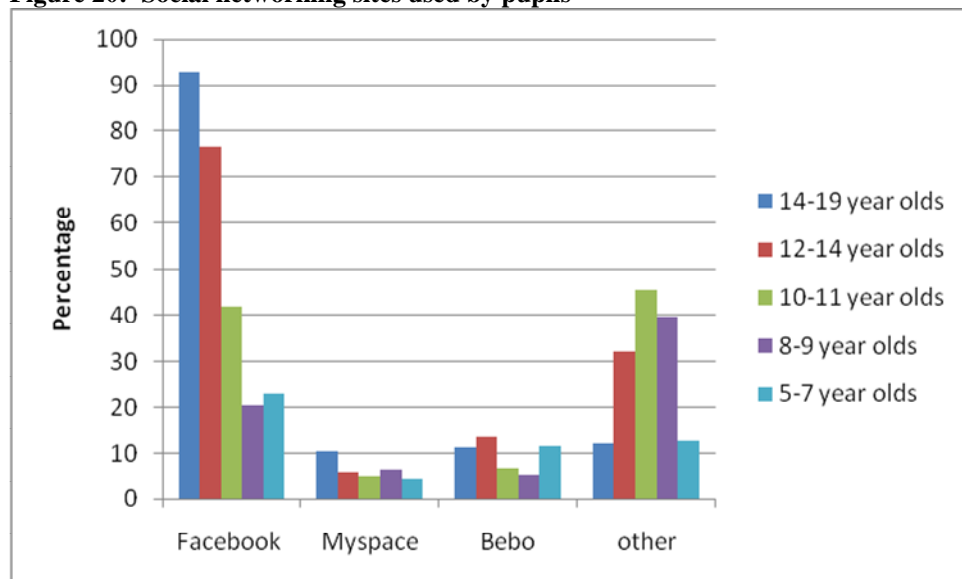
29. Only a small number of school personnel (3% of all respondents) reported feeling unsafe when using an online learning environment or platform. It is recommended that these concerns are covered within e-safety training for teachers.

Figure 19: Percentages of school personnel feeling unsafe when using an online learning environment



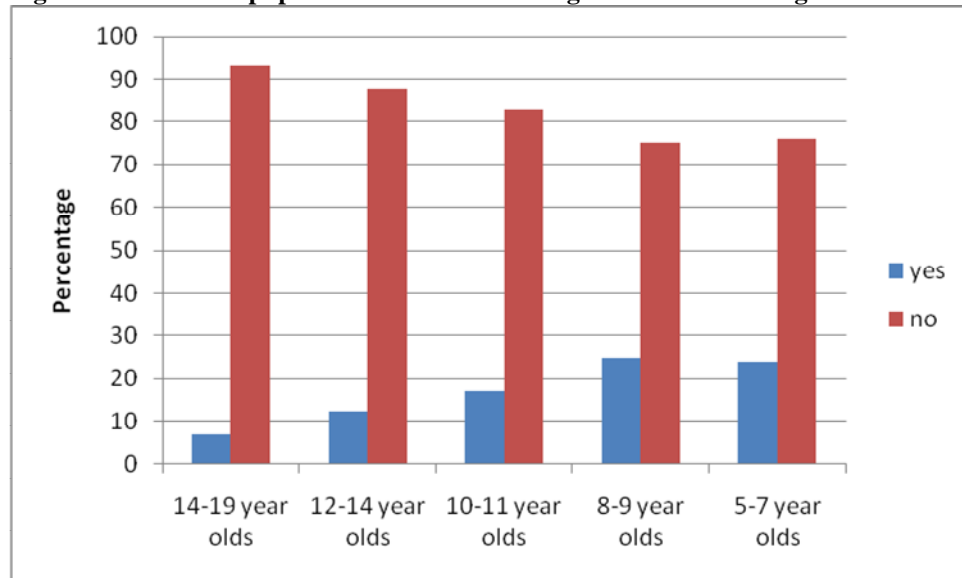
30. Across the pupil samples, as pupils become older, more indicate that they feel that using a social networking site is a good thing. The shift moves from 35% of 5 to 7 year olds, to 91% of 14 to 19 year olds. Of the social networking sites listed, most pupils in all age ranges reported using Facebook. Interestingly, 44% of 5 to 7 year olds responding to this question stated using Facebook, with 76% using Facebook, MySpace or Bebo.

Figure 20: Social networking sites used by pupils



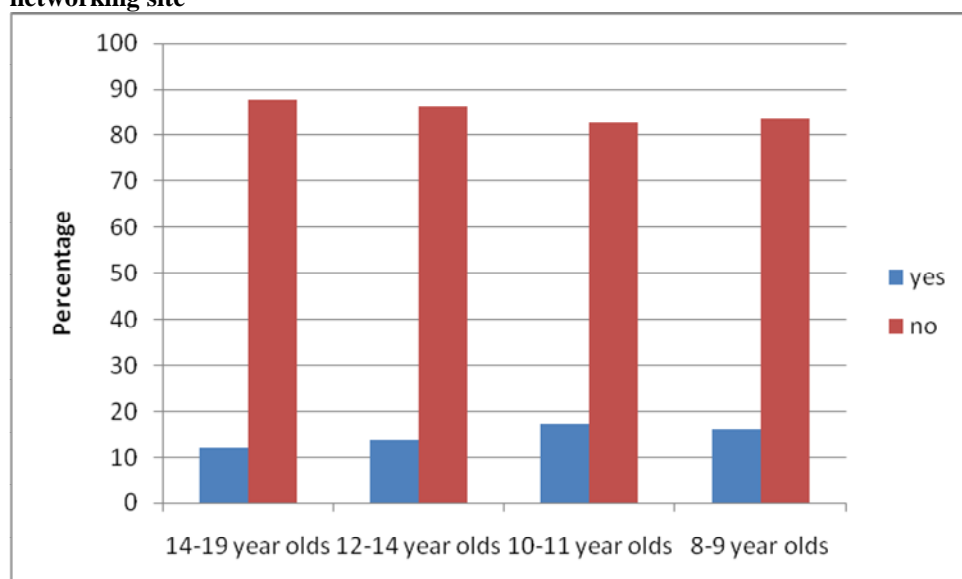
31. Responses from these samples of pupils suggest that the older the pupil, the more certain they are that the use of social networking sites is covered in e-safety lessons. The wide use of social networking sites by 5 to 7 year olds (shown by pupil responses to a previous question), suggests that this aspect needs to be covered from a young age. Across these samples of pupils, there was a reduction in the proportion of pupils feeling unsafe when using a social networking site as age range increased. Of 5 to 7 year olds, 25% felt unsafe, while for 14 to 19 year olds, 7% felt unsafe.

Figure 21: Whether pupils feel unsafe when using a social networking site



32. Interestingly, quite high proportions of these samples of pupils feel that they need to give too much information about themselves when using a social networking site. The proportions range from 16% of 8 to 9 year olds, 17% of 10 to 11 year olds, 14% of 12 to 14 year olds, to 12% of 14 to 19 year olds. Across these age groups certain information that should not be given out is highlighted commonly. Although it clearly depends upon context, many young people recognise in the context of giving information to others via social networking sites or on the internet, that home address is a key piece of information that should not be given out without due consideration. It is clear that certain other pieces of information should also come within this form of category, but have not been highlighted so frequently: telephone numbers; date of birth; email address; name; passwords; personal images; and credit card or bank details (although the use of the latter items by many age groups may be limited). It is recommended that e-safety training provision is reviewed to ensure that the range of details that should not be given out is covered adequately for young people.

Figure 22: Pupil responses about needing to give too much information when using a social networking site



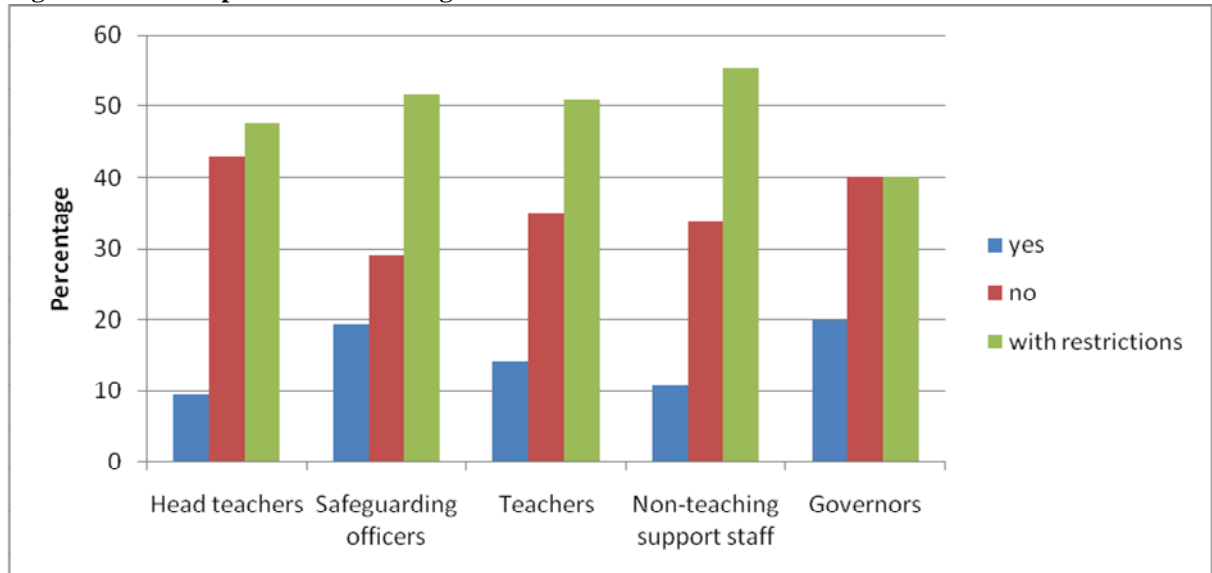
33. When pupils were asked how they would use a social networking site in school for learning purposes, the most commonly reported reasons referred only to general social or communication

purposes, with other pupils, or more widely. Such forms of use might not, therefore, have a clear learning focus. However, there are reports from many pupils that indicate how social networking sites (the definition of which needs to be considered widely to include learning environments or platforms) could be used to support learning purposes in specific and more general ways. Many pupils are seeing potential values and opportunities that such sites could offer them in terms of communication with family members, to keep in touch with ongoing details and school needs. It is clear, however, that schools taking such sites on board need to be aware of the fact that many pupils might not immediately see the learning benefits that could accrue from their uses. Interestingly, many pupils who are boarders in schools have referred to wide potential benefits that they could gain from use of such sites in schools.

2.7 Mobile devices and e-safety

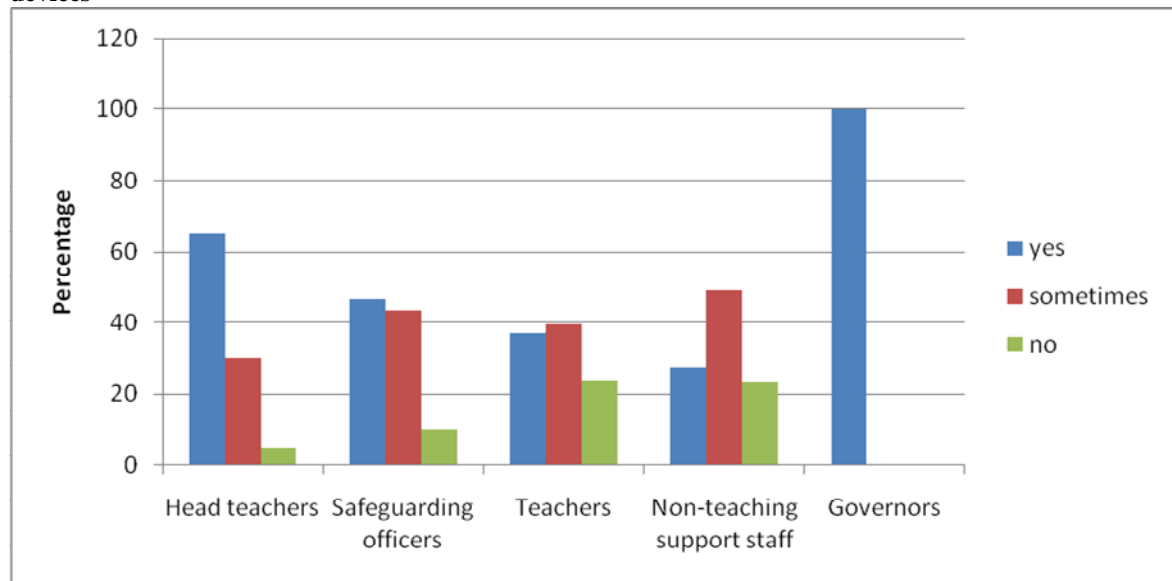
34. From responses, the vast majority of school personnel own a mobile device. Only 3% report not owning such a device. Most respondents report that mobile devices are allowed in school, in many cases with restrictions. In 35% of cases, school personnel respondents report that mobile devices are not allowed in school.

Figure 23: School personnel indicating whether mobile devices are allowed in school



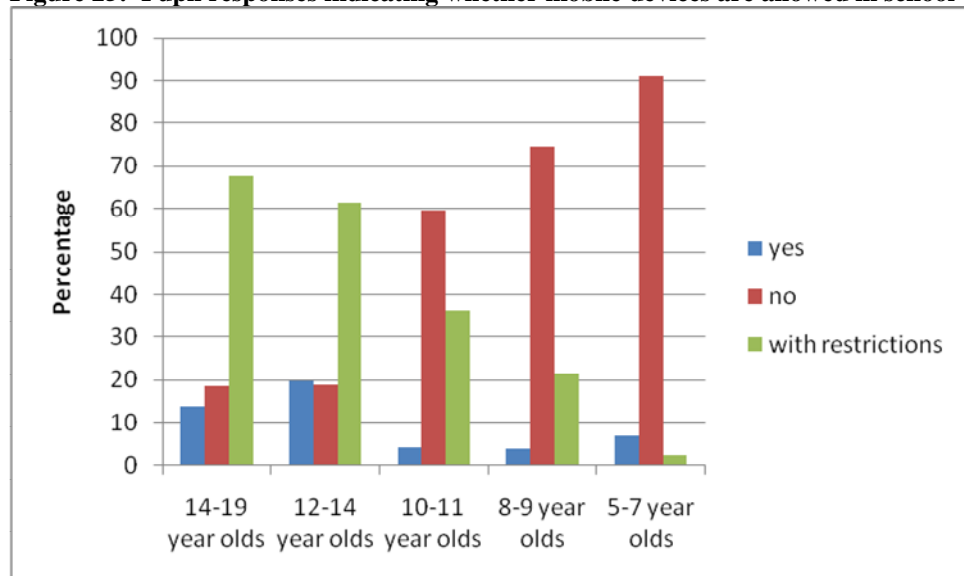
35. Although there are many reported cases by school personnel of pupils adhering to rules regarding uses of mobile devices in schools, there are many cases reported where this is not the case. It appears that many pupils wish to use mobile devices in schools for whatever reasons, and may be willing to break rules to do so. School personnel reports of adherence to the rules regarding uses of mobile devices are similar to the pattern of reports about whether policies are policed. More specific correlation analyses could be undertaken through the data to explore whether adherence and policing are related strongly.

Figure 24: School personnel indicating whether pupils adhere to school policy about uses of mobile devices



36. The responses from samples of pupils indicate that mobile telephones or other handheld devices are owned by increasing numbers of pupils as age increases. These samples of pupils report that schools allow mobile telephones more as pupils become older, and that as they become older, they adhere to school policy about using or not using a mobile telephone less. From 48% adherence of 10 to 11 year olds, it shifts to 33% adherence of 12 to 14 year olds, and 25% adherence of 14 to 19 year olds. The pattern of reported adherence is again, as reported by pupils, similar to the pattern of policies being policed.

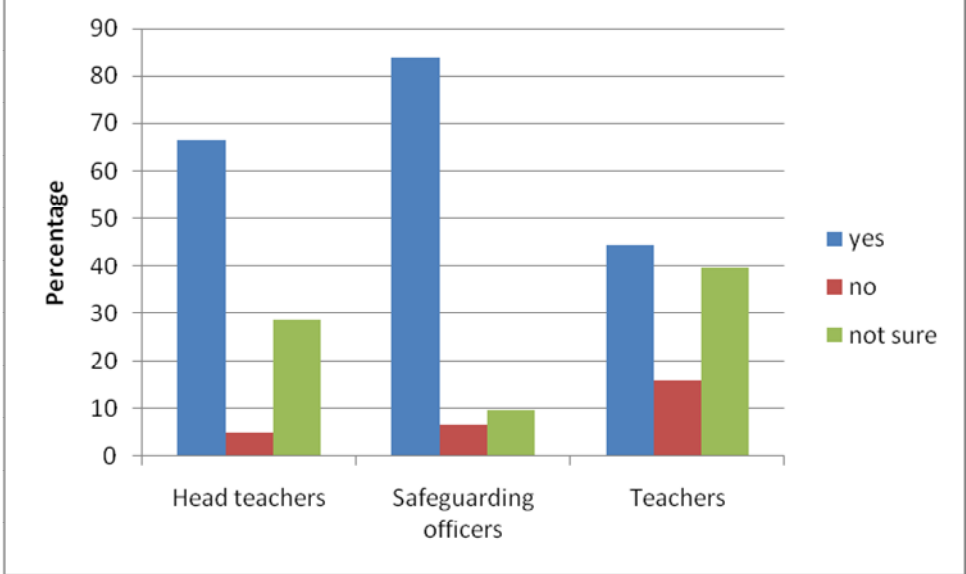
Figure 25: Pupil responses indicating whether mobile devices are allowed in school



37. Concerning uses of mobile devices for teaching, a small number of school teaching personnel report use of mobile devices for such purposes. It is clear from pupil reports that the most common use of the mobile device for learning is as a calculator. However, some pupils are reporting uses of internet access for researching subject topics, of camera functions in a wide variety of subject contexts, for texting and talking to friends and parents (and some of these are qualified further to show that they are related to school purposes and need, although all might not fall into this category), for checking the time, date, time passed, for finding and listening to music in drama sessions or in art or to aid concentration, and for use as a dictionary and spell-check..

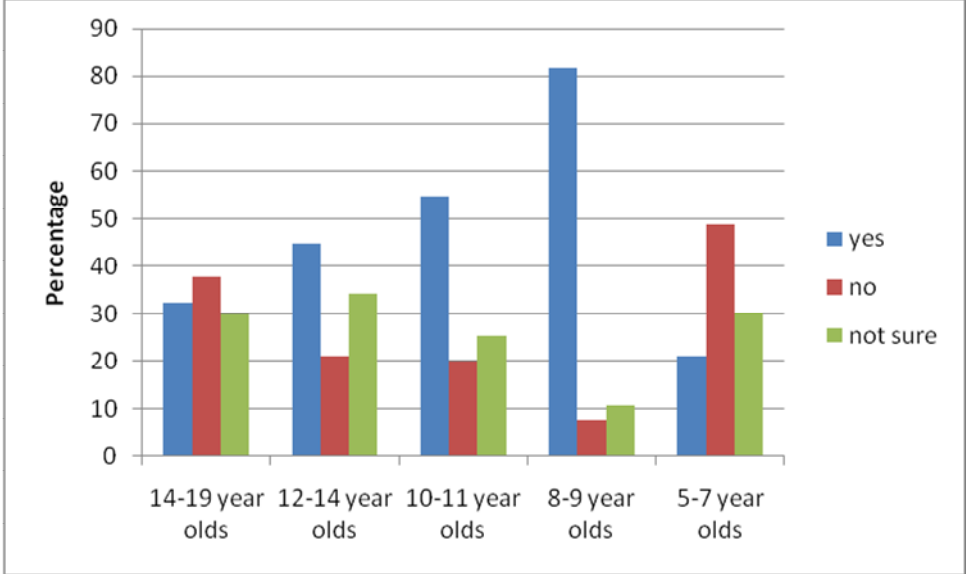
38. Most school teaching personnel report that use of mobile devices is covered in e-safety lessons in schools. In some cases, however, there are reports that this is not covered (by 11% of respondents). Considering the widespread access to mobile devices, it is recommended that this is an area where schools should review their e-safety provision and content of lessons or courses, especially as pupils are encountering situations where they can feel unsafe when using mobile devices.

Figure 26: School personnel indicating whether use of mobile devices is covered in e-safety sessions



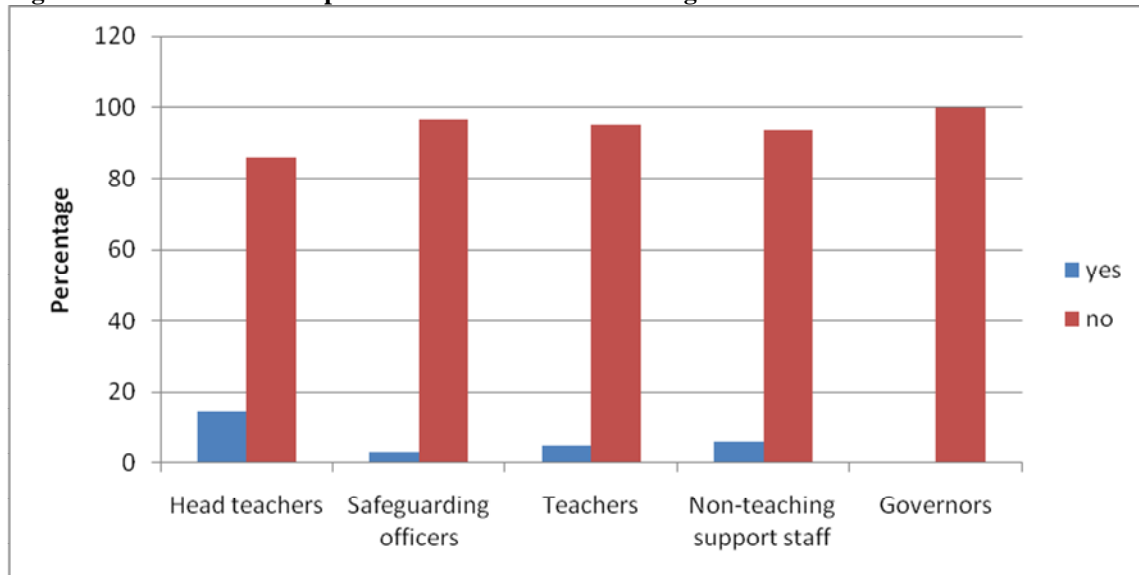
39. Pupils report that uses of mobile devices for learning increase with increasing age. From 5% of use by 5 to 7 year olds, there is a shift to 17% of use by 14 to 19 year olds. Responses from these samples of pupils suggest that discussion about safe uses of mobile devices are most commonly found in e-safety lessons for the 10 to 14 year old age range, and are common also for the 8 to 9 year old age range, but less frequently found either for the 5 to 7 or for the 14 to 19 year old age ranges. On the basis of these data, and the frequency with which young people encounter situations where they feel unsafe, it is recommended that schools review the contents of their e-safety lessons, to ensure that safety with regard to mobile devices is introduced and covered accordingly.

Figure 27: Pupil responses indicating whether use of mobile devices is covered in e-safety sessions



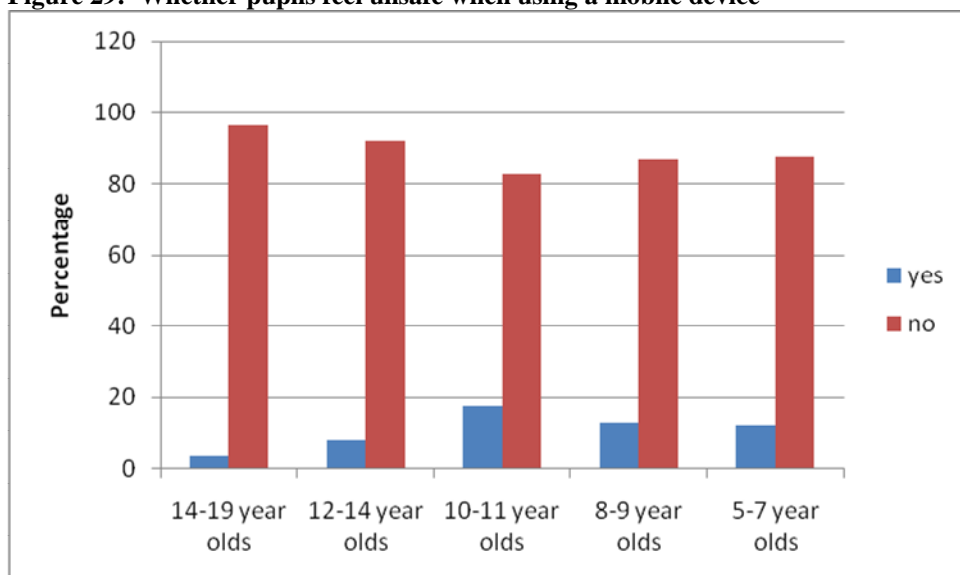
40. Although most school personnel do not report that they have felt unsafe when using a mobile device, a small number do. In 5% of cases, respondents have reported feeling unsafe when using these devices. It is recommended that reasons for feeling unsafe are included in training provision.

Figure 28: Whether school personnel feel unsafe when using a mobile device



41. The reports from the groups of pupils suggested that feeling unsafe when using a mobile device decreased with age. From 12% feeling unsafe at 5 to 7 years of age, 13% at 8 to 9 years of age, 17% at 10 to 11 years of age, 8% at 12 to 14 years of age, there is a shift to 4% feeling unsafe at 14 to 19 years of age. The critically high ranges of those feeling unsafe are associated with pupils in primary schools. The number of young people in older age groups feeling unsafe when using a mobile device is small, but not insignificant.

Figure 29: Whether pupils feel unsafe when using a mobile device



42. The most commonly reported incidents or concerns about uses of mobile devices relate to texts or calls received from unknown people or sources (which can at times cost the telephone user without their knowledge), and calls or texts that are nasty, or threatening, or pranks (sometimes from people who the user knows well). Incidents of bullying are reported, but there are few of these that are reported as being serious, and most are settled by the young people themselves or by

their parents. Of the total number reported, there were 39 incidents (2%) from the 12 to 19 year old age range that were reported in such a way that they indicated that they led to trauma (rather than concern) for the individual. Across the entire age range, the number of such incidents was 72 (3%).

43. It is clear that some young people (particularly in the 5 to 9 year old age groups) are concerned about mobile telephone use because they do not know how they might handle certain situations, or use facilities on the mobile telephone to control texts and calls that they do not want. When asked about incidents occurring, as an 8 to 9 year old said: “because I thought someone is going to phone me and I don’t know how to delete them.”

2.8 School reports and differences from the general reported picture

44. In total, 31 school reports were produced, where pupil numbers were 20 or more. In 15 of these cases, school personnel also provided responses that were collated into the school reports. There were differences from the general reported picture in terms of reports from school personnel in some of these schools. Some differences regarded views and experiences about uses of technologies - 1 in 15 reported filtering being a bad thing, 3 in 15 reported using personal email to communicate with pupils, and in 1 in 15 schools no school personnel felt unsafe when using mobile devices. In 1 in 15 schools, school personnel felt fully adequately trained and supported, while in 1 in 15 it was reported that e-safety should not be taught in school. In 1 in 15 schools, school personnel gave conflicting views about school policy, and in 1 in 15 safe use of mobile devices was not covered in e-safety sessions.
45. There were differences from the general reported picture in the cases of some reports from pupils. There were differences in terms of uses of technologies in some schools (publishing was higher in 1 in 31, and more pupils used mobile devices for learning in 3 in 31). Most pupils used *Facebook* as their social networking site in 4 in 31 schools. Views differed about whether e-safety was taught or not in 2 in 31 schools, while lack of content relating to safe uses of social networking sites and mobile devices was reported in 6 in 31 schools. Reports of e-safety being taught in special lessons or in PSHE lessons was indicated in 2 in 31 schools, while a preference for e-safety content being covered by external specialists was reported in 1 in 31 schools. In 3 in 31 schools a clear preference for an alternative monitoring system was reported, while in 1 in 31 schools pupils felt that internet filtering should be less restrictive or removed altogether. In 4 in 31 schools there was uncertainty about whether using a social networking site in school would be a good thing. There were clearly conflicting views about school policy with regard to mobile devices in 1 in 31 schools, while pupils reported not adhering to school policy in this respect in 1 in 31 schools.

3. BACKGROUND

3.1 *The role of the NEN Safeguarding Group*

The National Education Network (NEN) Safeguarding Group has a key role in promoting and raising awareness amongst key stakeholder communities (children and young people, teachers, governors, local authority officers through Local Safeguarding Children Boards, and government agencies) about the identification of key issues concerned with internet safety (in the context of a wider development and understanding by young people of aspects of digital citizenship), and about the adoption and uses of safe and responsible online practices and behaviours (in the context of supporting those developing practices of digital citizenship by young people). To achieve its associated goals, and to address specific issues that might arise at specific periods of time, the NEN Safeguarding Group wish to establish an understanding of current and ongoing practices and experiences about internet safety from key stakeholder groups. The NEN Safeguarding group wish to look at ways in which they might monitor new and emerging issues, as well as identifying those ways that have been adopted to address existing issues, and the levels at which such practices have been and are being implemented.

3.2 *A previous exploratory study undertaken by the NEN Safeguarding Group*

The NEN Safeguarding Group have undertaken an exploratory survey (in 2008), which gathered evidence about the experiences of schools focused on issues surrounding uses of social networking sites. The report produced by the NEN Safeguarding Group highlighted a number of regional variations with regard to both uses and experiences of social networking sites. It was recognised by the NEN Safeguarding Group that the characteristics identified from that survey proved useful to them in terms of helping to inform and drive forward both a range of strategic and operational practices.

Outcomes of the exploratory study raised questions for the NEN Safeguarding Group, about the need to consider evidence about internet safety from as robust a research perspective as possible. It was felt that the involvement of research approaches directly could add value to a survey process, by offering perspectives that would cover and consider aspects of reliability, validity, robustness, variation and sampling dynamics. It was felt that these would be of particular value to the NEN Safeguarding Group when the role of newly emerging evidence for strategic and tactical uses was being considered.

3.3 *Previous studies and reports*

Why should schools be concerned with internet safety? As Byron (2009) stated in a report to Becta, “according to research from Becta, almost 75% of seven to 11 year olds believe they understand ideas better as a result of using technology in school, and this is likely to mean improved GCSE grades and more children moving into higher education: schools that use technology well across the curriculum and wider school life have reduced absence rates and achieved a higher percentage of A*-C grades at GCSE; pupils studying Key Stage 2 maths, science and English in schools which make the best use of technology, improve at twice the rate of the national average.” So, effective use of technology in schools is clearly important, but, as these effective uses are likely to continue to require teachers and pupils to access the internet and a range of resource sites online, internet safety is a key issue and need, for those supporting pupils in schools, for parents when children access resources online at home, and for pupils themselves in terms of developing an increasingly digital safety awareness and practices. Schools, likely to encourage increasingly the use of online access to support pupil work at home, means that parents will need to know about and be kept up-to-date with issues of e-safety and how they can be handled. Yet, as Byron says in the Becta report (2009), “Just 16% of children proactively share any information with their parents about their school day, 37% of children say they find it quite or very difficult to speak to their parents about their education. 43% of parents find it either difficult or

very difficult to extract information from their child about their day at school.” There are clearly communication barriers, and schools as well as parents will clearly need to understand how they might help to improve levels of communication, particularly when this might relate to an issue of potential fundamental personal security. As Green and Hannon (2007) reported: “We polled 600 parents of children aged from four to 16 from different social, ethnic and regional backgrounds. The results demonstrate that parents are witnessing first-hand the cultural shift we identify in this report. Yet parents are not always in touch with this shift – 16 per cent of parents admitted to ‘never’ or ‘only occasionally’ knowing what their child was doing with phones, on the web or when playing computer games.”

In the field of internet safety, ongoing evidence gathering is of particular importance; safeguarding issues can shift as both forms of and access to technologies shift, and the selection of technologies by young people over time shift. Safety with regard to uses of mobile devices, for example, was a particular focus of attention as mobile devices were being introduced at fairly early stages into educational practices. Concerns about safety, such as those related to mobile devices, have sometimes meant that schools have banned use of technologies initially, rather than being faced with problems that arise due to their actual or perceived inability to address them. Hartnell-Young and Heym (2008), in a report to Becta, for example, stated that: “Solutions must be found to each of these, in policies that address: ownership of computing equipment and access to network connections, tools to support curriculum and its personalisation, appropriate behaviour in school and other contexts, privacy and security of data, including photographs and video clips. While the eventual aim could be to replace policies that involve blanket bans on devices, we do not recommend whole-school change at the outset, rather a gradual adoption as attitudes and behaviours align with purposeful learning, until the school (and the community) reaches the tipping point, and mobile phone use is as natural as using any other technology in school.”

Even gathering evidence about these issues can itself be a challenge. It should be recognised that whilst data can be gathered usefully and appropriately through face-to-face discussion (a way adopted by Ofsted in gathering evidence for a recent study report), some individuals may well report incidents to a greater extent when the medium offers complete anonymity, confidentiality and neutrality (which can be provided through data gathering methods using online environments). Additionally, the current Ofsted study (2010) has offered useful qualitative evidence, but online data gathering could enable wider quantitative data to be gathered.

Both the Byron report (DCSF, 2008), and the Ofsted report (2010) indicate the sorts of evidence that are likely to support a strategic direction for schools, regional broadband consortia (RBCs), and the NEN itself. A key concern for those concerned with long-term strategic direction is heralded in the Byron report, when it says: “there are concerns over potentially inappropriate material, which range from content (e.g. violence) through to contact and conduct of children in the digital world.” However, a firm recommendation of the Byron report was: “to move from a discussion about the media ‘causing’ harm to one which focuses on children and young people, what they bring to technology and how we can use our understanding of how they develop to empower them to manage risks and make the digital world safer.” The approach underpinning this concern was also echoed in the findings of the Ofsted report, which considered findings from 35 maintained schools, when it stated that: “Pupils in schools that use ‘managed’ online systems have a better knowledge and understanding of how to stay safe when using new technologies ... ‘Managed’ systems are systems that have fewer inaccessible sites than ‘locked’ systems and so require pupils to take more responsibility for their own safety. ‘Locked’ systems make many websites inaccessible and although this ensures pupils’ safety in school it does not encourage the pupils to take responsibility for their actions or prepare them for dealing with systems that are not locked.” The report also highlighted the important ongoing role of training and development when it stated that: “In addition there needs to be a focus on training for all staff so that they can continue to reinforce the importance of e-safety in schools and homes”.

Looking at the ways that schools consider different aspects of policies and practices concerned with online safety (including training), a recent study (Phippen, 2010), commissioned by the South-West

Grid for Learning, gathered evidence through a self-review tool from 547 educational establishments, allowing them to self-rank how effectively they felt they were implementing or focusing on 28 different elements of policy and practice. From this study, the strongest elements identified were filtering, acceptable use policies, policy scope and policy development, while the weakest were community understanding, governor training, monitoring the impact of policy and practice, e-safety committee, and staff training. Certainly with regard to developing aspects of policy, there are a wide range of resources that are accessible to schools. Becta (2008) created a list of 44 different sources of e-safety resources. Some schools have indeed made their e-safety policies, which describe the rationale behind such policy and a description of their intended practices, available freely on the internet (such as that from the Federated Primary Schools of Bishop Sutton and Stanton Drew, 2010). Sources of information concerned with the weaker areas, community understanding, training, and monitoring of practice and policy, are not highlighted to the same extents.

In terms of knowing what the extent of safety issues might be, some studies conducted have offered disturbing quantitative views about children's access to sites and resources on the internet. Livingstone (2004), for example, in the study "UK Children Go Online" showed that 60% of 9 to 19 year olds in full time education regarded the internet as the most useful tool for getting information for homework, but that 20% of the same age group who went online once a week worried about "seeing things that upset the user" when using the internet. The study reported further that 57% of the same age group who went online once a week had been exposed to online pornography and 38% had been exposed to pornographic pop-up advertising (while doing something unrelated to pornography on their computer). As the Home Office Task Force on Child Protection on the Internet (2005) stated: "The key child safety concern in relation to search is the potential for children to be exposed to illegal or potentially harmful material." They also stated that: "Recent research suggests that search engines are the most visited websites among 71% of young people aged between nine and nineteen who go online at least weekly", and that "The challenge for search providers, parents and carers is to help ensure that when children are using a search provider they can do so safely without worrying about being exposed to potentially harmful material."

NCH in their later survey (2006) also reported figures that indicated a rift between parental knowledge and children's use of the internet. They stated that: "One third (33%) of children surveyed, including one in five of 11 year olds, regularly use the internet for blogging, where they can upload personal details and information that can be accessed by anyone. Yet two thirds of parents don't know what a blog is and only one in 100 (1%) thought their children used them." They went further, and reported that: "One in 10 of the 11 year olds surveyed say their parents know nothing about who they communicate with online (11%) and that their parents never supervise them online (13%)." In reviewing 25 social networking sites for a European-wide report, Staksrud and Lobe (2010) found that: "While 17 services provide safety tips/information for children and young people before they sign up to the service, this information could only be found easily on nine services. Safety information for younger children was assessed as difficult or not possible to understand on one third of all services with such information. Information for parents and teachers could be found on 16 services, while safety tips for teachers could be found on only five services."

As the technologies move forward, as new devices emerge, but new software is integrated into existing systems to filter and monitor online access more and more easily, has this situation remained the same? Or are there fundamental differences that now need to be taken into account? What roles are schools taking in terms of e-safety, and is there any evidence that children are becoming more digitally e-safety aware?

3.4 Features for a new study

The study reported here takes forward key elements and findings from previous reports that have explored aspects of e-safety. This study has offered a means for research approaches to be involved

with strategic implementation partners, in gathering evidence to take findings further. Research approaches were integrated with the experiences and needs of the NEN Safeguarding Group, in order to offer complementary perspectives in the gathering and analysis of evidence about internet safety in the context of young people's development of digital citizenship. The study has focused on supporting an initial research study, to consider how to establish a means for the NEN Safeguarding Group to develop further approaches beyond this initial study, so that ongoing evidence can be collected from key stakeholder groups to support longer-term needs.

4. THE INITIAL RESEARCH STUDY

4.1 *The form of the new study*

The Department of Educational Research at Lancaster University has worked with the NEN Safeguarding Group in setting up a set of initial research surveys. The study has established appropriate methods to gather and to analyse evidence from schools. The evidence, gathered through online means, enables an exploration of issues concerned with internet and online safety to be related to geographical location, local areas, regional areas, and nationally. Specific evidence has been gathered about perceived and real risks, uses of acceptable usage policies, how issues are managed, any interventions that have been adopted or used, the nature of interventions taken and their perceived successes, the involvement of governors and parents, issues concerned with access to and uses of social networking sites, the use of mobile telephones or handheld devices, and how internet safety is promoted and managed within the school.

The evidence has been gathered through the use of online survey questionnaires. Different survey questionnaires have been developed, trialled and made accessible to different users:

- Head teachers in schools (primary, secondary, special, short stay, independent) (see Appendix 3).
- Safeguarding officers within schools (see Appendix 4).
- Teachers (see Appendix 5).
- Non-teaching support staff (see Appendix 6).
- Governors (see Appendix 7).
- Pupils (for specific age groups):
 - 14 to 19 years of age (see Appendix 8).
 - 12 to 14 years of age (see Appendix 9).
 - 10 to 11 years of age (see Appendix 10).
 - 8 to 9 years of age (see Appendix 11).
 - 5 to 7 years of age (see Appendix 12).

Aspects that have been covered within the surveys have included:

- Basic information (age, role, cultural background, region, school name if feedback is required).
- Access and use of social networking sites, internet, and mobile telephones and devices.
- Policies, interventions, and training (continuous professional development).
- Choices for filtered or managed provision, understanding some of the implications of choices, and experiences relating to particular forms of provision and access.

4.2 *The design and approach of the new study*

The NEN Safeguarding Group has worked with the Department of Educational Research to undertake seven successive stages to implement and to report on the surveys and their findings:

- Survey writing. This step was instigated by the NEN, who gathered ideas from members of RBCs. A draft of the full range of survey instruments was produced by the Department of Educational Research, and a completed survey instrument was produced to take account of feedback from the NEN. The instruments were designed so that they were appropriate to age and role.
- Trial of the survey instruments. Using the completed initial survey instruments, the NEN Safeguarding Group undertook a trial in a school with an appropriate class or classes of pupils, and with a number of teachers, feeding back the results to inform changes needed, prior to the survey instruments being used more widely.
- Setting up the online survey instruments. The Department of Educational Research undertook this step, so that the data could be gathered anonymously, confidentially and neutrally, and be fed into appropriate spreadsheet systems for analysis.

- Survey completion. The online surveys were finalised and accessible from the beginning of June 2010, giving time for an initial set of responses at the end of the 2009 to 2010 school year by a range of key personnel and pupils in schools. It was agreed that these surveys would only be accessed by individuals in schools, and that schools would initially gain detailed information about the survey from the NEN Safeguarding Group. Details about access were provided in a letter of invitation, sent by the NEN Safeguarding Group to schools and RBCs (see Appendix 1). By accessing details on a specific website (see Appendix 2), school personnel could access the surveys, and enable access for others across the school. In taking part, no personal details were collected from school personnel or pupils, and no electronic links were set up when these surveys were completed.
- Analyses of results. This step was undertaken by the Department of Educational Research, who collated evidence, and explored the extents of response in terms of geographical location, local areas, regional areas, and nationally, as well as to age, gender, ethnic grouping, forms of internet access, access location, timing of access, forms of online and offline access, and places where access occurred. Analyses reported here have considered aspects of reliability, validity, robustness, variation and sampling dynamics, as well as comparisons, trends and concepts of predictive value.
- Reporting. This step has been undertaken by the Department of Educational Research, reporting results and findings within this report document to the NEN directly, offering conclusions and recommendations, particularly regarding further and ongoing means to track and report shifts and trends over time.
- Dissemination. This step will be undertaken by the NEN Safeguarding Group, supported by the Department of Educational Research appropriately as required.

5. RESPONSES FROM SCHOOL PERSONNEL

In this section of the report, full responses from all school personnel in all surveys are detailed and discussed. The levels and forms of responses to individual questions by each category of school personnel are shown alongside each other, so that responses from the different categories can be compared and contrasted. In this section of the report, the discussion of findings relates to the five aspects covered in the surveys: background (of personnel and schools); continuing professional development; filtered and managed internet access; access to an online learning environment or platform; and using a mobile telephone or other handheld device.

5.1 Background

In total, 382 school personnel responded to the survey between 1st June 2010 and 28th February 2011. The breakdown of this total, in terms of the different categories of school personnel and gender is shown in Table 1 following. The number of responses is likely to be useful in terms of identifying features arising from this sample population, but the number is not likely to be high enough to provide findings that could be considered entirely reliably representative of the entire school personnel populations. There are some 437,300 teachers in schools across England (DfES, 2006), so the level of response in this survey to date covers some 0.09% of the total population.

Table 1: Gender and roles of school personnel respondents

Your gender	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>male</i>	13	9	85	24	4
<i>female</i>	8	21	157	58	1
<i>total</i>	21	31	243	82	5

Most respondents identify themselves as being of British cultural background, as shown in Table 2 following. There are some responses from teachers and from other groups of personnel that indicate other cultural backgrounds. It would be possible to draw out sets of responses from the data that are specific to these separate cultural groups, but numbers of responses in these groups is low, so this analysis has not at this stage been undertaken.

Table 2: Cultural background of school personnel

Your cultural background	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>British</i>	21	29	226	80	5
<i>European</i>	0	2	10	1	0
<i>Asian</i>	0	0	6	1	0
<i>Afro-Caribbean</i>	0	0	0	0	0
<i>African</i>	0	0	2	0	0
<i>other</i>	0	0	7	1	0

Table 3 following shows numbers of responses from across the entire possible range of local authorities (LAs). There have been higher responses in some LAs than others. Where there are 15 or more responses from school personnel, these are highlighted in colour (cream); those LAs are Derbyshire, Devon, Dorset, Kent, Leicestershire, North Tyneside, Poole, Southwark, and Warwickshire.

Table 3: School personnel by LA

Your LA	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>Barking and Dagenham</i>	0	0	0	0	0
<i>Barnet</i>	0	0	0	0	0
<i>Barnsley</i>	0	0	0	0	0
<i>Bath and North East Somerset</i>	0	1	2	0	0
<i>Bedfordshire</i>	0	0	0	0	0
<i>Bexley</i>	0	0	0	0	0
<i>Birmingham</i>	0	0	0	0	0
<i>Blackburn with Darwen</i>	0	0	0	0	0
<i>Blackpool</i>	0	0	0	0	0
<i>Bolton</i>	0	0	0	0	0
<i>Bournemouth</i>	0	0	2	0	0
<i>Bracknell Forest</i>	0	0	0	0	0
<i>Bradford</i>	0	0	0	0	0
<i>Brent</i>	0	0	0	0	0
<i>Brighton and Hove</i>	0	0	0	0	0
<i>Bristol, City of</i>	0	3	5	0	0
<i>Bromley</i>	0	0	0	0	0
<i>Buckinghamshire</i>	0	0	0	0	0
<i>Bury</i>	0	0	0	0	0
<i>Calderdale</i>	0	0	0	0	0
<i>Cambridgeshire</i>	0	0	1	0	0
<i>Camden</i>	0	0	0	0	0
<i>Cheshire</i>	0	0	0	0	0
<i>City of London</i>	1	0	0	0	0
<i>Cornwall</i>	0	2	3	3	0
<i>Coventry</i>	0	0	0	0	0
<i>Croydon</i>	0	0	0	0	0
<i>Cumbria</i>	3	3	3	0	0
<i>Darlington</i>	0	0	0	0	0
<i>Derby</i>	0	0	0	0	0
Derbyshire	0	0	11	3	1
Devon	1	2	12	0	0
<i>Doncaster</i>	0	0	0	0	0
Dorset	2	2	11	6	0
<i>Dudley</i>	2	0	0	0	0
<i>Durham</i>	0	0	0	0	0
<i>Ealing</i>	0	0	0	0	0
<i>East Riding of Yorkshire</i>	0	1	0	0	0
<i>East Sussex</i>	0	0	0	0	0
<i>Enfield</i>	0	0	0	0	0
<i>Essex</i>	0	0	0	0	0
<i>Gateshead</i>	0	0	0	0	0
<i>Gloucestershire</i>	0	0	5	0	0
<i>Greenwich</i>	0	0	0	0	0
<i>Hackney</i>	0	0	0	0	0
<i>Halton</i>	0	0	0	0	0
<i>Hammersmith and Fulham</i>	0	0	0	0	0
<i>Hampshire</i>	0	0	0	0	0
<i>Haringey</i>	0	0	0	0	0
<i>Harrow</i>	0	0	0	0	0
<i>Hartlepool</i>	0	0	0	0	0
<i>Havering</i>	0	1	3	0	0
<i>Herefordshire</i>	0	0	0	0	0
<i>Hertfordshire</i>	0	0	1	0	0
<i>Hillingdon</i>	0	0	1	0	0
<i>Hounslow</i>	0	0	1	0	0
<i>Isle of Wight</i>	0	0	0	0	0
<i>Isles of Scilly</i>	0	0	0	0	0
<i>Islington</i>	0	0	0	0	0
<i>Kensington and Chelsea</i>	0	0	0	0	0
Kent	2	4	15	14	0
<i>Kingston upon Hull, City of</i>	0	1	0	0	0

Your LA	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
Kingston upon Thames	0	0	2	0	0
Kirklees	0	0	2	0	0
Knowsley	0	0	0	0	0
Lambeth	0	0	0	0	0
Lancashire	0	0	0	0	0
Leeds	0	0	0	0	0
Leicester	0	0	0	0	0
Leicestershire	1	0	12	5	0
Lewisham	0	0	0	0	0
Lincolnshire	0	0	0	0	0
Liverpool	0	0	0	0	0
Luton	0	0	4	0	0
Manchester	0	0	0	0	0
Merton	0	0	0	0	0
Medway	0	0	0	0	0
Middlesbrough	0	0	0	0	0
Milton Keynes	0	0	0	0	0
Newcastle upon Tyne	1	0	4	2	0
Newham	0	1	7	2	0
Norfolk	0	0	1	0	0
North East Lincolnshire	0	0	0	0	0
North Lincolnshire	0	0	0	0	0
North Somerset	1	0	1	1	0
North Tyneside	0	0	19	3	0
North Yorkshire	0	0	0	0	0
Northamptonshire	1	1	6	0	2
Northumberland	0	0	0	0	0
Nottingham	0	0	0	0	0
Nottinghamshire	0	0	0	2	0
Oldham	0	0	0	0	0
Oxfordshire	0	0	0	0	0
Peterborough	0	0	0	0	0
Plymouth	0	0	4	1	0
Poole	3	0	30	8	0
Portsmouth	0	0	0	0	0
Reading	0	0	0	0	0
Redbridge	0	0	0	0	0
Redcar and Cleveland	0	1	0	1	0
Richmond upon Thames	0	0	0	0	0
Rochdale	0	0	0	0	0
Rotherham	0	0	0	0	0
Rutland	0	0	0	0	0
Salford	0	0	0	0	0
Sandwell	0	0	0	0	0
Sefton	0	0	0	0	0
Sheffield	0	0	3	1	0
Shropshire	0	0	0	0	0
Slough	0	0	0	0	0
Solihull	0	0	0	0	0
Somerset	0	2	7	2	0
South Gloucestershire	0	0	1	2	1
South Tyneside	1	0	0	0	0
Southampton	0	0	0	0	0
Southend-on-Sea	0	0	0	0	0
Southwark	0	1	15	3	0
St Helens	0	0	0	0	0
Staffordshire	0	0	1	0	0
Stockport	0	0	0	0	0
Stockton-on-Tees	0	0	1	0	0
Stoke-on-Trent	0	0	0	0	0
Suffolk	0	0	0	0	0
Sunderland	0	0	0	0	0
Surrey	0	0	0	0	0
Sutton	0	1	2	1	0

Your LA	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
Swindon	0	0	2	0	0
Tameside	0	0	0	0	0
Telford and Wrekin	0	0	0	0	0
Thurrock	0	0	0	0	0
Torbay	0	0	0	0	0
Tower Hamlets	0	0	0	1	0
Trafford	0	1	0	0	0
Wakefield	1	0	1	0	0
Walsall	0	0	0	0	0
Waltham Forest	0	0	0	0	0
Wandsworth	0	0	1	0	0
Warrington	0	0	0	0	0
Warwickshire	0	0	34	17	1
West Berkshire	0	0	0	0	0
West Sussex	0	0	0	1	0
Westminster	0	0	0	0	0
Wigan	0	0	0	0	0
Wiltshire	0	2	10	2	0
Windsor and Maidenhead	0	0	0	0	0
Wirral	0	0	1	0	0
Wokingham	0	0	0	0	0
Wolverhampton	0	0	0	0	0
Worcestershire	0	0	0	0	0
York, City of	0	0	0	0	0

Table 4 following shows that school personnel work in schools in different settings. Most work in schools located in a town or on the edge of a town.

Table 4: Locations of schools

The location of your school	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>in a city</i>	2	6	46	11	0
<i>in a town</i>	10	8	101	28	3
<i>on the edge of a town</i>	2	8	62	20	0
<i>in a village</i>	6	6	31	23	2
<i>in the country</i>	1	2	4	1	0

5.2 Continuing professional development

It is clear from responses about continuing professional development and e-safety, shown in Table 5 following, that there are a number of school personnel who feel adequately trained in terms of e-safety issues, but there are also those who do not. In this respect, the responses to subsequent questions are likely to provide a balance across those who feel informed, those who feel partly informed, and those who do not. Overall, about half the respondents feel adequately trained. These responses suggest that there is a need for more e-safety training through continuing professional development.

Table 5: Whether school personnel feel adequately trained

Do you feel adequately trained to respond to e-Safety issues?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>yes</i>	11	21	117	31	4
<i>partly</i>	8	10	107	36	1
<i>no</i>	2	0	22	15	0

More than half the personnel responding indicate that they feel adequately supported to respond to e-safety issues (see Table 6). This suggests that more appropriate forms of ongoing support may be needed in this area, as well as more training.

Table 6: Whether school personnel feel adequately supported

Do you feel adequately supported to respond to e-Safety issues?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>yes</i>	11	24	148	40	3
<i>partly</i>	6	6	81	32	2
<i>no</i>	4	1	18	11	0

From responses shown in Table 7 following, few of the respondents have been involved in continuing professional development through courses. Attendances at single sessions or through a number of sessions constitute the most commonly reported forms of continuing professional development for these groups.

Table 7: Forms of continuing professional development to date

What e-Safety or e-Safeguarding continuing professional development have you had?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>one session</i>	5	7	112	35	1
<i>a number of sessions</i>	12	12	89	17	2
<i>ongoing regular meetings</i>	3	5	22	7	0
<i>a course</i>	1	6	7	2	1
<i>other</i>	0	3	28	17	1

The majority of school personnel, irrespective of whether they feel adequately supported or trained, would want further continuing professional development. In total, 82% of respondents would want further continuing professional development (see Table 8).

Table 8: Whether school personnel feel they want further continuing professional development

Would you want further e-Safety or e-Safeguarding continuing professional development?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>yes</i>	17	27	195	70	4
<i>no</i>	4	4	52	12	1

In terms of how continuing professional development could be most effectively provided for school personnel, most respondents feel that in-service sessions would be the best form of delivery, but attendance at a course and access to online resources are also highlighted by many respondents (see Table 9). Barriers to undertaking continuing professional development are stated and discussed within Section 6 of this report. Taking these barriers into account, it is recommended that online resources are developed and provided for school personnel as a matter of priority. Such resources could be accessed as and when school personnel find time and opportunity, and could be updated as new needs arise. This form of update is likely to be particularly useful for those who have already received training through face-to-face sessions, and as time goes on, with continuing training in this area, this would tend to become the norm.

Table 9: How school personnel would want continuing professional development delivered

How would this best be delivered?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>one-to-one sessions</i>	3	0	8	2	0
<i>in-service sessions</i>	6	10	132	33	0
<i>attendance at a course</i>	9	13	49	25	4
<i>online resources</i>	2	7	39	14	0
<i>other</i>	1	2	4	2	0

Most respondents have indicated that they would be prepared to be involved in one or two sessions a year of continuing professional development (see Table 10). Many personnel have also indicated willingness to be involved in a session each term, or a few hours as needed. However, in Section 8,

school personnel have also indicated that appropriateness of location of training, and the cost of training, are major issues that they need to consider. As an area of major national need, the adequacy of provision in terms of location and cost clearly need to be accommodated. Provision through online resources might prove to be the most cost effective way of providing training, especially if schools could undertake this in school-based sessions, involving discussion and planning.

Table 10: Time school personnel would be prepared to give to this topic

How much time would you be prepared to give to continuing professional development on this topic?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>one or two sessions a year</i>	6	10	108	25	2
<i>a session each term</i>	5	8	51	23	0
<i>a few hours as needed</i>	3	9	75	25	2
<i>a day occasionally</i>	6	2	10	4	1
<i>other</i>	1	2	4	6	0

From responses shown in Table 11 following, the vast majority of school personnel in all categories feel that online safety should be taught in school.

Table 11: Whether school personnel feel online safety should be taught in school

Do you think online safety should be taught in school?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>yes</i>	20	31	244	81	5
<i>no</i>	1	0	1	0	0
<i>not sure</i>	0	0	2	1	0

Most school personnel in all categories would want online safety in school to cover aspects that are pertinent to uses of the internet, social networking sites, and mobile devices (see Table 12). Training provision should, therefore, cover all of these aspects adequately.

Table 12: Topics school personnel think should be covered

If so, should this cover	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>Internet</i>	21	31	242	81	5
<i>social networking sites</i>	17	30	240	79	5
<i>mobile devices</i>	16	30	232	74	4
<i>other</i>	0	4	22	6	1

5.3 *Filtered and managed internet access*

From responses shown in Table 13 following, the vast majority of all school personnel think that using the internet is a good thing. In total, 98% of all respondents think that the internet is a good thing. It is important, therefore, that e-safety is considered in this context; schools wish to provide access to the internet, but wish to ensure safe use and the development of safe practice by young people.

Table 13: Whether school personnel think using the internet is a good thing

Do you think that using the Internet is a good thing?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>yes</i>	20	30	245	78	5
<i>no</i>	1	0	1	0	0
<i>don't know</i>	0	0	1	5	0

Responses from school teaching personnel shown in Table 14 following indicate that use of the internet is wide. Although its use for gaining information is the most commonly reported, high levels of use are also reported for finding images, and communicating with others.

Table 14: What school personnel use the internet for in school

What do you mainly use it for in school?	Head teachers	Safeguarding officers	Teachers
<i>getting information</i>	21	30	244
<i>publishing things</i>	11	11	69
<i>communicating with others</i>	16	24	186
<i>finding pictures</i>	18	28	196
<i>watching videos</i>	13	13	140
<i>listening to stories or music</i>	13	10	89
<i>other</i>	2	1	14

Although most school personnel are not worried about using the internet (see Table 15), there is a significant number who are. In total, 31% of respondents indicate concern about using the internet.

Table 15: Whether school personnel are worried about using the internet

Does using the Internet worry you?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>yes</i>	6	10	76	28	0
<i>no</i>	15	20	171	55	5

The most common concerns of school personnel fall into three categories (see Table 16): having their identity stolen; having a profile created about them; and finding misleading information. With these aspects being reported most commonly, there is a clear need for more information and advice on these aspects through continuing professional development routes.

Table 16: What worries school personnel about using the internet

If yes, why does it worry you?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>fear of being bullied</i>	2	0	4	2	0
<i>coming across pornographic pictures</i>	4	4	21	8	0
<i>finding misleading information</i>	4	6	37	14	0
<i>having a profile created about you</i>	6	5	43	22	0
<i>having your identity stolen</i>	5	8	61	27	0
<i>other</i>	0	3	9	2	0

From responses shown in Table 17 following, the vast majority of school personnel report that school internet access is filtered. Only in 2 cases out of 382 are there reports that school internet access is definitely not filtered.

Table 17: Whether school personnel believe that school internet is filtered

Is the school Internet filtered?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>yes</i>	19	29	242	79	5
<i>no</i>	0	0	1	1	0
<i>don't know</i>	1	1	4	3	0

School personnel indicate that internet filtering is in place for a selection of purposes (see Table 18). The role of pupil protection is highlighted more commonly than its role in protection of the school overall, or of teachers. It is recommended that training should in the future point out the ways that filtering can protect the teacher and the school, as well as pupils.

Table 18: School personnel beliefs about reasons for school internet being filtered

If yes, do you know why the school Internet is filtered?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>to protect pupils</i>	20	28	233	75	4
<i>to protect me</i>	11	23	153	53	2
<i>to protect the school</i>	14	19	181	63	4
<i>other</i>	0	1	7	3	1

The majority of respondents think that filtering is a good (or very good) thing (see Table 19). Only 5% of respondents feel that filtering is a bad (or very bad) thing.

Table 19: How school personnel respond to internet filtering

Do you think filtering is a good or a bad thing?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>very good</i>	9	16	106	49	5
<i>good</i>	8	15	130	29	0
<i>bad</i>	4	0	10	5	0
<i>very bad</i>	0	0	1	0	0

More respondents think that school filtering should be less restrictive, however, or, in a few cases, removed altogether (see Table 20). In total, 31% of the school personnel feel that the filtering should be less restrictive or removed altogether.

Table 20: Whether school personnel feel levels of filtering should be altered

Do you think filtering in the school should be:	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>stronger</i>	1	4	29	11	2
<i>the same</i>	11	21	132	49	1
<i>less restrictive</i>	6	5	85	20	1
<i>removed</i>	2	0	0	1	0

Many school personnel are able to report who their filtering provider is (see Table 21). In 27% of cases, school personnel do not know who their filtering provider is.

Table 21: School personnel reports of who provides internet filtering

Do you know who provides the filtering in the school?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>the RBC</i>	2	2	18	6	1
<i>the LA</i>	9	13	120	26	3
<i>the school</i>	3	5	21	16	0
<i>don't know</i>	3	3	69	28	1
<i>other</i>	4	10	36	16	1

Many school personnel think that there are alternatives to filtering (see Table 22). Monitoring by teachers and removing access for some time are both highlighted most commonly as alternatives. It is recommended that training should include discussion about the roles of different alternatives, and where possible, provide some examples of schools that have used these alternatives successfully.

Table 22: School personnel ideas for alternative forms of internet filtering

Do you think there are alternatives to filtering?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>monitoring by pupils</i>	7	6	35	14	2
<i>monitoring by teachers</i>	10	14	91	34	1
<i>removing access for a time</i>	5	10	68	24	0
<i>other</i>	4	11	36	20	3

5.4 Access to an online learning environment or platform

The surveys asked school personnel about their access to and uses of online learning environments or platforms. From responses shown in Table 23 following, most school personnel report that they have access to an online learning environment or platform.

Table 23: School personnel reports of access to online learning environments

Do you have access to an online learning environment or platform in school?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
yes	18	23	221	69	3
no	2	7	18	7	1
don't know	1	1	9	7	1

About half of the school teaching personnel use the online learning environment or platform to communicate with pupils (see Table 24).

Table 24: School personnel use of online learning platforms to communicate with pupils

Do you use it in school to communicate with pupils?	Head teachers	Safeguarding officers	Teachers
yes	13	9	118
no	8	21	120

Fewer school teaching personnel use the online learning environment or platform to communicate with pupils out of school (see Table 25). However, some one third use the resources in this way. As these uses are clearly increasing in schools, it is recommended that training should cover e-safety aspects that relate to these forms of uses, and should look at these from the perspectives of both pupils and teachers.

Table 25: School personnel use of online learning platforms outside school to communicate with pupils

Do you use it out of school to communicate with pupils?	Head teachers	Safeguarding officers	Teachers
yes	8	8	79
no	13	22	160

When school teaching personnel communicate with pupils electronically, most use either an online learning environment or platform, or school email (see Table 26). Only a small number use personal email. These figures may indicate a trend away from use of personal email towards use of online learning environments or platforms. Comparisons with data gathered over future periods of time would allow this trend to be tracked.

Table 26: How school personnel communicate with pupils

How do you communicate electronically with pupils?	Head teachers	Safeguarding officers	Teachers
I don't	8	10	82
with personal email	2	1	8
with school email	6	15	98
through the online learning environment or platform	9	7	110
other	3	3	7

From school teaching personnel reports, the use of the online learning environment or platform is covered in e-safety lessons in about three fifths of cases (see Table 27). With an increase in access to online learning environments or platforms, it will be important that e-safety considerations with these facilities are covered appropriately in all forms of training provision.

Table 27: Whether school personnel report that online learning environments are covered in e-safety lessons

Is the use of an online learning environment or platform covered in e-Safety lessons?	Head teachers	Safeguarding officers	Teachers
yes	10	19	103
no	3	5	50
not sure	6	6	89

Only a small number of school personnel (3% of all respondents) report feeling unsafe when using an online learning environment or platform (see Table 28). Reasons for feeling unsafe are stated and discussed in Section 8 of this report. It is recommended that these concerns are covered within e-safety training for teachers.

Table 28: Whether school personnel feel unsafe when using an online learning environment

Have you felt unsafe at all when using an online learning environment or platform?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
yes	1	0	8	1	0
no	19	27	223	71	5

5.5 Using a mobile telephone or other handheld device

From responses shown in the table following, the vast majority of school personnel own a mobile device (see Table 29). Only 3% report not owning such a device.

Table 29: Whether school personnel own a mobile device

Do you own a mobile phone or other handheld device?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
yes	21	29	239	83	5
no	0	2	8	0	0

Most respondents report that mobile devices are allowed in school, in many cases with restrictions (see Table 30). In 35% of cases, respondents report that mobile devices are not allowed in school. It is clear that access to these forms of digital device is not common or widely supported by schools.

Table 30: School personnel reports of whether mobile devices are allowed in school

Are mobile phones allowed at school?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
yes	2	6	35	9	1
no	9	9	87	28	2
with restrictions	10	16	126	46	2

Although there are many reported cases of pupils adhering to rules regarding uses of mobiles in schools, there are many cases reported where this is not the case (see Table 31). It appears that many pupils wish to use mobile devices in schools for whatever reasons, and are willing to break rules to do so.

Table 31: School personnel reports of whether pupils adhere to rules about uses of mobile devices

Do pupils adhere to school policy about using or not using a mobile phone?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
yes	13	14	91	22	4
sometimes	6	13	97	40	0
no	1	3	58	19	0

School personnel reports of adherence to the rules regarding uses of mobiles are similar to the pattern

of reports about whether the policies are policed (see Table 32).

Table 32: School personnel reports of whether school policy about mobile device use is policed

Is the policy policed?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
yes	12	20	123	37	4
not always	7	7	99	35	0
no	1	2	20	9	0

Concerning uses of mobile devices for teaching, a small number of school teaching personnel report use of mobile devices for such purposes (see Table 33). The ways that school teaching personnel use these devices are stated and discussed in Section 8 of this report. It is clear from the discussion of teacher uses in Section 6, and pupil uses in Section 9, that there are useful and positive ways in which mobile devices can be used in schools. This is clearly an area where more advice and guidance could be of value to school personnel.

Table 33: Whether school personnel use mobile devices for teaching at school

Do you use your mobile phone (or other handheld device) for teaching at school?	Head teachers	Safeguarding officers	Teachers
yes	2	0	23
no	16	30	225

Most school teaching personnel report that use of mobile devices is covered in e-safety lessons in schools (see Table 34). In some cases, however, there are reports that this not covered (by 11% of respondents). Considering the widespread access to mobile devices, it is recommended that this is an area where schools should review their e-safety provision and content of lessons or courses, especially as pupils are encountering situations where they can feel unsafe when using mobile devices (see Section 9).

Table 34: School personnel reports of whether use of mobile devices is covered in e-safety lessons

Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?	Head teachers	Safeguarding officers	Teachers
yes	14	26	109
no	1	2	39
not sure	6	3	97

Although most school personnel do not report that they have felt unsafe when using a mobile device, a small number do (see Table 35). In 5% of cases, respondents have reported feeling unsafe when using these devices. Reasons for feeling unsafe are stated and discussed in Section 8 of this report. It is recommended that these reasons (and those for pupils feeling unsafe, discussed in Section 9) are included in continuing professional development and training provision.

Table 35: Whether school personnel feel unsafe when using mobile devices

Have you felt unsafe at all when using a mobile phone or handheld device?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
yes	3	1	12	5	0
no	18	29	232	78	6

6. RESPONSES FROM PUPILS IN SCHOOLS

In this section of the report, responses from all pupils in all surveys are included. The levels and forms of responses to individual questions by each age group are shown, so that responses can be compared and contrasted for different age ranges. In this section, discussion of findings relates to the four groups of questions within the surveys: background (of pupils and schools); use of the internet; use of social networking sites; and use of mobile devices.

6.1 Background

In total, 3,095 pupils responded to the survey between 1st June 2010 and 28th February 2011. This number of responses is likely to be useful in terms of identifying features arising from the population, but the number is not high enough to state with full confidence that findings could be considered entirely reliably representative of the entire pupil population. It could be that these responses have been supported by schools that are concerned about internet safety, or wish to develop their policies further. If this is the case, then the features shown by this population could be skewed away from an average that would be indicative of a larger and wider population. There are some 8,210,940 pupils in schools across England (DfES, 2006b), so the level of response in this survey covers some 0.04% of the total population.

The breakdown of the total number of responses, in terms of age ranges and gender is shown in Table 36 following.

Table 36: Gender of pupils responding

Your gender	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>male</i>	163	871	303	192	47
<i>female</i>	86	923	274	184	40
<i>total</i>	249	1804	579	376	87

Most respondents state that they are of British cultural background, as shown in Table 37 following. There are some responses from pupils of other cultural backgrounds, and it would be possible to draw out from the data the responses specifically for these groups, to see if features of pupils of Asian, Afro-Caribbean or African background, for example, are similar to those highlighted by pupils of British or European cultural background. This analysis has not been undertaken for reporting here.

Table 37: Cultural background of pupils responding

Your cultural background	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>British</i>	220	1438	442	345	-
<i>European</i>	5	62	13	7	-
<i>Asian</i>	9	40	46	10	-
<i>Afro-Caribbean</i>	2	22	14	0	-
<i>African</i>	3	73	12	5	-
<i>other</i>	8	77	12	17	-

Table 38 following shows numbers of pupil responses from across the entire range of local authorities (LAs). There have been higher responses in some LAs than others. Where there are 50 pupil responses or more, these are highlighted in colour (cream): the City of Bristol, Devon, Dorset, Dudley, Newcastle-upon-Tyne, North Tyneside, Sheffield, South Gloucestershire, Southwark, Sutton, Warwickshire, and Wiltshire.

Table 38: Pupil responses by LA

Your LA	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>Barking and Dagenham</i>	0	0	0	0	0
<i>Barnet</i>	0	0	0	0	0
<i>Barnsley</i>	0	0	0	0	0
<i>Bath and North East Somerset</i>	0	0	0	1	0
<i>Bedfordshire</i>	0	0	0	1	1
<i>Bexley</i>	0	0	0	0	0
<i>Birmingham</i>	0	0	3	4	0
<i>Blackburn with Darwen</i>	0	0	0	0	0
<i>Blackpool</i>	0	0	0	0	0
<i>Bolton</i>	0	0	0	0	0
<i>Bournemouth</i>	0	1	33	0	0
<i>Bracknell Forest</i>	0	0	0	0	0
<i>Bradford</i>	0	0	1	0	0
<i>Brent</i>	0	0	0	0	0
<i>Brighton and Hove</i>	0	0	0	0	0
<i>Bristol, City of</i>	0	57	0	0	6
<i>Bromley</i>	0	0	0	0	0
<i>Buckinghamshire</i>	0	0	0	0	0
<i>Bury</i>	0	0	0	0	0
<i>Calderdale</i>	0	0	0	0	0
<i>Cambridgeshire</i>	0	0	0	1	0
<i>Camden</i>	0	0	0	0	0
<i>Cheshire</i>	0	0	0	0	0
<i>City of London</i>	0	19	2	0	2
<i>Cornwall</i>	0	7	0	0	0
<i>Coventry</i>	5	3	0	0	1
<i>Croydon</i>	0	0	2	0	0
<i>Cumbria</i>	0	9	0	0	0
<i>Darlington</i>	0	0	0	0	0
<i>Derby</i>	0	0	0	0	0
<i>Derbyshire</i>	0	0	0	0	0
<i>Devon</i>	1	371	32	47	24
<i>Doncaster</i>	0	1	0	0	0
<i>Dorset</i>	0	226	2	0	0
<i>Dudley</i>	0	0	67	36	1
<i>Durham</i>	0	0	0	0	0
<i>Ealing</i>	0	47	0	0	0
<i>East Riding of Yorkshire</i>	0	1	0	0	0
<i>East Sussex</i>	0	0	29	0	0
<i>Enfield</i>	0	0	0	0	0
<i>Essex</i>	0	0	0	1	0
<i>Gateshead</i>	0	0	0	0	0
<i>Gloucestershire</i>	14	2	0	0	0
<i>Greenwich</i>	0	0	0	0	0
<i>Hackney</i>	0	0	0	0	0
<i>Halton</i>	0	0	0	0	0
<i>Hammersmith and Fulham</i>	0	1	0	0	0
<i>Hampshire</i>	0	0	15	24	0
<i>Haringey</i>	0	0	0	0	0
<i>Harrow</i>	0	1	0	0	0
<i>Hartlepool</i>	0	0	0	0	0
<i>Havering</i>	0	0	0	0	0
<i>Herefordshire</i>	0	0	0	0	0
<i>Hertfordshire</i>	0	0	0	0	0
<i>Hillingdon</i>	0	0	0	0	0
<i>Hounslow</i>	0	1	0	0	0
<i>Isle of Wight</i>	0	1	0	0	0
<i>Isles of Scilly</i>	0	0	0	0	0
<i>Islington</i>	0	0	0	0	0
<i>Kensington and Chelsea</i>	0	0	0	0	0
<i>Kent</i>	0	0	1	0	0
<i>Kingston upon Hull, City of</i>	0	0	0	0	0
<i>Kingston upon Thames</i>	0	0	0	0	0

Your LA	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
Kirklees	0	0	0	0	0
Knowsley	0	0	0	0	0
Lambeth	0	5	0	0	0
Lancashire	0	0	0	0	0
Leeds	0	0	0	0	0
Leicester	0	0	0	0	0
Leicestershire	0	0	0	1	0
Lewisham	0	4	0	0	0
Lincolnshire	0	0	0	0	0
Liverpool	0	0	0	0	0
Luton	0	0	0	0	0
Manchester	0	0	0	0	0
Merton	0	0	0	0	0
Medway	0	0	0	0	0
Middlesbrough	0	0	0	0	0
Milton Keynes	0	0	0	0	0
Newcastle upon Tyne	21	110	37	1	0
Newham	0	0	46	0	0
Norfolk	0	0	0	0	0
North East Lincolnshire	0	0	0	0	0
North Lincolnshire	0	0	0	0	0
North Somerset	0	0	5	16	0
North Tyneside	12	141	5	0	0
North Yorkshire	0	0	0	0	0
Northamptonshire	3	1	0	0	0
Northumberland	0	0	0	0	0
Nottingham	0	0	0	0	0
Nottinghamshire	0	0	0	0	0
Oldham	0	0	0	0	0
Oxfordshire	0	0	0	0	0
Peterborough	0	1	0	0	0
Plymouth	1	1	8	0	0
Poole	1	0	10	30	0
Portsmouth	0	0	0	0	0
Reading	0	0	0	0	0
Redbridge	0	0	1	0	0
Redcar and Cleveland	0	0	0	0	0
Richmond upon Thames	0	2	0	0	0
Rochdale	0	0	0	0	0
Rotherham	0	0	0	0	0
Rutland	0	0	0	0	0
Salford	0	0	0	0	0
Sandwell	0	0	0	0	0
Sefton	0	1	0	0	0
Sheffield	0	137	0	0	0
Shropshire	0	0	0	0	0
Slough	0	0	0	0	0
Solihull	0	0	0	0	0
Somerset	5	0	0	0	0
South Gloucestershire	0	0	43	29	0
South Tyneside	0	1	0	0	0
Southampton	0	3	0	0	0
Southend-on-Sea	0	0	0	0	0
Southwark	5	179	23	0	0
St Helens	0	1	0	0	0
Staffordshire	0	0	0	0	0
Stockport	0	0	0	0	0
Stockton-on-Tees	0	0	0	0	0
Stoke-on-Trent	0	0	1	0	0
Suffolk	0	0	0	0	0
Sunderland	0	0	0	0	0
Surrey	0	0	2	0	0
Sutton	0	0	46	102	4
Swindon	2	1	0	0	0

Your LA	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
Tameside	0	0	0	0	0
Telford and Wrekin	0	0	0	0	0
Thurrock	0	0	0	0	0
Torbay	0	18	0	0	0
Tower Hamlets	0	1	0	0	0
Trafford	0	0	0	0	0
Wakefield	0	0	0	0	0
Walsall	0	0	0	0	0
Waltham Forest	0	0	0	0	0
Wandsworth	0	0	0	0	0
Warrington	0	0	0	0	0
Warwickshire	82	120	145	66	50
West Berkshire	0	0	0	0	0
West Sussex	0	0	0	0	0
Westminster	1	1	0	0	0
Wigan	0	0	0	0	0
Wiltshire	45	210	21	8	0
Windsor and Maidenhead	0	0	0	0	0
Wirral	0	0	0	0	0
Wokingham	0	0	0	0	0
Wolverhampton	0	0	1	0	0
Worcestershire	0	0	1	0	0
York, City of	0	0	0	0	0

Table 39 following shows that pupils attend schools that are located in a range of different settings. Most pupils attend schools in a town or city, but some attend schools in villages or in country settings.

Table 39: Localities of schools attended by pupils responding

The location of your school	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>in a city</i>	19	472	136	20	9
<i>in a town</i>	162	930	252	148	53
<i>on the edge of a town</i>	36	222	50	52	1
<i>in a village</i>	20	76	76	132	24
<i>in the country</i>	4	37	52	12	2

6.2 Using the internet

The responses gathered and shown in Table 40 following suggest that the value of internet use might be more widely or strongly held as pupils become older. These data show that 66% of 5 to 7 year olds, 77% of 8 to 9 year olds, 90% of 10 to 11 year olds, 96% of 12 to 14 year olds, and 99% of 14 to 19 year olds think that using the internet is a good thing.

Table 40: Whether pupils think using the internet is a good thing

Do you think that using the Internet is a good thing?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>yes</i>	248	1718	538	290	59
<i>no</i>	0	14	13	19	11
<i>don't know</i>	1	59	45	66	19

In terms of main uses of the internet by pupils, the data provided by these respondents show fair consistency across age ranges (see Table 41). The main use that is stated is getting information (in the case of each age group), while finding pictures is a second common category. It is interesting to note that from these sample groups, the proportion of young people using the internet to publish is higher up to 14 years of age than it is above 14 years of age. Comparison with subsequent future populations might allow the persistence of this difference or otherwise to be considered further.

Table 41: What pupils report they use the internet for in school

What do you mainly use it for in school?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>getting information</i>	224	1546	513	344	71
<i>publishing things</i>	65	446	149	97	25
<i>communicating with others</i>	87	380	131	113	26
<i>finding pictures</i>	146	857	277	204	62
<i>watching videos</i>	73	304	137	94	45
<i>listening to stories or music</i>	63	288	100	80	32
<i>other</i>	21	198	63	57	6

Responses from these pupil samples would suggest that being worried by the use of the internet decreases with age (see Table 42). These data show that 39% of 5 to 7 year olds, 28% of 8 to 9 year olds, 21% of 10 to 11 year olds, 10% of 12 to 14 year olds, and 6% of 14 to 19 year olds are worried when using the internet. If this pattern holds more widely, then it might suggest that higher levels of concerns in younger children are being generated by a range of different external influences (whether through parents, siblings, friends, or teachers, for example). How these concerns hold over time is clearly of interest, in terms of whether and how higher levels of concerns at a younger age might reduce potential safety threats over time, or how concerns are dealt with by individuals effectively over time.

Table 42: Pupil report of whether using the internet worries them

Does using the Internet worry you?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>yes</i>	16	186	118	105	35
<i>no</i>	232	1603	454	269	55

In terms of reasons why pupils have concerns (see Table 43), the data indicate that fear of being bullied is proportionately higher for the 8 to 11 year old age range, while concerns about reading false information are higher for the 12 to 19 year old age range.

Table 43: Reasons why pupils feel using the internet worries them

If yes, why does it worry you?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>afraid of being bullied</i>	4	97	78	72	18
<i>seeing pornographic pictures</i>	5	80	56	42	19
<i>reading false information</i>	15	158	49	51	21
<i>other</i>	10	72	38	31	12

In terms of pupils knowing whether school internet is filtered or not, there are roughly consistent reports across all age groups (see Table 44). Most pupils state that school internet is filtered. How pupils know that this is the case is not an aspect explored by the questions asked in this study.

Table 44: Pupil responses about whether school internet is filtered

Is the school Internet filtered?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>yes</i>	241	1636	535	358	70
<i>no</i>	5	119	27	14	0

Although many pupils highlight filtering as being a means to protect them, far fewer highlight the purpose of the filtering as a means to protect teachers (see Table 45). Interestingly, many pupils do select the option that they feel that filtering is a means to protect the school. It is recommended that this aspect is explored more in the future, as it may be that pupils believe that e-safety is something of more concern for young people and not for adults. If this is the case, then e-safety provision and training should consider the longer-term implications of this belief.

Table 45: Pupil responses indicating reasons for having school internet filtering

If yes, do you know why the school Internet is filtered?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>to protect me</i>	148	1170	373	177	56
<i>to protect teachers</i>	6	38	27	6	1
<i>to protect the school</i>	83	467	179	186	31
<i>other</i>	26	151	27	16	2

Across the age ranges, pupil responses suggest that there is a shift of view about whether filtering is a good or a bad thing (see Table 46). The majority of responses of 5 to 7 year olds indicate that it is a very good thing, for 10 to 14 year olds it is a good thing, but for 14 to 19 year olds it is a bad thing.

Table 46: Pupil reactions to internet filtering at school

Do you think filtering is a good or a bad thing?	14-19 year olds	12-14 year olds	10-11 year olds	5-7 year olds
<i>very good</i>	15	231	162	52
<i>good</i>	91	1025	291	21
<i>bad</i>	103	398	55	10
<i>very bad</i>	39	167	24	4

Similarly, patterns of responses indicate that proportionately older pupils feel that filtering should be less restrictive (see Table 47).

Table 47: Pupil indications of whether levels of school internet filtering should be changed

Do you think filtering in the school should be:	14-19 year olds	12-14 year olds	10-11 year olds
<i>stronger</i>	100	99	88
<i>the same</i>	43	476	253
<i>less restrictive</i>	186	895	181
<i>removed</i>	51	264	46

Alternative forms of monitoring are suggested by many pupils (see Table 48). Monitoring by teachers, followed by monitoring by pupils are most commonly stated by pupils of all age ranges as being alternatives to filtering. It is recommended that e-safety provision and training provide more advice and guidance on these alternatives, and that exemplars of practice are offered where possible.

Table 48: Pupil suggestions of alternatives to internet filtering

Do you think there are alternatives to filtering?	14-19 year olds	12-14 year olds	10-11 year olds
<i>monitoring by pupils</i>	65	666	217
<i>monitoring by teachers</i>	118	732	275
<i>removing access for a time</i>	43	277	90
<i>other</i>	24	109	25

In terms of e-safety being taught in schools, these samples of pupils state that e-safety is taught less often in school as age range increases (see Table 49). The shift indicated by these samples would be worth comparing to other future samples, to see if this pattern holds in the longer-term. If this is the case, then it is recommended that schools review their provision in terms of appropriateness for all ages of pupils.

Table 49: Pupil responses about whether e-safety is taught in school

Is e-Safety taught in school?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>yes</i>	179	1525	520	344	86
<i>no</i>	69	246	46	28	4

Across all age ranges, e-safety is reported as being taught most commonly in ICT lessons (see Table 50). Form teacher sessions and sessions in PSHE lessons are included more commonly with the 8 to 14 year old age range also.

Table 50: Pupil responses of forms of e-safety sessions

How is it taught or talked about?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>in PSHE lessons</i>	65	428	192	150	-
<i>in ICT lessons</i>	142	1357	384	278	76
<i>with form teachers</i>	26	205	172	172	-
<i>in special lessons</i>	44	118	119	90	39
<i>in any lessons</i>	15	163	58	67	-
<i>other</i>	14	120	38	19	3

The reports from these samples of pupils suggest that the regularity with which e-safety is discussed shifts across the age ranges (see Table 51). From discussion once a week commonly reported by 5 to 7 years olds, the regularity shifts to once a term commonly reported by 14 to 19 years olds.

Table 51: Pupil reports about regularity of e-safety sessions

How often is it taught or talked about?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
<i>about once a week</i>	21	312	143	125	45
<i>about every month</i>	43	279	150	112	16
<i>once a term</i>	106	826	224	101	19
<i>other</i>	42	289	64	41	8

From responses shown Table 52 following, these pupils suggest that the regularity of discussion about e-safety is roughly in line with their needs. However, there is an indication that some pupils would like to see more regular discussion.

Table 52: Pupil responses about how often they feel e-safety should be covered

How often do you think it should be taught or talked about?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds
<i>about once a week</i>	15	342	180	170
<i>about every month</i>	63	520	216	132
<i>once a term</i>	120	664	144	54
<i>other</i>	34	178	31	16

In terms of how e-safety might be taught within the curriculum, many pupils report that they would like e-safety to be discussed in ICT lessons (see Table 53). However, the roles of PHSE lessons, or discussion in any lessons as appropriate, or discussions with form tutors, are suggested highly by many pupils also. These variations may be due to individual differences or preferences, or may be differences related to individual schools.

Table 53: Pupil responses about how often they feel e-safety should be covered

How do you think it should be taught or talked about?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds
<i>in PSHE lessons</i>	73	531	71	143
<i>in ICT lessons</i>	142	1234	258	259
<i>with form teachers</i>	41	365	50	152
<i>with external experts</i>	36	215	41	64
<i>in small group sessions</i>	26	317	43	81
<i>in special lessons</i>	47	226	39	92
<i>in all lessons as it's needed</i>	37	363	58	110
<i>other</i>	9	63	16	10

6.3 Using social networking sites

From the pupil reports, the term social networking site appears to be known by more pupils as they become older (see Table 54). A relatively smaller number of pupils reporting up to the age of 12 years

indicate that the recognition or use of the term is likely to be becoming more widespread as age increases.

Table 54: Pupil responses about their knowledge of the term ‘social networking site’

Do you know what a social networking site is?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
yes	242	1676	457	202	46
no	7	108	109	168	44

Across these samples, as pupils become older, more indicate that they feel that using a social networking site is a good thing (see Table 55). The shift moves from 35% of 5 to 7 year olds, to 91% of 14 to 19 year olds. It is clear from the data in Tables 54 and 55, however, that many very young pupils are likely to be using social networking sites.

Table 55: Whether pupils feel using a social networking site is a good thing

If yes, do you think that using a social networking site is a good thing?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
yes	226	1364	240	86	17
no	5	82	70	58	26
don't know	16	342	219	145	6

Of the social networking sites listed, most pupils in all age ranges report using Facebook (see Table 56). Interestingly, 44% of 5 to 7 year olds responding to this question stated using Facebook, with 76% using Facebook, MySpace or Bebo. It would be worth comparing these responses to those of a subsequent future group, to see if these levels of use are more continually representative. If they are, then levels of use of social networking sites by pupils from 5 to 7 years of age is relatively high (52% of the 5 to 7 year olds responding indicate that they use a social networking site).

Table 56: Pupil responses indicating social networking sites they use

Which do you use?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
Facebook	231	1383	243	77	20
MySpace	26	108	30	24	4
Bebo	28	245	40	20	10
other	30	579	263	149	11

Across these samples of pupils, there was a reduction in the proportion of pupils feeling unsafe when using a social networking site as age range increased (see Table 57). Of 5 to 7 year olds, 25% felt unsafe, while for 14 to 19 year olds, 7% felt unsafe. Reasons pupils stated for feeling unsafe are given in Section 9 of this report. In the same section of the report, pupils state what they would do if they encountered a situation where they feel unsafe. It is recommended that these concerns are appropriately integrated into training provision for school personnel and pupils.

Table 57: Whether pupils felt unsafe when using a social networking site

Have you felt unsafe at all when using a social networking site?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
yes	17	212	86	77	13
no	229	1513	421	232	41

Interestingly, quite high proportions of these samples of pupils felt that they needed to give too much information about themselves when using a social networking site (see Table 58). The proportions ranged from 16% of 8 to 9 year olds, 17% of 10 to 11 year olds, 14% of 12 to 14 year olds, to 12% of 14 to 19 year olds. The sorts of information that would come into this category were stated by pupils and are detailed in Section 9 of this report.

Table 58: Pupil responses about appropriateness of levels of details given when using a social networking site

If you have used a social networking site, have you felt that you have needed to give too much information about yourself to others using the site?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds
yes	29	230	81	45
no	211	1450	387	231

The reports from these samples of pupils suggest that there is a shift in terms of whether a social networking site should be allowed in school according to age (see Table 59). Pupil views of what such a site should be used for are reported in Section 9.

Table 59: Whether pupils feel social networking sites should be used in school

Do you think a social networking site should be allowed in school?	14-19 year olds	12-14 year olds	10-11 year olds
yes	132	793	146
no	64	563	237
don't know	53	418	149

Responses from these samples of pupils suggest that the older the pupil, the more certain they are that the use of social networking sites is covered in e-safety lessons (see Table 60). The wide use of social networking sites by 5 to 7 year olds (shown by pupil responses to a previous question), suggests that this aspect needs to be covered from a young age.

Table 60: Pupil responses about whether use of social networking sites is covered in e-safety sessions

Is the use of social networking sites covered in e-Safety lessons?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
yes	128	1150	369	143	22
no	39	150	48	60	31
not sure	68	443	121	133	27

6.4 Using a mobile telephone or other handheld device

The responses from these samples of pupils indicate that mobile telephones or other handheld devices are owned by more pupils as age increases (see Table 61).

Table 61: Whether pupils own a mobile device

Do you own a mobile phone or other handheld device?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
yes	241	1714	447	252	46
no	6	66	116	116	43

These samples of pupils report that schools allow mobile telephones more as pupils become older (see Table 62).

Table 62: Pupil responses indicating whether schools allow use of mobile devices

Are mobile phones allowed at school?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
yes	34	371	24	14	6
no	46	354	336	270	81
with restrictions	168	1156	204	78	2

These samples of pupils also report that as they become older, they adhere to school policy about using or not using a mobile telephone less (see Table 63). From 48% adherence of 10 to 11 year olds, it shifts to 33% adherence of 12 to 14 year olds, and 25% adherence of 14 to 19 year olds.

Table 63: Whether pupils adhere to school policy about using mobile devices

Do you adhere to school policy about using or not using a mobile phone?	14-19 year olds	12-14 year olds	10-11 year olds
yes	63	577	266
sometimes	110	872	169
no	75	307	122

The pattern of reported adherence is similar to the pattern of policies being policed (see Table 64). The relationship of these patterns would be worth checking from the originating data, to see if there is a strong correlation between the two sets of data. This analysis has not been undertaken for reporting here.

Table 64: Pupil responses about whether school policy is policed

Is the policy policed?	14-19 year olds	12-14 year olds	10-11 year olds
yes	83	614	275
not always	106	725	163
no	57	384	98

These samples of pupils report that uses of mobile devices for learning increase as age range increases (see Table 65). From 5% of use by 5 to 7 year olds, there is a shift to 17% of use by 14 to 19 year olds. How pupils use mobile devices for learning are stated in Section 9 of this report.

Table 65: Pupil responses about whether mobile devices are used for learning purposes in schools

Do you use your mobile phone (or other handheld device) for learning at school?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
yes	43	451	66	22	4
no	204	1314	486	335	81

Responses from these samples of pupils suggest that discussion about safe uses of mobile devices are most commonly found in e-safety lessons for the 10 to 14 year old age range, and are common also for the 8 to 9 year old age range, but less frequently found either for the 5 to 7 or for the 14 to 19 year old age ranges (see Table 66). On the basis of these data, and the frequency with which young people encounter situations where they feel unsafe, it is recommended that schools review the contents of their e-safety lessons, to ensure that safety with regard to mobile devices is introduced and covered accordingly.

Table 66: Pupil responses about use of mobile devices being covered in e-safety sessions

Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
yes	78	785	303	1115	18
no	91	371	110	103	42
not sure	72	601	140	145	26

The reports from these samples of pupils suggest that feeling unsafe when using a mobile device decreases with age (see Table 67). From 12% feeling unsafe at 5 to 7 years of age, 13% at 8 to 9 years of age, 17% at 10 to 11 years of age, 8% at 12 to 14 years of age, there is a shift to 4% feeling unsafe at 14 to 19 years of age. The critically high ranges of feeling unsafe are associated with pupils in primary schools. Why pupils of different ages feel unsafe is reported in Section 9.

Table 67: Pupil reports of feeling unsafe when using mobile devices

Have you felt unsafe at all when using a mobile phone or handheld device?	14-19 year olds	12-14 year olds	10-11 year olds	8-9 year olds	5-7 year olds
yes	9	136	96	45	10
no	239	1581	455	301	71

7. GROUPED RESPONSES FROM SCHOOLS

Some schools provided larger numbers of pupil responses than others. For schools where 20 pupils or more provided responses, a separate school report was produced, so that the school could compare their responses with those from findings of the wider population (detailed in other sections within this report). In total, 31 of these school reports were produced. Without identifying the names of any of these schools (each school is numbered anonymously), this section considers each of these school reports, and highlights for each one where there are differences between the school-level responses and the responses of the wider population. It should be noted that often numbers of school personnel responses for each of these schools are small (or there are none at all), so some subjective judgments may have been taken when highlighting differences from the wider population results.

Table 68 following provides an overview of findings. It identifies key features of each school report where differences are noted.

Table 68: Overview of school-level reports and differences in responses from the wider populations

School	Age range	Number of school personnel responding	Number of pupils responding	Differences in overall responses of school personnel	Differences in overall responses of pupils
1	8-14	2	28	Staff in this school felt adequately trained and supported in e-safety	None of the pupils have felt unsafe when using social networking sites, but none felt they should be used in school
2	5-11	1	153	-	The main reason by far why pupils felt worried about using the internet was seeing pornographic pictures
3	8-11	1	72	-	The vast majority of pupils report that safe use of mobile devices is covered in e-safety sessions
4	5-11	3	112	Safe use of mobile devices is not covered in e-safety sessions	The vast majority of pupils feel that pupil monitoring could be an alternative to filtering
5	5-11	0	112	-	-
6	12-14	1	220	-	The vast majority of pupils use <i>Facebook</i> as a social networking site
7	8-11	11	43	Half of the school personnel use personal email to communicate with pupils. School personnel offer conflicting views about school policy on mobile devices	Most pupils say they don't know whether using a social networking site is a good thing
8	12-14	0	45	-	Pupils gave conflicting responses when asked whether mobile devices were allowed in school
9	10-11	0	24	-	Most pupils feel that teacher monitoring could be an alternative to filtering. Most pupils say they don't know whether using a social networking site is a good thing. Most pupils say they do not adhere to school policy about use of mobile devices
10	5-11	0	27	-	-

School	Age range	Number of school personnel responding	Number of pupils responding	Differences in overall responses of school personnel	Differences in overall responses of pupils
11	10-14	1	277	School personnel did not think that e-safety should be taught in schools, and that it should only cover safe internet access. School personnel felt that filtering was a bad thing, and that it should be removed	-
12	10-14	15	108	No school personnel have felt unsafe when using their mobile devices	The vast majority of pupils felt that internet filtering should be less restrictive or removed
13	10-11	0	31	-	-
14	10-19	3	112	-	-
15	10-19	0	118	-	-
16	12-14	1	47	-	Very few pupils have felt unsafe when using the internet or social networking sites
17	10-14	8	92	-	-
18	10-11	0	19	-	Most pupils feel that teacher monitoring could be an alternative to filtering
19	10-19	0	59	-	-
20	12-14	0	43	-	The vast majority of pupils use <i>Facebook</i> as a social networking site
21	10-14	2	134	School personnel use personal email to communicate with pupils	The vast majority of pupils report that e-safety is not taught in school. Half of the pupils use mobile devices for learning purposes in school
22	12-19	0	29	-	No pupils report feeling worried when using the internet, social networking sites or mobile devices
23	8-11	0	26	-	Most pupils would like to have e-safety sessions taught with form teachers. Most pupils do not think that using a social networking site is a good thing. Pupils report that the safe use of mobile devices is taught in e-safety sessions
24	8-11	2	36	-	Most pupils are not sure whether the safe use of social networking sites and mobile devices is covered in e-safety sessions
25	10-14	7	24	-	Pupils are divided in their views about whether e-safety is taught in school, and whether safe uses of social networking sites and mobile devices are covered in e-safety sessions
26	12-14	0	20	-	Most pupils feel that teacher monitoring could be an alternative to filtering

School	Age range	Number of school personnel responding	Number of pupils responding	Differences in overall responses of school personnel	Differences in overall responses of pupils
27	12-14	0	48	-	The vast majority of pupils use <i>Facebook</i> as a social networking site. Over half of the pupils use mobile devices for learning purposes in school
28	10-19	2	114	School personnel use personal email to communicate with pupils	The vast majority of pupils use <i>Facebook</i> as a social networking site. Most pupils report that safe uses of mobile devices is not covered in e-safety sessions
29	10-11	0	26	-	Many pupils use the internet for publishing. Many pupils feel that removing access could be an alternative to filtering. Many pupils report that e-safety is covered in special lessons, and many would like it taught by external experts. Most pupils report that the school policy on using mobile devices is policed, but that they only sometimes adhere to it, while the vast majority report that safe use of mobile devices is not covered in e-safety sessions
30	12-14	0	77	-	Most pupils report that e-safety is taught in PSHE lessons. Most pupils are not sure or do not think that safe uses of mobile devices are covered in e-safety lessons
31	5-11	0	66	-	Most pupils feel that teacher monitoring could be an alternative to filtering. Most pupils do not think that social networking sites should be used in school. Most pupils report that safe uses of social networking sites and mobile devices are not covered in e-safety sessions

These schools represent a fairly small proportion of the total school personnel responses gathered in the entire sample (60 school personnel in 15 schools is 16% of the entire sample), while they represent a large proportion of the total pupil population of responses (2,342 pupils is 76% of the entire sample). Across these schools, it is clear that there are some differences in terms of levels of responses by both school personnel and pupils when compared to the levels gained from the entire populations. There are 7 schools out of 15 where school personnel levels of response have been highlighted in this respect, and there are 23 schools out of 31 where pupil levels have been highlighted.

In terms of differences of levels of responses provided by school personnel in 15 schools, these covered certain specific areas of difference:

- Views and experiences about uses of technologies:
 - School personnel in one school felt that filtering was a bad thing, and that it should be removed
 - School personnel use personal email to communicate with pupils in 3 schools.

- No school personnel felt unsafe when using their mobile devices in one school.
- Feeling adequately trained and supported in terms of e-safety:
 - Staff in one school felt adequately trained and supported in e-safety.
- Content of e-safety sessions:
 - Safe use of mobile devices was not covered in e-safety sessions in one school.
 - School personnel did not think that e-safety should be taught in one school, and that it should only cover safe internet access.
- Views on school policy concerned with mobile devices:
 - School personnel offered conflicting views about school policy on mobile devices in one school.

In terms of differences of levels of responses provided by pupils in the 31 schools, again these covered certain specific areas of difference:

- Views and experiences about uses of technologies:
 - Many pupils use the internet for publishing in one school.
 - Half of the pupils used mobile devices for learning purposes in two schools.
 - The main reason by far why pupils felt worried about using the internet in one school was seeing pornographic pictures.
 - The vast majority of pupils use *Facebook* as a social networking site in four schools.
 - Very few pupils felt unsafe when using the internet or social networking sites in one school.
 - No pupils reported feeling worried when using the internet, social networking sites or mobile devices in one school.
 - None of the pupils felt unsafe when using social networking sites in one school, but none felt they should be used in school.
- Content of e-safety sessions:
 - Pupils were divided in their views about whether e-safety is taught in one school, and whether safe uses of social networking sites and mobile devices are covered in e-safety sessions.
 - The vast majority of pupils reported that e-safety is not taught in one school.
 - Most pupils were not sure whether the safe use of social networking sites and mobile devices is covered in e-safety sessions in one school.
 - Most pupils reported that safe uses of social networking sites and mobile devices are not covered in e-safety sessions in one school.
 - The vast majority of pupils reported that safe use of mobile devices is covered in e-safety sessions in two schools.
 - Most pupils reported that safe uses of mobile devices are not covered in e-safety sessions in three schools.
 - Many pupils reported that e-safety is covered in special lessons, and many would like it taught by external experts in one school.
 - Most pupils would like to have e-safety sessions taught with form teachers in one school.
 - Most pupils report that e-safety is taught in PSHE lessons in one school.
- Views about monitoring and filtering internet access:
 - Most pupils felt that teacher monitoring could be an alternative to filtering in four schools.
 - The vast majority of pupils felt that pupil monitoring could be an alternative to filtering in one school.
 - Many pupils felt that removing access could be an alternative to filtering in one school.
 - The vast majority of pupils felt that internet filtering should be less restrictive or removed in one school.
- Views about introducing new technologies into school:
 - Most pupils say they do not know whether using a social networking site is a good thing in three schools.
 - Most pupils did not think that social networking sites should be used in one school.
- Views about school policies relating to technologies and access:

- Pupils gave conflicting responses when asked whether mobile devices were allowed in one school.
- Most pupils say they do not adhere to school policy about use of mobile devices in one school.
- Most pupils reported that the school policy on using mobile devices is policed, but that they only sometimes adhere to it.

Overall, in summary:

- There are differences in terms of reports from school personnel in some schools, with regard to views and experiences about uses of technologies - 1 in 15 reported filtering being a bad thing, 3 in 15 reported using personal email to communicate with pupils, and in 1 in 15 no school personnel felt unsafe when using mobile devices. In 1 in 15 school personnel felt fully adequately trained and supported, while in 1 in 15 it was reported that e-safety should not be taught in school. In 1 in 15 school personnel gave conflicting views of school policy, and in 1 in 15 safe use of mobile devices was not covered in e-safety sessions.
- There are differences in terms of reports from pupils in some schools. There are differences in terms of uses of technologies in some schools (publishing is higher in 1 in 31, and more pupils use mobile devices for learning in 3 in 31). Most pupils used *Facebook* as their social networking site in 4 in 31 schools. Views differed about whether e-safety was taught in 2 in 31 schools, while lack of content relating to safe uses of social networking sites and mobile devices was reported in 6 in 31 schools. Reports of e-safety in special lessons or in PSHE lessons was indicated in 2 in 31 schools, while a preference for it being covered by external specialists was reported in 1 in 31 schools. In 3 in 31 schools a clear preference for an alternative monitoring system was reported, while in 1 in 31 schools pupils felt that internet filtering should be less restrictive or removed altogether. In 4 in 31 schools there was uncertainty about whether using a social networking site in school would be a good thing. There were clearly conflicting views about school policy with regard to mobile devices in 1 in 31 schools, while pupils reported not adhering to school policy in this respect in 1 in 31 schools.

8. ISSUES FOR SCHOOL PERSONNEL REGARDING E-SAFETY

Surveys for school personnel offered opportunities for open-ended responses to some questions. Questions where open-ended responses were offered are considered in this section. Responses have been collated, so that levels of response for different school personnel groups can be compared and contrasted. These responses refer to those provided by 371 school personnel between 1st June 2010 and 10th August 2010.

8.1 *Barriers to undertaking continuing professional development*

School personnel were asked about the barriers that they face in undertaking continuing professional development. Their responses are collated here (see Table 69). The total number of responses provided for each group was 13 for head teachers, 23 for safeguarding officers, 116 for teachers, 31 for non-teaching support staff, and 3 for governors. Across all groups of school personnel there are some major common barriers reported: time issues, including issues concerned with time out of class or out of the school; costs of courses, and associated financial constraints; the need for cover, and associated costs; availability of courses within certain areas and localities; conflicting issues, of a professional as well as personal nature; effects on the school day and the curriculum; and the self confidence, expertise or starting point required for certain courses. Certain issues are highlighted for specific groups of school personnel: the effect of the changing nature of the internet and e-safety and its implications for school managers; and lack of support for non-teaching support staff to engage in continuing professional development. In terms of e-safety training provision, it is recommended that these issues be considered, so that school personnel can become regularly updated with regard to this area.

Table 69: School personnel reports of barriers to undertaking continuing professional development

What if any are your barriers to undertaking continuing professional development?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff	Governors
<i>time/out of class</i>	6	18	63	10	2
<i>financial constraints/cost</i>	4	6	41	7	0
<i>need for cover</i>	0	2	4	0	0
<i>availability of courses</i>	1	1	4	1	0
<i>conflicting issues</i>	1	0	4	1	1
<i>effect on school day</i>	0	0	4	4	0
<i>self confidence/expertise</i>	0	0	4	1	0
<i>workload</i>	1	0	3	0	1
<i>convenience of venue</i>	1	0	3	0	0
<i>being part-time/supply teacher</i>	0	0	2	1	0
<i>lack of CPD support</i>	0	0	2	4	0
<i>lack of information about sessions</i>	0	1	1	0	0
<i>relevance</i>	0	0	1	0	0
<i>cost of sending enough people on courses or to run training in school</i>	0	0	1		0
<i>the changing nature of e-safety</i>	2	1	0	1	0
<i>personal stress</i>	1	0		0	0

8.2 *Feeling unsafe when using an online learning environment or platform*

School personnel were asked why they felt unsafe when they used an online learning environment or platform. Their responses are given here. The total number of responses provided was 1 for head teachers, and 6 for teachers. There are clearly occasions when teaching staff have felt vulnerable when using certain online learning environments or platforms. Teaching staff indicated that they felt unsafe:

- When there was a delay in removing undesirable video during the holidays, as weekly checks only were made at that time.

- Sometimes about the perception that others might have when communicating with pupils outside of school.
- About privacy settings or others reading what is written.
- When it was realised that the *Facebook* site being used was not as private as had been thought, to groups designated as ‘friends of friends’.

8.3 Using mobile devices for teaching

School personnel were asked how they used mobile devices for teaching. The total number of responses provided was 2 for head teachers, and 22 for teachers. The most common uses are concerned with camera and video functions, contacting parents and other colleagues, and demonstrations or lessons about the mobile device itself. Teaching staff indicated that they used mobile devices for:

- Camera functions, taking pictures and videos, image and audio collecting (by 8 respondents).
- Contacting parents and other teachers (by 4 respondents).
- Demonstrations, including the iTouch, and in science and technology (by 2 respondents).
- Lessons about mobile telephones (by 2 respondents).
- Storing content.
- Music.
- Email.
- Internet access.
- On call during school time.
- Everyday teaching 1-to-1 with iTouch.
- iPod applications for mathematics, spelling and research.
- When video conferencing to troubleshoot.
- The new GSCE has a topic based on mobile telephones.
- Recording learning objectives for future use.
- Timing.
- On school trips.
- Students use their telephones as props in drama and to access music and photos.

8.4 Feeling unsafe when using mobile devices

School personnel were asked why they felt unsafe when they used mobile devices. Their responses are shown in Table 70. The total number of responses provided was 3 for head teachers, 1 for safeguarding officers, 7 for teachers, and 4 for non-teaching support staff. It is clear that these reports are concerned often with specific concerns, and that these concerns might not arise frequently outside certain contexts. However, it is clear that all of these concerns can bring about feelings of insecurity and vulnerability, and that individuals in all schools need to be aware of the types of situations that can arise, and how they might be handled effectively.

Table 70: School personnel reports of reasons for feeling unsafe when using mobile devices

Why have you felt unsafe when using a mobile device?	Head teachers	Safeguarding officers	Teachers	Non-teaching support staff
<i>being stolen</i>	0	0	2	1
<i>remembering to take photos off the device</i>	1	0	1	0
<i>inappropriate ads via free applications</i>	0	0	1	0
<i>pupils with Bluetooth could pick up my number</i>	0	0	1	0
<i>records of places visited that can be accidental but not appropriate</i>	0	0	1	0
<i>threats or intimidation</i>	0	0	1	0
<i>receiving a call or message from an unknown number</i>	0	1	0	0
<i>possible identify theft</i>	1	0	0	0
<i>inability to stop pupils using mobile phones</i>	0	0	0	1
<i>when in certain places/crossing the car park</i>	0	0	0	1
<i>receiving text messages from someone I did not know</i>	0	0	0	1

9. ISSUES FOR PUPILS REGARDING E-SAFETY

Surveys for pupils offered opportunities for open-ended responses to some questions. Questions where open-ended responses were offered are considered in this section. Responses have been collated, so that levels of responses across different age range groups can be considered. These responses refer to those provided by 2,784 pupils between 1st June 2010 and 10th August 2010.

9.1 *Why pupils have felt unsafe when using the internet*

Pupils were asked why they had felt unsafe when they were using the internet. Their responses are collated here. The total number of responses provided for each age group was 20 for 14 to 19 year olds, 222 for 12 to 14 year olds, 97 for 10 to 11 year olds, 72 for 8 to 9 year olds, and 12 for 5 to 7 year olds.

Across age groups there are distinctions between reports of actual situations arising where young people have felt unsafe (these are shaded cream in Table 71 following), and situations that they believe could arise that would make them feel unsafe. For example, a report that falls into the former category was given by a 12 to 14 year old: "This random person added me and started saying he wanted me, saying he thought I was pretty and that kind of thing. He was 18 and it freaked me out as I have never met him before and I don't know him." The two categories of personal concern (potential and actual) have been collated separately, so that each dimension can be considered separately. In each category, and for each age group, the two most commonly reported instances are shaded in grey (darker grey for the highest scoring category). Concerns about situations that might arise that are commonly highlighted are: uncertainty about unknown people who may be on the site or who may access it; being bullied or threatened, or given false information; and having a computer or files accessed or hacked into. Situations that have occurred that are most frequently reported are: being added as a friend by an unknown person; being 'talked' to by someone unknown who asks personal or explicit questions; being bullied or threatened; being asked to go onto a chatroom and send explicit pictures or to go onto a webcam.

Overall, the total numbers of situations reported where young people have felt unsafe is 19 (8%) for 14 to 19 year olds, 187 (12%) for 12 to 14 year olds, 75 (15%) for 10 to 11 year olds, 52 (13%) for 8 to 9 year olds, and 11 (13%) for 5 to 7 year olds. Although there is some difficulty in ensuring that the reports are accurately placed into the two categories (potential and actual), the numbers of cases where young people reported feeling unsafe due to an actual incident rather than an incident that might happen, was, according to the categorisation used, 14 (6%) for 14 to 19 year olds, 128 (8%) for 12 to 14 year olds, 48 (9%) for 10 to 11 year olds, 39 (10%) for 8 to 9 year olds, and 9 (11%) for 5 to 7 year olds. These data (see Table 71) suggest that younger children identify more instances of being unsafe, and that this incidence decreases with age. It should be noted that the young people were able to handle the situation reported in most cases. Instances where greater levels of trauma were likely to arise were (and this is suggested by the ways that young people have referred to these in their descriptions): being bullied or threatened; rumours being started by someone; people causing arguments; stalking on the site; and someone talking and saying 'scary things'. There are 18 of these instances reported for the age group 12 years and above, which arise in 1% of all cases. It would be worth comparing numbers arising in future sample populations, to see if these levels might appear to hold more widely.

Table 71: Pupil reports of reasons for feeling unsafe when using the internet

Why have you felt unsafe when using the internet?	14 to 19 year olds	12 to 14 year olds	10 to 11 year olds	8 to 9 year olds	5 to 7 year olds
<i>unknown/older people adding me as a friend</i>	3	45	1	1	2
<i>someone 'talking' to me who I do not know</i>	0	23	5	3	0
<i>people asking personal questions like where you live/inappropriate things/wanting to meet you/be your friend</i>	0	18	8	4	0
<i>unknown people sending a friend request</i>	1	12	4	0	0
<i>have been bullied/threatened/nasty things said</i>	1	9	3	2	0
<i>asked to go on a chatroom and give pictures/go on webcam</i>	1	5	0	0	0
<i>someone saying he was my age but was older</i>	1	4	0	0	0
<i>rumours started by someone/in school</i>	1	2	0	0	0
<i>being given false details by someone</i>	0	2	1	0	0
<i>networking site changes privacy settings so you do not know what other people can see</i>	1	1	0	0	0
<i>people causing arguments</i>	1	1	0	1	0
<i>people keep stalking me on the site</i>	0	1	0	0	0
<i>people take my pictures and put them on other websites</i>	0	1	0	0	0
<i>links to drug sites on ads</i>	0	1	0	0	0
<i>an application that could not be turned off</i>	0	1	0	0	0
<i>notices of prizes</i>	0	1	0	0	0
<i>MSN account has been hacked into</i>	0	1	0	0	0
<i>someone who starting 'talking' to me and saying 'really scary things'</i>	2	0	1	0	0
<i>teachers are on the sites</i>	1	0	0	0	0
<i>random ads/pop-ups that start talking to you</i>	1	0	3	0	0
<i>was sent something</i>	0	0	0	1	0
<i>tricked onto a website</i>	0	0	0	1	0
<i>someone logged into my account</i>	0	0	1	0	0
<i>some people on the site you do not know/may be 'dodgy'/get you into trouble/cannot be trusted</i>	0	14	11	11	3
<i>my files/information/pictures can be accessed by strangers</i>	4	10	1	3	0
<i>concerned about bullying</i>	0	8	18	8	2
<i>someone might hack into my computer/send viruses</i>	0	7	4	4	0
<i>being made fun of/saying nasty things/swearing at me</i>	0	4	6	1	3
<i>feels as if someone is monitoring your every move</i>	0	4	0	0	0
<i>someone can make up their identity</i>	0	3	1	0	0
<i>could accidentally read a message/see something that is 'bad'</i>	0	2	1	1	0
<i>someone might stalk me on the site</i>	0	2	0	1	0
<i>someone might kill you</i>	0	1	0	0	0
<i>could accidentally add someone I do not know</i>	0	1	1	0	0
<i>you cannot take back what you write</i>	0	1	0	0	0
<i>someone might find out where I live</i>	0	1	2	3	0
<i>identity fraud</i>	0	1	0	0	0
<i>possible 'perverts' looking at personal pictures</i>	1	0	0	0	0
<i>someone getting family details and extorting money</i>	0	0	1	0	0
<i>pictures popping up that might be rude</i>	0	0	2	0	1
<i>someone sending/saying rude things</i>	0	0	0	4	0
<i>giving a password to someone by mistake</i>	0	0	0	1	0
<i>getting onto a site/doing something wrong by accident</i>	0	0	0	2	0

9.2 What pupils would do if they encountered a situation where they felt unsafe when using the internet

Pupils were asked what they would do if they encountered a situation where they felt unsafe when they were using the internet. The total number of responses provided for each age group is 213 for 14 to 19 year olds, 1,256 for 12 to 14 year olds, 364 for 10 to 11 year olds, and 193 for 8 to 9 year olds. Most commonly reported actions in each age group are shown in different shades of grey.

Across these age groups responses are concerned with actions to counter situations that originate from two different perceived sources: from people who create discomfort; and from information or written detail that creates discomfort. It is clear that these two sources may have quite different impacts for the individual and that the former might well be taken much more personally. Across the age groups the commonly reported actions that young people would take are: reporting incidents to adults (parents, teachers, or 'someone'); deleting or blocking people as friends from social networking site accounts (proportionately reported more as age increases); ignoring the situation or request or comment (proportionately reported more as age increases); logging off or signing off from an account or from the internet; and reporting the problem (but to whom is not stated). It is clear that in many cases, as the young people are reporting incidents to others, that the outcomes for them could very well depend on how this is handled by those to whom they report incidents (see Table 72). If parents, teachers or 'someone' is not clear about what to do, then it is possible that inappropriate action could result. The number of young people who indicate use of the 'Report Abuse' button, or reporting to CEOP or the police is small, but this number indicates an awareness of this possible action by some young people (especially 10 to 11 year olds). This age group also shows a level of awareness of how to address such issues by indicating the need to 'save the evidence'.

Table 72: Pupil reports of actions they would take if feeling unsafe when using the internet

What would you do if you encountered something that made you feel uncomfortable?	14 to 19 year olds	12 to 14 year olds	10 to 11 year olds	8 to 9 year olds
<i>report it to a parent or adult or someone</i>	44	539	230	127
<i>delete or block the person from the account/as a friend</i>	48	187	24	1
<i>report the problem (to whom not stated)</i>	27	129	12	4
<i>ignore it/leave it</i>	42	107	17	8
<i>use 'Report Abuse'/CEOP button</i>	9	65	28	8
<i>log off/sign off</i>	21	58	7	4
<i>cancel/move off the page</i>	7	46	3	4
<i>not access the site/page again</i>	15	41	8	2
<i>report it to the website</i>	9	38	4	0
<i>delete the account/create a new one</i>	5	38	6	1
<i>delete the information/message</i>	8	33	3	4
<i>don't know</i>	5	32	4	8
<i>phone/tell the police</i>	4	29	6	2
<i>exit from the site</i>	1	24	6	7
<i>seek advice</i>	2	19	2	0
<i>change privacy settings/password</i>	4	14	3	1
<i>talk back</i>	0	13	4	1
<i>stop talking to them</i>	0	11	3	0
<i>tell a friend</i>	2	10	0	0
<i>block it</i>	3	8	0	0
<i>turn the computer off</i>	0	8	7	6
<i>turn internet off</i>	0	5	3	2
<i>print the screen/save it and report it</i>	0	3	14	1
<i>remove profile</i>	0	3	1	0
<i>use anti-virus software or more computer protection</i>	3	1	0	0
<i>find out who it is</i>	1	1	0	0
<i>refresh the page</i>	0	1	0	0
<i>turn off the screen</i>	0	1	2	0
<i>send them a virus</i>	0	1	0	0
<i>flag the person responsible</i>	0	1	0	0
<i>report them to the government</i>	0	0	1	0

9.3 *Types of information that pupils think they should not give out to others on the internet*

Pupils were asked what types of information they think they should not give out to others on social networking sites on the internet. The total number of responses provided for each age group is 36 for 14 to 19 year olds, 267 for 12 to 14 year olds, 107 for 10 to 11 year olds, and 63 for 8 to 9 year olds. Most commonly reported actions in each age group are shown in different shades of grey.

Across these age groups certain information that should not be given out has been highlighted commonly. Although it clearly depends upon context, many young people recognise in the context of giving information to others via social networking sites or on the internet, that home address is a key piece of information that should not be given out without due consideration (see Table 73). It is clear that certain other pieces of information should also come within this form of category, but have not been highlighted so frequently: telephone numbers; date of birth; email address; name; passwords; personal images; and credit card or bank details (although the use of the latter items by these age groups may be limited). It is recommended that e-safety training provision is reviewed to ensure that the range of details that should not be given out is covered adequately for young people.

Table 73: Pupil reports of what information they feel they should not give out when using the internet

What sorts of information do you think you should not be giving to others?	14 to 19 year olds	12 to 14 year olds	10 to 11 year olds	8 to 9 year olds
home address/postcode	22	155	65	29
home/mobile telephone number	10	82	30	23
age	3	36	12	7
date of birth	1	32	11	3
email address	4	31	9	4
name	3	28	24	15
school name/address	3	14	10	1
information that identifies you uniquely/what you do	1	9	0	2
passwords	2	8	9	2
personal images	0	7	4	1
credit card numbers/bank details	1	4	1	0
gender	0	3	1	1
naked pictures/rude things	0	2	2	2
height	0	1	0	0
favourite colour	0	1	0	0
single child or not	0	1	0	0
cultural background	0	1	0	0
bra size	0	1	0	0
pin numbers	2	0	0	0
shoe size	1	0	0	0
appearance	0	0	1	0
friends' names	0	0	3	0

9.4 *How pupils think social networking sites should be used in school*

Pupils were asked how they thought social networking sites should be used if these were available in school. The total number of responses provided for each age group is 122 for 14 to 19 year olds, 680 for 12 to 14 year olds, and 145 for 10 to 11 year olds. Most commonly reported actions in each age group are shown in different shades of grey.

The most commonly reported reasons for using a social networking site in school refer only to general social or communication purposes, with other pupils, or more widely. Such forms of use might not, therefore, have a clear learning focus. However, there are reports from many pupils that indicate how social networking sites (which need to be considered widely in terms of a definition that would include learning environments or platforms) could be used to support learning purposes in specific and more general ways. Many pupils are seeing the potential value and opportunities that such sites could offer

them in terms of communication with family members, to keep in touch with ongoing details and school needs (see Table 74). It is clear, however, that schools taking such sites on board need to be aware of the fact that many pupils would not immediately see the learning benefits that could accrue from their uses. Interestingly, many pupils who are boarders in schools referred to the wide potential benefits that they could gain from use of such sites in schools.

Table 74: Pupil reports of how social networking sites could be used in schools

How do you think social networking sites could be used if they were available in school?	14 to 19 year olds	12 to 14 year olds	10 to 11 year olds
<i>speaking to other pupils/friends online</i>	26	170	29
<i>to socialise generally/for fun/when bored/social networking/meet new people/in free time or the evening</i>	28	154	21
<i>to communicate with other pupils or teachers about learning/work/homework or send work or publish useful links or about missed lessons or school events</i>	22	102	21
<i>to talk/contact/communicate (without more specific detail)</i>	26	96	23
<i>to contact family/home for emergency/some reason/for boarders</i>	9	57	11
<i>communication with other schools or penpals</i>	3	28	4
<i>finding/giving/checking information</i>	7	28	8
<i>learn how to use sites safely/help others</i>	2	30	6
<i>help with communication skills</i>	2	1	1
<i>contacting other students for important reasons</i>	2	3	1
<i>to read emails/check Facebook</i>	0	7	9
<i>to talk in lessons</i>	0	1	2
<i>to watch videos</i>	0	0	4

9.5 How pupils use mobile devices for learning purposes in school

Pupils were asked how they use mobile devices to support learning purposes in school. The total number of responses provided for each age group is 45 for 14 to 19 year olds, 432 for 12 to 14 year olds, 41 for 10 to 11 year olds, 27 for 8 to 9 year olds, and 5 for 5 to 7 year olds. Most commonly reported actions in each age group are shown in different shades of grey (see Table 75).

It is clear that the most common use of the mobile device for learning is as a calculator. However, some pupils are reporting uses of internet access for researching subject topics, of camera functions in a wide variety of subject contexts, for texting and talking to friends and parents (and some of these are qualified further to show that they are related to school purposes and need, although all might not fall into this category), for checking the time, date, time passed, for finding and listening to music in drama sessions or in art or to aid concentration, and for use as a dictionary and spell-check.

Table 75: Pupil reports of how mobile devices are used to support learning in school

How do you use mobile devices to support learning in school?	14 to 19 year olds	12 to 14 year olds	10 to 11 year olds	8 to 9 year olds	5 to 7 year olds
<i>as a calculator</i>	19	266	10	4	1
<i>internet for research</i>	13	35	2	2	0
<i>taking pictures and video</i>	4	35	0	2	1
<i>for texting</i>	4	33	5	2	0
<i>checking the time and date/stop watch</i>	1	30	0	0	0
<i>talking to friends/parents</i>	0	26	6	4	0
<i>listening to/finding music/sounds</i>	1	23	3	0	0
<i>as a dictionary/spelling</i>	0	11	0	0	0
<i>checking homework tasks to complete</i>	1	8	0	0	0
<i>as requested by the teacher</i>	0	7	0	0	0
<i>calling friends and family about school work/arrangements</i>	4	6	1	0	0
<i>recording in specific languages/material</i>	0	5	0	0	0
<i>emergency calls</i>	2	4	0	1	0
<i>games</i>	0	3	4	4	2
<i>communicating</i>	0	3	1	2	0
<i>as a translator</i>	2	2	0	0	0
<i>recording information like surveys</i>	1	1	0	0	0
<i>rolling dice</i>	0	1	0	0	0
<i>checking rooms and times</i>	0	1	0	0	0
<i>revision</i>	2	0	0	0	0
<i>sending in homework via email</i>	1	0	0	0	0
<i>news</i>	0	0	2	0	0
<i>reading</i>	0	0	0	1	0

9.6 Why pupils have felt unsafe when using a mobile device

Pupils were asked about the reasons why they felt unsafe when using a mobile device. The total number of responses provided for each age group is 11 for 14 to 19 year olds, 127 for 12 to 14 year olds, 62 for 10 to 11 year olds, 42 for 8 to 9 year olds, and 6 for 5 to 7 year olds. Most commonly reported reasons in each age group are shown in different shades of grey.

The number of young people in these age groups feeling unsafe when using a mobile device is small, but not insignificant. The most commonly reported incidents or concerns relate to texts or calls received from unknown people or sources (which can at times cost the phone user without their knowledge), and calls or texts that are nasty, or threatening, or pranks (sometimes from people who the user knows well). Incidents of bullying are reported, but there are few of these that are reported as being serious, and most have been settled by the young people themselves or by their parents (see Table 76). Of the total number reported, there were 39 incidents (2%) from the 12 to 19 year old age range that were reported in such a way that they indicated that they led to trauma (rather than concern) for the individual. Across the entire age range, the number of such incidents was 72 (3%). However, it is clear that some young people (particularly in the 5 to 9 year old age groups) are concerned about mobile telephone use because they do not know how they might handle certain situations, or use facilities on the mobile telephone to control texts and calls that they do not want. As an 8 to 9 year old said: “because I thought someone is going to phone me and I don’t know how to delete them.”

Table 76: Pupil reports of reasons for feeling unsafe when using mobile devices

Why have you felt unsafe when using a mobile device?	14 to 19 year olds	12 to 14 year olds	10 to 11 year olds	8 to 9 year olds	5 to 7 year olds
<i>texting and calls from unknown people/sources</i>	1	41	20	13	0
<i>calls or texts saying nasty/threatening things/prank calls</i>	0	31	9	3	2
<i>people getting annoyed with prank calls/wrong numbers</i>	2	4	0	1	0
<i>people pass on your number</i>	0	3	0	0	0
<i>cyber bullying</i>	1	2	5	1	0
<i>phone being stolen/mugged</i>	1	2	3	0	0
<i>effects of long-term usage on health</i>	1	2	1	0	0
<i>sent pictures you don't want</i>	0	2	1	0	0
<i>someone asking to meet you/for photos/for personal details</i>	0	2	0	0	1
<i>someone pretending to be a parent/someone else</i>	0	2	0	1	0
<i>texting/ringing a wrong number</i>	0	2	1	4	0
<i>felt someone might have my phone number</i>	1	1	3	1	0
<i>battery exploded</i>	0	1	0	0	0
<i>being stalked/finding your home</i>	0	1	0	2	0
<i>spam messages</i>	1	0	0	0	0
<i>people listening in to conversation</i>	0	0	1	0	0
<i>unsure about text messages</i>	0	0	1	0	0
<i>it might go wrong</i>	0	0	1	1	0
<i>your information might be accessed</i>	0	0	0	1	0
<i>not sure what to do</i>	0	0	0	1	2

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Appendix 1:
Information to head teachers and safeguarding officers in schools



Can you help in research to understand what young people think about the internet?

That may sound a rather strange question. After all, the internet is there, and young people use it every day.

But what we (the National Education Network and Lancaster University) want to know is, “how do young people and schools use the internet?” “Have they had any bad experiences?” “Do they understand about filtering and esafety?” “And how do their views of digital technology relate to the views of their teachers?”

We also want to know about their attitudes to social networking sites. Are they worried about what can happen through the use of these sites, or do they see them as an unremittingly good thing?

Going further, there’s also the question of their mobile phones - how do they use them? When do they use them, and again, do they have any concerns? And indeed should we, as educators, be concerned with how these devices are being used.

At the moment no one is quite sure what young people feel about these digital devices, and how their feelings accord with those of their teachers. Because of this we can’t be sure if current approaches to such issues as filtering and e-safety are the best approaches, or whether we should be working in different ways to ensure that pupils and teachers remain safe when using digital technology.

This new research, (to be conducted across the UK), is being undertaken by the National Education Network (the UK collaborative network for on line education funded by government), and Lancaster University. It consists of simple surveys, one group directed at teachers and personnel in schools (head teachers, safeguarding officers, teachers, non-teaching staff, and governors), and one at pupils – obviously with different questions for each different age group (14-19, 12-14, 10-11, 8-9, and 5-7 years of age).

To find out more, and to access the surveys, go to:

<http://www.lancs.ac.uk/fass/projects/nen/>

If you have any questions regarding the survey please contact [Name] at [Organisation] by emailing [e-mail address] or phoning at [number]

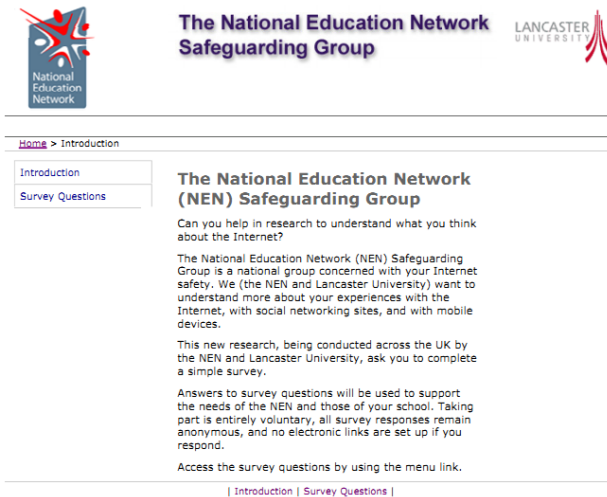
Yours

Xxxxxx [name]

PS All schools that arrange for pupils to take the survey can receive an analysis of the findings for their specific school.

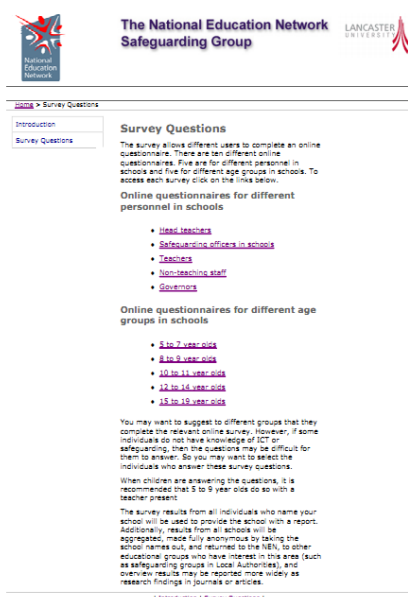
Appendix 2: Introductory web pages

A first web page



The screenshot shows the homepage of the National Education Network (NEN) Safeguarding Group. At the top left is the NEN logo, and at the top right is the Lancaster University logo. Below the logos is a navigation bar with a link to 'Home > Introduction'. A sidebar on the left contains two menu items: 'Introduction' and 'Survey Questions', with 'Survey Questions' highlighted. The main content area features the title 'The National Education Network (NEN) Safeguarding Group' followed by a sub-header 'Can you help in research to understand what you think about the Internet?'. The text explains that the group is a national group concerned with Internet safety and that the research is being conducted across the UK by the NEN and Lancaster University. It states that participation is voluntary and responses are anonymous. A link to 'Access the survey questions' is provided at the bottom of the main content area. A footer at the very bottom contains the navigation links '| Introduction | Survey Questions |'.

A second web page



The screenshot shows the 'Survey Questions' page of the NEN Safeguarding Group website. It features the same logos and navigation as the first page. The sidebar highlights 'Survey Questions'. The main content area is titled 'Survey Questions' and explains that the survey allows different users to complete online questionnaires for different personnel and age groups. It lists five categories of personnel: Head teachers, Safeguarding officers in schools, Teachers, Non-teaching staff, and Governors. It also lists five age groups: 5 to 7 year olds, 8 to 9 year olds, 10 to 11 year olds, 12 to 14 year olds, and 15 to 16 year olds. A note mentions that children should be supervised by a teacher. A footer at the bottom contains the navigation links '| Introduction | Survey Questions |'.

Appendix 3:

Online questionnaires for school personnel - head teachers in primary, secondary, special, short stay, and independent schools

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for head teachers in primary, secondary, special, short stay and independent schools

Can you help in research to understand what you think about the Internet?

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your experiences with the Internet, with social networking sites, and with mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, asks you to complete a simple survey.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond.

The survey results can be used to provide the school with a report. Additionally, all results will be aggregated, made fully anonymous by taking the school name out, and returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey

I agree to take part in the survey

I do not wish to take part in the survey

Reset Next

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The Survey

Please tell us

Q1 Your role

Q2 Your gender
 male
 female

Q3 Your cultural background
 British
 European
 Asian
 Afro-Caribbean
 African

Q4 Your school name (optional)

Q5 Your LA

Q6 The location of your school

Continuing professional development

Q7 Do you feel adequately trained to respond to e-Safety issues?
 yes
 partly
 no

Q8 Do you feel adequately supported to respond to e-Safety issues?
 yes
 partly
 no

Q9 What e-Safety or e-Safeguarding continuing professional development have you had?
 one session
 a number of sessions
 ongoing regular meetings
 a course

Q10 Would you want further e-Safety or e-Safeguarding continuing professional development?
 yes
 no

Q11 How would this best be delivered?
 one-to-one sessions
 in-service sessions
 attendance at a course
 online resources

Q12 What, if any, are your barriers to undertaking continuing professional development?

Q13 How much time would you be prepared to give to continuing professional development on this topic?

- one or two sessions a year
- a session each term
- a few hours as needed
- a day occasionally
- other

Q14 Do you think online safety should be taught in school?

- yes
- no
- not sure

Q15 If so, should this cover: (Please click all responses which apply.)

- internet
- social networking sites
- mobile devices
- other

Filtered and managed Internet access

Q16 Do you think that using the Internet is a good thing?

- yes
- no
- don't know

Q17 What do you mainly use it for in school? (Please click all responses which apply.)

- getting information
- publishing things
- communicating with others
- finding pictures
- watching videos
- listening to stories or music
- other

Q18 Does using the Internet worry you?

- yes
- no

Q19 If yes, why does it worry you? (Please click all responses which apply.)

- fear of being bullied
- coming across pornographic pictures
- finding misleading information
- having a profile created about you
- having your identity stolen
- other

Q20 Is the school Internet filtered?

- yes
- no
- don't know

Q21 If yes, do you know why the school Internet is filtered? (Please click all responses which apply.)

- to protect pupils
- to protect me
- to protect the school
- other

Q22 Do you think filtering is a good or a bad thing?

- very good
- good
- bad
- very bad

Q23 Do you think filtering in the school should be:

- stronger
- the same
- less restrictive
- removed

Q24 Do you know who provides the filtering in the school?

- the RBC
- the LA
- the school
- don't know
- other

- Q25 Do you think there are alternatives to filtering? (Please click all responses which apply.)
- monitoring by pupils
 - monitoring by teachers
 - removing access for a time
 - other
-

Access to an online learning environment or platform

- Q26 Do you have access to an online learning environment or platform in school?
- yes
 - no
 - don't know
- Q27 Do you use it in school to communicate with pupils?
- yes
 - no
- Q28 Do you use it out of school to communicate with pupils?
- yes
 - no
- Q29 How do you communicate electronically with pupils? (Please click all responses which apply.)
- I don't
 - with personal email
 - with school email
 - through the online learning environment or platform
 - other
-
- Q30 Is the use of an online learning environment or platform covered in e-Safety lessons?
- yes
 - no
 - not sure
- Q31 Have you felt unsafe at all when using an online learning environment or platform?
- yes
 - no
- Q32 If yes, why have you felt unsafe?
-

Using a mobile phone or other handheld device

- Q33 Do you own a mobile phone or other handheld device?
- yes
 - no
- Q34 Are mobile phones allowed at school?
- yes
 - no
 - with restrictions
- Q35 Do pupils adhere to school policy about using or not using a mobile phone?
- yes
 - sometimes
 - no
- Q36 Is the policy policed?
- yes
 - not always
 - no
- Q37 Do you use your mobile phone (or other handheld device) for teaching at school?
- yes
 - no
- Q38 If yes, what do you use it for?
-
- Q39 Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?
- yes
 - no
 - not sure
- Q40 Have you felt unsafe at all when using a mobile phone or handheld device?
- yes
 - no
- Q41 If yes, why have you felt unsafe?
-

To help us with the wider survey, please would you tell us:

- Q42 How many minutes did it take you to complete this survey?
-
- Q43 Do you have any suggestions for how we could improve this survey?
-

**Thank you for answering our questions; your answers are valued.
Please click on the [submit](#) button to send in your answers.**

[Back](#) [Reset](#) [Submit](#)

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Appendix 4: Online questionnaires for school personnel - safeguarding officers in schools

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for safeguarding officers in primary, secondary, special, short stay and independent schools

Can you help in research to understand what you think about the Internet?

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your experiences with the Internet, with social networking sites, and with mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, asks you to complete a simple survey.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond.

The survey results can be used to provide the school with a report. Additionally, all results will be aggregated, made fully anonymous by taking the school name out, and returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey

I agree to take part in the survey

I do not wish to take part in the survey

Reset Next

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The Survey

Please tell us

Q1 Your role

Q2 Your gender
 male
 female

Q3 Your cultural background
 British
 European
 Asian
 Afro-Caribbean
 African

Q4 Your school name (optional)

Q5 Your LA

Q6 The location of your school

Continuing professional development

Q7 Do you feel adequately trained to respond to e-Safety issues?
 yes
 partly
 no

Q8 Do you feel adequately supported to respond to e-Safety issues?
 yes
 partly
 no

Q9 What e-Safety or e-Safeguarding continuing professional development have you had?
 one session
 a number of sessions
 ongoing regular meetings
 a course

Q10 Would you want further e-Safety or e-Safeguarding continuing professional development?
 yes
 no

Q11 How would this best be delivered?
 one-to-one sessions
 in-service sessions
 attendance at a course
 online resources

Q12 What, if any, are your barriers to undertaking continuing professional development?

Q13 How much time would you be prepared to give to continuing professional development on this topic?
 one or two sessions a year
 a session each term
 a few hours as needed
 a day occasionally

Q14 Do you think online safety should be taught in school?
 yes
 no
 not sure

Q15 If so, should this cover: (Please click all responses which apply.)
 Internet
 social networking sites
 mobile devices

Filtered and managed Internet access

Q16 Do you think that using the Internet is a good thing?
 yes
 no
 don't know

Q17 What do you mainly use it for in school? (Please click all responses which apply.)
 getting information
 publishing things
 communicating with others
 finding pictures
 watching videos
 listening to stories or music

Q18 Does using the Internet worry you?
 yes
 no

Q19 If yes, why does it worry you? (Please click all responses which apply.)
 fear of being bullied
 coming across pornographic pictures
 finding misleading information
 having a profile created about you
 having your identity stolen

Q20 Is the school Internet filtered?
 yes
 no
 don't know

Q21 If yes, do you know why the school Internet is filtered? (Please click all responses which apply.)
 to protect pupils
 to protect me
 to protect the school

Q22 Do you think filtering is a good or a bad thing?
 very good
 good
 bad
 very bad

Q23 Do you think filtering in the school should be:
 stronger
 the same
 less restrictive
 removed

Q24 Do you know who provides the filtering in the school?
 the RBC
 the LA
 the school
 don't know

Q25 Do you think there are alternatives to filtering? (Please click all responses which apply.)

- monitoring by pupils
 monitoring by teachers
 removing access for a time
other

Access to an online learning environment or platform

Q26 Do you have access to an online learning environment or platform in school?

- yes
 no
 don't know

Q27 Do you use it in school to communicate with pupils?

- yes
 no

Q28 Do you use it out of school to communicate with pupils?

- yes
 no

Q29 How do you communicate electronically with pupils? (Please click all responses which apply.)

- I don't
 with personal email
 with school email
 through the online learning environment or platform
other

Q30 Is the use of an online learning environment or platform covered in e-Safety lessons?

- yes
 no
 not sure

Q31 Have you felt unsafe at all when using an online learning environment or platform?

- yes
 no

Q32 If yes, why have you felt unsafe?

Using a mobile phone or other handheld device

Q33 Do you own a mobile phone or other handheld device?

- yes
 no

Q34 Are mobile phones allowed at school?

- yes
 no
 with restrictions

Q35 Do pupils adhere to school policy about using or not using a mobile phone?

- yes
 sometimes
 no

Q36 Is the policy policed?

- yes
 not always
 no

Q37 Do you use your mobile phone (or other handheld device) for teaching at school?

- yes
 no

Q38 If yes, what do you use it for?

Q39 Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?

- yes
 no
 not sure

Q40 Have you felt unsafe at all when using a mobile phone or handheld device?

- yes
 no

Q41 If yes, why have you felt unsafe?

To help us with the wider survey, please would you tell us:

Q42 How many minutes did it take you to complete this survey?

Q43 Do you have any suggestions for how we could improve this survey?

Thank you for answering our questions; your answers are valued.

Please click on the [submit](#) button to send in your answers.

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Appendix 5:
Online questionnaires for school personnel - teachers

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for teachers in primary, secondary, special, short stay and independent schools

Can you help in research to understand what you think about the Internet?

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your experiences with the Internet, with social networking sites, and with mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, ask you to complete a simple survey.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond.

The survey results can be used to provide the school with a report. Additionally, all results will be aggregated, made fully anonymous by taking the school name out, and returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey

I agree to take part in the survey

I do not wish to take part in the survey

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The Survey

Please tell us

Q1 Your role

Q2 Your gender
 male
 female

Q3 Your cultural background
 British
 European
 Asian
 Afro-Caribbean
 African

Q4 Your school name (optional)

Q5 Your LA

Q6 The location of your school

Continuing professional development

Q7 Do you feel adequately trained to respond to e-Safety issues?
 yes
 partly
 no

Q8 Do you feel adequately supported to respond to e-Safety issues?
 yes
 partly
 no

Q9 What e-Safety or e-Safeguarding continuing professional development have you had?
 one session
 a number of sessions
 ongoing regular meetings
 a course

Q10 Would you want further e-Safety or e-Safeguarding continuing professional development?
 yes
 no

- Q11** How would this best be delivered?
- one-to-one sessions
 - in-service sessions
 - attendance at a course
 - online resources
 - other
-
- Q12** What, if any, are your barriers to undertaking continuing professional development?
-
- Q13** How much time would you be prepared to give to continuing professional development on this topic?
- one or two sessions a year
 - a session each term
 - a few hours as needed
 - a day occasionally
 - other
-
- Q14** Do you think online safety should be taught in school?
- yes
 - no
 - not sure
- Q15** If so, should this cover: (Please click all responses which apply.)
- Internet
 - social networking sites
 - mobile devices
 - other
-

Filtered and managed Internet access

- Q16** Do you think that using the Internet is a good thing?
- yes
 - no
 - don't know
- Q17** What do you mainly use it for in school? (Please click all responses which apply.)
- getting information
 - publishing things
 - communicating with others
 - finding pictures
 - watching videos
 - listening to stories or music
 - other
-
- Q18** Does using the Internet worry you?
- yes
 - no
- Q19** If yes, why does it worry you? (Please click all responses which apply.)
- fear of being bullied
 - coming across pornographic pictures
 - finding misleading information
 - having a profile created about you
 - having your identity stolen
 - other
-
- Q20** Is the school Internet filtered?
- yes
 - no
 - don't know
- Q21** If yes, do you know why the school Internet is filtered? (Please click all responses which apply.)
- to protect pupils
 - to protect me
 - to protect the school
 - other
-
- Q22** Do you think filtering is a good or a bad thing?
- very good
 - good
 - bad
 - very bad

- Q23 Do you think filtering in the school should be:
- stronger
 - the same
 - less restrictive
 - removed
- Q24 Do you know who provides the filtering in the school?
- the RBC
 - the LA
 - the school
 - don't know
 - other
- Q25 Do you think there are alternatives to filtering? (Please click all responses which apply.)
- monitoring by pupils
 - monitoring by teachers
 - removing access for a time
 - other

Access to an online learning environment or platform

- Q26 Do you have access to an online learning environment or platform in school?
- yes
 - no
 - don't know
- Q27 Do you use it in school to communicate with pupils?
- yes
 - no
- Q28 Do you use it out of school to communicate with pupils?
- yes
 - no
- Q29 How do you communicate electronically with pupils? (Please click all responses which apply.)
- I don't
 - with personal email
 - with school email
 - through the online learning environment or platform
 - other
- Q30 Is the use of an online learning environment or platform covered in e-Safety lessons?
- yes
 - no
 - not sure
- Q31 Have you felt unsafe at all when using an online learning environment or platform?
- yes
 - no
- Q32 If yes, why have you felt unsafe?

Using a mobile phone or other handheld device

- Q33 Do you own a mobile phone or other handheld device?
- yes
 - no
- Q34 Are mobile phones allowed at school?
- yes
 - no
 - with restrictions
- Q35 Do pupils adhere to school policy about using or not using a mobile phone?
- yes
 - sometimes
 - no
- Q36 Is the policy policed?
- yes
 - not always
 - no
- Q37 Do you use your mobile phone (or other handheld device) for teaching at school?
- yes
 - no
- Q38 If yes, what do you use it for?

Q39 Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?
 yes
 no
 not sure

Q40 Have you felt unsafe at all when using a mobile phone or handheld device?
 yes
 no

Q41 If yes, why have you felt unsafe?

To help us with the wider survey, please would you tell us:

Q42 How many minutes did it take you to complete this survey?

Q43 Do you have any suggestions for how we could improve this survey?

Thank you for answering our questions; your answers are valued.

Please click on the [submit](#) button to send in your answers.

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Appendix 6: Online questionnaires for school personnel - non-teaching support staff

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for non-teaching support staff in primary, secondary, special, short stay and independent schools

Can you help in research to understand what you think about the Internet?

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your experiences with the Internet, with social networking sites, and with mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, asks you to complete a simple survey.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond.

The survey results can be used to provide the school with a report. Additionally, all results will be aggregated, made fully anonymous by taking the school name out, and returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey

I agree to take part in the survey

I do not wish to take part in the survey

Reset Next

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The Survey

Please tell us

Q1 Your role

Q2 Your gender
 male
 female

Q3 Your cultural background
 British
 European
 Asian
 Afro-Caribbean
 African

Q4 Your school name (optional)

Q5 Your LA

Q6 The location of your school

Continuing professional development

Q7 Do you feel adequately trained to respond to e-Safety issues?
 yes
 partly
 no

Q8 Do you feel adequately supported to respond to e-Safety issues?
 yes
 partly
 no

Q9 What e-Safety or e-Safeguarding continuing professional development have you had?
 one session
 a number of sessions
 ongoing regular meetings
 a course

Q10 Would you want further e-Safety or e-Safeguarding continuing professional development?
 yes
 no

- Q11** How would this best be delivered?
- one-to-one sessions
 - in-service sessions
 - attendance at a course
 - online resources
 -
- Q12** What, if any, are your barriers to undertaking continuing professional development?
-
- Q13** How much time would you be prepared to give to continuing professional development on this topic?
- one or two sessions a year
 - a session each term
 - a few hours as needed
 - a day occasionally
 -
- Q14** Do you think online safety should be taught in school?
- yes
 - no
 - not sure
- Q15** If so, should this cover: (Please click all responses which apply.)
- Internet
 - social networking sites
 - mobile devices
 -

Filtered and managed Internet access

- Q16** Do you think that using the Internet is a good thing?
- yes
 - no
 - don't know
- Q17** Does using the Internet worry you?
- yes
 - no
- Q18** If yes, why does it worry you? (Please click all responses which apply.)
- fear of being bullied
 - coming across pornographic pictures
 - finding misleading information
 - having a profile created about you
 - having your identity stolen
 -
- Q19** Is the school Internet filtered?
- yes
 - no
 - don't know
- Q20** If yes, do you know why the school Internet is filtered? (Please click all responses which apply.)
- to protect pupils
 - to protect me
 - to protect the school
 -
- Q21** Do you think filtering is a good or a bad thing?
- very good
 - good
 - bad
 - very bad
- Q22** Do you think filtering in the school should be:
- stronger
 - the same
 - less restrictive
 - removed
- Q23** Do you know who provides the filtering in the school?
- the RBC
 - the LA
 - the school
 - don't know
 -
- Q24** Do you think there are alternatives to filtering? (Please click all responses which apply.)
- monitoring by pupils
 - monitoring by teachers
 - removing access for a time
 -

Access to an online learning environment or platform

Q25 Do you have access to an online learning environment in school?
 yes
 no
 don't know

Q26 Have you felt unsafe at all when using an online learning environment or platform?
 yes
 no

Q27 If yes, why have you felt unsafe?

Using a mobile phone or other handheld device

Q28 Do you own a mobile phone or other handheld device?
 yes
 no

Q29 Are mobile phones allowed at school?
 yes
 no
 with restrictions

Q30 Do pupils adhere to school policy about using or not using a mobile phone?
 yes
 sometimes
 no

Q31 Is the policy policed?
 yes
 not always
 no

Q32 Have you felt unsafe at all when using a mobile phone or handheld device?
 yes
 no

Q33 If yes, why have you felt unsafe?

To help us with the wider survey, please would you tell us:

Q34 How many minutes did it take you to complete this survey?

Q35 Do you have any suggestions for how we could improve this survey?

Thank you for answering our questions; your answers are valued.

Please click on the [submit](#) button to send in your answers.

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Appendix 7: **Online questionnaires for school personnel - governors**

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for governors in primary, secondary, special, short stay and independent schools

Can you help in research to understand what you think about the Internet?

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your experiences with the Internet, with social networking sites, and with mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, asks you to complete a simple survey. Please remember that this survey is about Internet safety and safeguarding, so you might find the questions difficult to answer if your responsibilities do not cover areas where you have some knowledge of what might happen in school with regards to ICT or safeguarding.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond.

The survey results can be used to provide the school with a report. Additionally, all results will be aggregated, made fully anonymous by taking the school name out, and returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey

I agree to take part in the survey

I do not wish to take part in the survey

The Survey

Please tell us

Q1 Your role

Q2 Your gender
 male
 female

Q3 Your cultural background
 British
 European
 Asian
 Afro-Caribbean
 African

Q4 Your school name (optional)

Q5 Your LA

Q6 The location of your school

Continuing professional development

Q7 Do you feel adequately trained to respond to e-Safety issues?
 yes
 partly
 no

Q8 Do you feel adequately supported to respond to e-Safety issues?
 yes
 partly
 no

Q9 What e-Safety or e-Safeguarding continuing professional development have you had?
 one session
 a number of sessions
 ongoing regular meetings
 a course

Q10 Would you want further e-Safety or e-Safeguarding continuing professional development?
 yes
 no

- Q11** How would this best be delivered?
- one-to-one sessions
 - in-service sessions
 - attendance at a course
 - online resources
 - other
-
- Q12** What, if any, are your barriers to undertaking continuing professional development?
-
- Q13** How much time would you be prepared to give to continuing professional development on this topic?
- one or two sessions a year
 - a session each term
 - a few hours as needed
 - a day occasionally
 - other
-
- Q14** Do you think online safety should be taught in school?
- yes
 - no
 - not sure
- Q15** If so, should this cover: (Please click all responses which apply.)
- Internet
 - social networking sites
 - mobile devices
 - other
-

Filtered and managed Internet access

- Q16** Do you think that using the Internet is a good thing?
- yes
 - no
 - don't know
- Q17** Does using the Internet worry you?
- yes
 - no
- Q18** If yes, why does it worry you? (Please click all responses which apply.)
- fear of being bullied
 - coming across pornographic pictures
 - finding misleading information
 - having a profile created about you
 - having your identity stolen
 - other
-
- Q19** Is the school Internet filtered?
- yes
 - no
 - don't know
- Q20** If yes, do you know why the school Internet is filtered? (Please click all responses which apply.)
- to protect pupils
 - to protect me
 - to protect the school
 - other
- Q21** Do you think filtering is a good or a bad thing?
- very good
 - good
 - bad
 - very bad
- Q22** Do you think filtering in the school should be:
- stronger
 - the same
 - less restrictive
 - removed
- Q23** Do you know who provides the filtering in the school?
- the RBC
 - the LA
 - the school
 - don't know
 - other
-
- Q24** Do you think there are alternatives to filtering? (Please click all responses which apply.)
- monitoring by pupils
 - monitoring by teachers
 - removing access for a time
 - other
-

Access to an online learning environment or platform

Q25 Do you have access to an online learning environment in school?
 yes
 no
 don't know

Q26 Have you felt unsafe at all when using an online learning environment or platform?
 yes
 no

Q27 If yes, why have you felt unsafe?

Using a mobile phone or other handheld device

Q28 Do you own a mobile phone or other handheld device?
 yes
 no

Q29 Are mobile phones allowed at school?
 yes
 no
 with restrictions

Q30 Do pupils adhere to school policy about using or not using a mobile phone?
 yes
 sometimes
 no

Q30 Do pupils adhere to school policy about using or not using a mobile phone?
 yes
 sometimes
 no

Q31 Is the policy policed?
 yes
 not always
 no

Q32 Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?
 yes
 no
 not sure

Q33 Have you felt unsafe at all when using a mobile phone or handheld device?
 yes
 no

Q34 If yes, why have you felt unsafe?

To help us with the wider survey, please would you tell us:

Q35 How many minutes did it take you to complete this survey?

Q36 Do you have any suggestions for how we could improve this survey?

**Thank you for answering our questions; your answers are valued.
Please click on the [submit](#) button to send in your answers.**

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Appendix 8: Online questionnaires for young people 14 to 19 years of age

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for young people from 14 to 19 years of age

Can you help in research to understand what you think about the Internet?

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your experiences with the Internet, with social networking sites, and with mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, asks you to complete a simple survey.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond.

The survey results can be used to provide the school with a report. Additionally, all results will be aggregated, made fully anonymous by taking the school name out, and returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey

I agree to take part in the survey

I do not wish to take part in the survey

Reset Next

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The Survey

Please tell us

Q1 Your gender

- boy
 girl

Q2 Your cultural background

- British
 European
 Asian
 Afro-Caribbean
 African

other

Q3 Your school name (optional)

Q4 Your LA

--Click Here--

Q5 The location of your school

--Click Here--

Using the Internet

Q6 Do you think that using the Internet is a good thing?

- yes
 no
 don't know

Q7 What do you mainly use it for in school? (Please click all responses which apply.)

- getting information
 publishing things
 communicating with others
 finding pictures
 watching videos
 listening to stories or music

other

Q8 Does using the Internet worry you?

- yes
 no

Q9 If yes, why does it worry you? (Please click all responses which apply.)

- afraid of being bullied
 seeing pornographic pictures
 reading false information

other

- Q10** Is the school Internet filtered?
- yes
 no
- Q11** Do you know why the school Internet is filtered?
- to protect me
 to protect teachers
 to protect the school
other
- Q12** Do you think filtering is a good or a bad thing?
- very good
 good
 bad
 very bad
- Q13** Do you think filtering the school should be:
- stronger
 the same
 less restrictive
 removed
- Q14** Do you think there are alternatives to filtering? (Please click all responses which apply.)
- monitoring by pupils
 monitoring by teachers
 removing access for a time
other
- Q15** Is e-Safety taught in school?
- yes
 no
- Q16** How is it taught or talked about? (Please click all responses which apply.)
- in PSHE lessons
 in ICT lessons
 with form teachers
 in special lessons
 in any lessons
other
- Q17** How often is it taught or talked about?
- about once a week
 about every month
 once a term
other
- Q18** How often do you think it should be taught or talked about?
- about once a week
 about every month
 once a term
other
- Q19** How do you think it should be taught or talked about? (Please click all responses which apply.)
- in PSHE lessons
 in ICT lessons
 with form teachers
 with external experts
 in small group sessions
 in special lessons
 in all lessons as it's needed
other

Using social networking sites

- Q20** Do you know what a social networking site is?
- yes
 no
- Q21** If yes, do you think that using a social networking site is a good thing?
- yes
 no
 don't know
- Q22** Which do you use? (Please click all responses which apply.)
- Facebook
 Myspace
 Bebo
other

- Q23 Have you felt unsafe at all when using a social networking site?
 yes
 no
- Q24 If yes, why have you felt unsafe?
- Q25 If no, what would you do if you encountered something that made you feel uncomfortable?
- Q26 If you have used a social networking site, have you felt that you have needed to give too much information about yourself to others using the site?
 yes
 no
- Q27 If yes, what sorts of information do you think you should not be giving to others?
- Q28 Do you think a social networking site should be allowed in school?
 yes
 no
 don't know
- Q29 If yes, what do you think it should be used for?
- Q30 Is the use of social networking sites covered in e-Safety lessons?
 yes
 no
 not sure

Using a mobile phone or other handheld device

- Q31 Do you own a mobile phone or other handheld device?
 yes
 no
- Q32 Are mobile phones allowed at school?
 yes
 no
 with restrictions
- Q33 Do you adhere to school policy about using or not using a mobile phone?
 yes
 sometimes
 no
- Q34 Is the policy policed?
 yes
 not always
 no
- Q35 Do you use your mobile phone (or other handheld device) for learning at school?
 yes
 no
- Q36 If yes, what do you use it for?
- Q37 Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?
 yes
 no
 not sure
- Q38 Have you felt unsafe at all when using a mobile phone or handheld device?
 yes
 no
- Q39 If yes, why have you felt unsafe?

To help us with the wider survey, please could you tell us:

- Q40 How many minutes did it take you to complete this survey?
- Q41 Do you have any suggestions for how we could improve this survey?

Thank you for answering our questions; your answers are valued.

Please click on the [submit](#) button to send in your answers.

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Appendix 9: Online questionnaires for young people 12 to 14 years of age

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for young people from 12 to 14 years of age

Can you help in research to understand what you think about the Internet?

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your experiences with the Internet, with social networking sites, and with mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, asks you to complete a simple survey.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond.

The survey results can be used to provide the school with a report. Additionally, all results will be aggregated, made fully anonymous by taking the school name out, and returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey

I agree to take part in the survey

I do not wish to take part in the survey

Reset Next

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The Survey

Please tell us

Q1 Your gender

- boy
 girl

Q2 Your cultural background

- British
 European
 Asian
 Afro-Caribbean
 African
 other

Q3 Your school name (optional)

Q4 Your LA

--Click Here--

Q5 The location of your school

--Click Here--

Using the Internet

Q6 Do you think that using the Internet is a good thing?

- yes
 no
 don't know

Q7 What do you mainly use it for in school? (Please click all responses which apply.)

- getting information
 publishing things
 communicating with others
 finding pictures
 watching videos
 listening to stories or music

other

Q8 Does using the Internet worry you?

- yes
 no

Q9 If yes, why does it worry you? (Please click all responses which apply.)

- afraid of being bullied
 seeing pornographic pictures
 reading false information

other

- Q10** Is the school Internet filtered?
- yes
 no
- Q11** Do you know why the school Internet is filtered?
- to protect me
 to protect teachers
 to protect the school
other
- Q12** Do you think filtering is a good or a bad thing?
- very good
 good
 bad
 very bad
- Q13** Do you think filtering the school should be:
- stronger
 the same
 less restrictive
 removed
- Q14** Do you think there are alternatives to filtering? (Please click all responses which apply.)
- monitoring by pupils
 monitoring by teachers
 removing access for a time
other
- Q15** Is e-Safety taught in school?
- yes
 no
- Q16** How is it taught or talked about? (Please click all responses which apply.)
- in PSHE lessons
 in ICT lessons
 with form teachers
 in special lessons
 in any lessons
other
- Q17** How often is it taught or talked about?
- about once a week
 about every month
 once a term
other
- Q18** How often do you think it should be taught or talked about?
- about once a week
 about every month
 once a term
other
- Q19** How do you think it should be taught or talked about? (Please click all responses which apply.)
- in PSHE lessons
 in ICT lessons
 with form teachers
 with external experts
 in small group sessions
 in special lessons
 in all lessons as it's needed
other

Using social networking sites

- Q20** Do you know what a social networking site is?
- yes
 no
- Q21** If yes, do you think that using a social networking site is a good thing?
- yes
 no
 don't know
- Q22** Which do you use? (Please click all responses which apply.)
- Facebook
 Myspace
 Bebo
other

- Q23 Have you felt unsafe at all when using a social networking site?
 yes
 no
- Q24 If yes, why have you felt unsafe?
- Q25 If no, what would you do if you encountered something that made you feel uncomfortable?
- Q26 If you have used a social networking site, have you felt that you have needed to give too much information about yourself to others using the site?
 yes
 no
- Q27 If yes, what sorts of information do you think you should not be giving to others?
- Q28 Do you think a social networking site should be allowed in school?
 yes
 no
 don't know
- Q29 If yes, what do you think it should be used for?
- Q30 Is the use of social networking sites covered in e-Safety lessons?
 yes
 no
 not sure

Using a mobile phone or other handheld device

- Q31 Do you own a mobile phone or other handheld device?
 yes
 no
- Q32 Are mobile phones allowed at school?
 yes
 no
 with restrictions
- Q33 Do you adhere to school policy about using or not using a mobile phone?
 yes
 sometimes
 no
- Q34 Is the policy policed?
 yes
 not always
 no
- Q35 Do you use your mobile phone (or other handheld device) for learning at school?
 yes
 no
- Q36 If yes, what do you use it for?
- Q37 Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?
 yes
 no
 not sure
- Q38 Have you felt unsafe at all when using a mobile phone or handheld device?
 yes
 no
- Q39 If yes, why have you felt unsafe?

To help us with the wider survey, please would you tell us:

- Q40 How many minutes did it take you to complete this survey?
- Q41 Do you have any suggestions for how we could improve this survey?

**Thank you for answering our questions; your answers are valued.
 Please click on the [submit](#) button to send in your answers.**

Appendix 10:
Online questionnaires for young people 10 to 11 years of age

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for young people from 10 to 11 years of age

Can you help in research to understand what you think about the Internet?

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your experiences with the Internet, with social networking sites, and with mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, asks you to complete a simple survey.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond.

The survey results can be used to provide the school with a report. Additionally, all results will be aggregated, made fully anonymous by taking the school name out, and returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey

I agree to take part in the survey

I do not wish to take part in the survey

Reset Next

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The Survey

Please tell us

Q1 Your gender

- boy
 girl

Q2 Your cultural background

- British
 European
 Asian
 Afro-Caribbean
 African
 other

Q3 Your school name (optional)

Q4 Your LA

--Click Here--

Q5 The location of your school

--Click Here--

Using the Internet

Q6 Do you think that using the Internet is a good thing?

- yes
 no
 don't know

Q7 What do you mainly use it for in school? (Please click all responses which apply.)

- getting information
 publishing things
 communicating with others
 finding pictures
 watching videos
 listening to stories or music
 other

Q8 Does using the Internet worry you?

- yes
 no

Q9 If yes, why does it worry you? (Please click all responses which apply.)

- afraid of being bullied
 seeing pornographic pictures
 reading false information
 other

- Q10** Is the school Internet filtered?
- yes
 no
- Q11** Do you know why the school Internet is filtered?
- to protect me
 to protect teachers
 to protect the school
other
- Q12** Do you think filtering is a good or a bad thing?
- very good
 good
 bad
 very bad
- Q13** Do you think filtering the school should be:
- stronger
 the same
 less restrictive
 removed
- Q14** Do you think there are alternatives to filtering? (Please click all responses which apply.)
- monitoring by pupils
 monitoring by teachers
 removing access for a time
other
- Q15** Is e-Safety taught in school?
- yes
 no
- Q16** How is it taught or talked about? (Please click all responses which apply.)
- when we do PHSE
 when we do ICT
 with class teachers
 in special lessons
 in any lessons
other
- Q17** How often is it taught or talked about?
- about once a week
 about every month
 once a term
other
- Q18** How often do you think it should be taught or talked about?
- about once a week
 about every month
 once a term
other
- Q19** How do you think it should be taught or talked about? (Please click all responses which apply.)
- when you do PHSE
 when you do ICT
 with class teachers
 with external experts
 in small group sessions
 in special lessons
 in all lessons as it's needed
other

Using social networking sites

- Q20** Do you know what a social networking site is?
- yes
 no
- Q21** If yes, do you think that using a social networking site is a good thing?
- yes
 no
 don't know
- Q22** Which do you use? (Please click all responses which apply.)
- Facebook
 Myspace
 Bebo
other

- Q23 Have you felt unsafe at all when using a social networking site?
 yes
 no
- Q24 If yes, why have you felt unsafe?
- Q25 If no, what would you do if you encountered something that made you feel uncomfortable?
- Q26 If you have used a social networking site, have you felt that you have needed to give too much information about yourself to others using the site?
 yes
 no
- Q27 If yes, what sorts of information do you think you should not be giving to others?
- Q28 Do you think a social networking site should be allowed in school?
 yes
 no
 don't know
- Q29 If yes, what do you think it should be used for?
- Q30 Is the use of social networking sites covered in e-Safety lessons?
 yes
 no
 not sure

Using a mobile phone or other handheld device

- Q31 Do you own a mobile phone or other handheld device?
 yes
 no
- Q32 Are mobile phones allowed at school?
 yes
 no
 with restrictions
- Q33 Do you adhere to school policy about using or not using a mobile phone?
 yes
 sometimes
 no
- Q34 Is the policy policed?
 yes
 not always
 no
- Q35 Do you use your mobile phone (or other handheld device) for learning at school?
 yes
 no
- Q36 If yes, what do you use it for?
- Q37 Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?
 yes
 no
 not sure
- Q38 Have you felt unsafe at all when using a mobile phone or handheld device?
 yes
 no
- Q39 If yes, why have you felt unsafe?

To help us with the wider survey, please could you tell us:

- Q40 How many minutes did it take you to complete this survey?
- Q41 Do you have any suggestions for how we could improve this survey?

Thank you for answering our questions; your answers are valued.

Please click on the [submit](#) button to send in your answers.

Appendix 11: Online questionnaires for young people 8 to 9 years of age

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for young people from 8 to 9 years of age

Can you help in research to understand what you think about the Internet?

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your experiences with the Internet, with social networking sites, and with mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, asks you to complete a simple survey.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond. If you are not sure what to do, your teacher can read out the questions for you, or you can ask your teacher if you need any help.

If you are not sure what to do, your teacher can read out the questions for you, or you can ask your teacher if you need any help.

The survey results can be used to provide the school with a report. Additionally, all results will be aggregated, made fully anonymous by taking the school name out, and returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

- Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey
- I agree to take part in the survey
- I do not wish to take part in the survey

The Survey

Please tell us

- Q1 Your gender
- boy
- girl
- Q2 Your cultural background
- British
- European
- Asian
- Afro-Caribbean
- African
- other
- Q3 Your school name (optional)
-
- Q4 Your LA
- Click Here--
- Q5 The location of your school
- Click Here--

Using the Internet

- Q6 Do you think that using the Internet is a good thing?
- yes
- no
- don't know
- Q7 What do you mainly use it for in school? (Please click all responses which apply.)
- getting information
- publishing things
- communicating with others
- finding pictures
- watching videos
- listening to stories or music
- other
- Q8 Does using the Internet worry you?
- yes
- no
- Q9 If yes, why does it worry you? (Please click all responses which apply.)
- afraid of being bullied
- seeing pornographic pictures
- reading false information
- other

Q10 Is the school Internet filtered?
 yes
 no

Q11 Do you know why the school Internet is filtered?
 to protect me
 to protect teachers
 to protect the school
other

Q12 Is e-Safety taught in school?
 yes
 no

Q13 How is it taught? (Please click all responses which apply.)
 when we do PSHE
 when we do ICT
 with class teachers
 in special lessons
 in any lessons
other

Q14 How often is it taught or talked about?
 about once a week
 about every month
 once a term
other

Q15 How often do you think it should be taught or talked about?
 about once a week
 about every month
 once a term
other

Q16 How do you think it should be taught or talked about? (Please click all responses which apply.)
 when you do PHSE
 when you do ICT
 with class teachers
 with external experts
 in small group sessions
 in special lessons
 in all lessons as it's needed
other

Using social networking sites

Q17 Do you know what a social networking site is?
 yes
 no

Q18 If yes, do you think that using a social networking site is a good thing?
 yes
 no
 don't know

Q19 Which do you use? (Please click all responses which apply.)
 Facebook
 Myspace
 Bebo
other

Q20 Have you felt unsafe at all when using a social networking site?
 yes
 no

Q21 If yes, why have you felt unsafe?

Q22 If no, what would you do if you encountered something that made you feel uncomfortable?

Q23 If you have used a social networking site, have you felt that you have needed to give too much information about yourself to others using the site?
 yes
 no

Q24 If yes, what sorts of information do you think you should not be giving to others?

Q25 Is the use of social networking sites covered in e-Safety lessons?

- yes
- no
- not sure

Using a mobile phone or other handheld device

Q26 Do you own a mobile phone or other handheld device?

- yes
- no

Q27 Are mobile phones allowed at school?

- yes
- no
- with restrictions

Q28 Do you use your mobile phone (or other handheld device) for learning at school?

- yes
- no

Q29 If yes, what do you use it for?

Q30 Is the safe use of a mobile phone or handheld device covered in e-Safety lessons?

- yes
- no
- not sure

Q31 Have you felt unsafe at all when using a mobile phone or handheld device?

- yes
- no

Q32 If yes, why have you felt unsafe?

To help us with the wider survey, please would you tell us:

Q33 How many minutes did it take you to complete this survey?

Q34 Do you have any suggestions for how we could improve this survey?

Thank you for answering our questions; your answers are valued.

Please click on the [submit](#) button to send in your answers.

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Appendix 12: Online questionnaires for young people 5 to 7 years of age

The National Education Network (NEN) Safeguarding Group and Lancaster University

Questionnaire for young people from 5 to 7 years of age

Can you help in research to understand what you think about the Internet?

This is a survey about safety online. Your teacher will be here when you answer the questions. Your teacher can read out the questions for you, and you can ask your teacher if you need any help.

The National Education Network (NEN) Safeguarding Group is a national group concerned with your Internet safety. We (the NEN and Lancaster University) want to understand more about your use of the Internet, social networking sites, and mobile devices.

This new research, being conducted across the UK by the NEN and Lancaster University, asks you to complete a simple survey.

Answers to survey questions will be used to support the needs of the NEN and those of your school. Taking part is entirely voluntary, all survey responses remain anonymous, and no electronic links are set up if you respond.

The survey results can be used to provide the school with a report. Also, all results will be put together, your school name will be taken out, and they will be returned to the NEN, to other educational groups who have interest in this area (such as safeguarding groups in Local Authorities), and overview results may be reported more widely as research findings in journals or articles.

Q0_1 Would you be willing to take part in our survey? In both cases, after responding, please click 'next' to either exit or to complete the survey

I agree to take part in the survey

I do not wish to take part in the survey

The Survey

Please tell us

Q1 Are you a
 boy
 girl

Q2 What is your school called?

Q3 Choose your local authority (you might need to ask your teacher).

Q4 Is your school

Using the Internet

Q5 Do you think that using the Internet is a good thing?
 yes
 no
 don't know

Q6 What do you mainly use it for in school? (Pick any.)
 playing games
 getting information
 putting things on for others to see
 talking with your friends
 finding pictures
 watching videos
 listening to stories or music

Q7 Does using the Internet worry you?
 yes
 no

Q8 If yes, why does it worry you? (Please click all responses which apply.)
 afraid of being bullied
 seeing naughty pictures
 reading false information

Q9 Is the school Internet filtered (this means that some things are taken out before you see them)?
 yes
 no
 don't know

Q10 Do you know why the school Internet is filtered?
 to protect me
 to protect teachers
 to protect the school
other

Q11 Do you think filtering is a good or a bad thing?
 very good
 good
 bad
 very bad

Q12 Are lessons on safe use of the Internet taught in school?
 yes
 no

Q13 How is it taught ?
 when we do ICT
 in special lessons
other

Q14 How often is it taught or talked about?
 about once a week
 about every month
 once a term
other

Using social networking sites

Q15 Do you know what Facebook or Myspace is (they are also called social networking sites)?
 yes
 no

Q16 If yes, do you think that using a social networking site like Facebook or Myspace is a good thing?
 yes
 no
 don't know

Q17 Which do you use? (Please click all responses which apply.)
 Facebook
 Myspace
 Bebo
other

Q18 Have you felt unsafe at all when using a social networking site like Facebook or Myspace?
 yes
 no

Q19 If yes, why have you felt unsafe?

Q20 Is the use of social networking sites like Facebook or Myspace covered in e-Safety lessons?
 yes
 no
 not sure

Using a mobile phone or other handheld device

Q21 Do you own a mobile phone (or other handheld device like Nintendo DS)?
 yes
 no

Q22 Are mobile phones allowed at school?
 yes
 no
 with restrictions

Q23 Do you use your mobile phone (or other handheld device like Nintendo DS) for learning at school?
 yes
 no

Q24 If yes, what do you use it for?

Q25 Is the safe use of a mobile phone (or other handheld device like Nintendo DS) covered in e-Safety lessons?
 yes
 no
 not sure

Q26 Have you felt unsafe at all when using a mobile phone or handheld device like Nintendo DS?
 yes
 no

Q27 If yes, why have you felt unsafe?

To help us with the wider survey, please would you tell us:

Q28 How many minutes did it take you to complete this survey?

Q29 Do you have any suggestions for how we could improve this survey.

Thank you for answering our questions; your answers are valued.

Please click on the [submit](#) button to send in your answers.

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20th May 2011

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