Protecting Children Online
Teachers' Perspectives on eSafety
Full Report

Contents

Introduction

This report provides an analysis of the responses to 11 questions from a bespoke NFER online teacher survey, using NFER's Teacher Voice Panel, that took place in January 2012. Supporting information about the survey is also provided. The questions covered the topics of e-safety, cyberbullying, pupil use of mobile phones and social networking.

We present the results by school phase (primary and secondary) in the main body of the report, and provide a regional breakdown of data in the appendix. More detailed analysis is available on a set of interactive web-based tables produced separately (in Pulsar Web).

Context

The report commissioned by the Department for Education's Vital Programme (delivered by the Open University) and compiled by NFER will be used to inform communications about teachers' professional development and content for courses as Vital aims to help educational establishments use IT to add value to lessons and find new ways to engage learners. Vital's role is to support teachers in extending and sharing their expertise, and re-taking ownership of teaching as a discipline.

Michael Gove recently commented: "One of the greatest changes can be seen in the lives of children and young people, who are at ease with the world of technology and who communicate, socialise and participate online effortlessly"[1]. Clearly, schools have an important role to play in introducing children and young people to technology and teaching them to navigate it and capitalise on the opportunities it offers in a safe way. As the use of technology increases – and use of the internet and smartphones (among 12 – 15 year olds) has increased since 2010 according to OFCOM[2] – it becomes ever more important to ensure that teachers are equipped to teach e-safety skills to pupils.

The survey data that we have collected provides a nationally representative snapshot of teachers' views about e-safety.

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[1] Gove, M. (2011) Speech to Schools Network, December 2011.

[2] Ofcom (2011) *Children and parents: media use and attitudes report.* Ofcom.

Analysis of findings

The sample

A sample of over 1300 teachers completed the survey. The sample included teachers from a wide range of school governance types and subject areas. Sample numbers were sufficient to allow for comparisons between the primary and secondary sectors. The data were also broken down and analysed by nine Government Office Regions (tables are provided in Appendix A). It is important to note, however, that some regions had lower numbers of teachers than others – it is important take this into account when interpreting the data. The survey data were weighted to create a representative sample. Detailed information about the sample is given in the supporting section of this report (p26).

E-Safety

The survey posed three questions on the topic of e-safety to teachers. Overall, 87% of teachers reported having an e-safety policy in their school, as shown in Table 1. Only 2% of teachers in both phases of education said that their school does not have an e-safety policy, while 8% of primary teachers and 16% of secondary teachers did not know either way.

Regional analysis of data showed that teachers in the East Midlands were proportionally least likely to know whether their school has an e-safety policy (20% of East Midlands teachers said this - see Table A1 in the Appendix). Otherwise, there was little difference in the responses by region.

Table 1. Do you have an e-safety policy in school?

	All	Primary	Secondary
Yes	87%	90%	82%
No	2%	2%	2%
Don't know	11%	8%	16%
Local base (N)	1273	707	564

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Tables 2 and 3 show teachers' perceptions of pupils' knowledge and skills regarding safe use of the internet at school and at home.

Encouragingly, nearly nine out of ten teachers (88%) agreed or strongly agreed that pupils at their school have the skills and knowledge to use the internet safely while at school. Primary school teachers were more likely than their secondary school counterparts to strongly agree (36%, compared with 26% of secondary teachers). This aside, there was little difference by phase of education.

Teachers' views on their pupils' ability to use the internet safely at *home* were less positive, however. Fewer than six out of ten teachers (58%) agreed or strongly agreed that their pupils have the skills and knowledge to use the internet safely while at home, as Table 3 shows. A greater proportion of secondary teachers agreed or strongly agreed with this statement than their primary counterparts (62%, compared to 54% of primary teachers). A minority of teachers disagreed or strongly disagreed that their pupils have the requisite skills and knowledge to use the internet safely at school (3%), and/or at home (14%). This was similar for teachers in both phases of education.

There were generally only minor differences in the proportions of teachers' from different regions who agreed or disagreed that their pupils have the skills and knowledge to use the internet safely at school (see Table A2). That said, a particularly high proportion of teachers in the North East (98% (n = 50)) agreed or strongly agreed with this statement. However, there was greater regional variation in teachers' perceptions of their pupils' skills and knowledge to use the internet safely at *home* (see Table A3). Teachers in Yorkshire and Humber were proportionally most likely to agree or strongly agree that their pupils have these skills and knowledge (68% did so), while teachers in the North East were proportionally least likely to agree or strongly agree (only 49% (n = 25) said this).

If teachers' perceptions of their pupils' internet safety skills are accurate, the data suggests that pupils at a small proportion of schools need more and/or better education on safe internet use, in particular to equip them to use the internet safely at home.

Table 2. To what extent do you agree pupils at your school have the skills and knowledge to use the internet safely while at school?

	All	Primary	Secondary
Strongly agree	32%	36%	26%
Agree	56%	54%	60%
Neither agree nor disagree	7%	6%	8%
Disagree	3%	3%	4%
Strongly disagree	<1%	<1%	0%
Don't know	1%	1%	2%
Local base (N)	1304	718	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 3. To what extent do you agree pupils at your school have the skills and knowledge to use the internet safely while at home?

	All	Primary	Secondary
Strongly agree	10%	9%	11%
Agree	48%	45%	51%
Neither agree nor disagree	23%	26%	18%
Disagree	12%	11%	13%
Strongly disagree	2%	1%	2%
Don't know	6%	7%	5%
Local base (N)	1303	717	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Tables 4 to 8 look at teachers' knowledge about e-safety issues and training.

Just over seven in ten (72%) teachers said that the e-safety policy at their school is reviewed regularly, as shown in Table 4. A greater proportion of primary teachers than secondary teachers said this (80% and 61% respectively). However, this difference may be explained by more than twice the proportion of secondary teachers than of primary teachers not knowing whether their school's e-safety policy is regularly reviewed (33% and 15% respectively did not know this). Regional analysis of data showed that the proportion of teachers who indicated that their school reviews its e-safety policy regularly

ranged from 65% (n = 62) in the East Midlands to 79% in the West Midlands (see Table A4).

Table 4. The e-safety policy at my school is reviewed regularly.

	All	Primary	Secondary
Yes	72%	80%	61%
No	5%	4%	7%
Don't know	23%	15%	33%
Local base (N)	1303	717	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 5 shows that 68% of teachers felt that staff have received adequate training in relation to e-safety, while 23% disagreed. There was a notable difference in teachers' responses by phase, with 77% of primary teachers saying that staff have received adequate training compared to only 54% of secondary teachers. Furthermore, a third of secondary teachers said staff have not received adequate training on e-safety, compared to 16% of primary teachers. This suggests that staff in a significant minority of primary schools and around one in three secondary schools want or need further training on e-safety.

The proportions of teachers who said 'yes' to this item were quite similar across the regions (see Table A5). They ranged from 65% in the Eastern region and Yorkshire and Humber to 72% in the West Midlands.

Table 5. Staff have received adequate training in relation to e-safety.

	All	Primary	Secondary
Yes	68%	77%	54%
No	23%	16%	33%
Don't know	10%	7%	13%
Local base (N)	1302	717	583

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 6 demonstrates that 68% of teachers said that their school has a designated e-safely lead that they can go to for advice. The difference in responses by phase seen in the previous question is evident here too: 78% primary teachers indicated that their school has a designated e-safety lead, compared to only 54% of secondary teachers. Around one in ten primary teachers (11%) and three in ten secondary teachers (30%) did not know whether there is a designated e-safety lead at their school. Looking at the regional data, these were minor variations, with the proportions of teachers who said that their school has a designated e-safety lead ranging from 62% in the Eastern region to 78% in the West Midlands (see Table A6).

Table 6. My school has a designated e-safety lead I can go to for advice.

	All	Primary	Secondary
Yes	68%	78%	54%
No	13%	11%	17%
Don't know	19%	11%	30%
Local base (N)	1303	717	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

As Table 7 shows, seven in ten teachers indicated that they understand how to 'report abuse' online; a fifth do not understand how to do this; and tenth did not know how to respond. A greater proportion of primary teachers said that they understand how to 'report abuse' online compared to their secondary counterparts (74% and 66% respectively). Looked at by region, the proportion of teachers who said that they understand how to 'report abuse' online ranged from 61% (n = 58) in the East Midlands to 78% in the Eastern region (see Table A7).

Teachers were less confident about their *pupils'* abilities to 'report abuse' online, as Table 8 shows. Just under half of teachers (47%) thought that their pupils understand how to do this, while 17% disagreed; the remaining 36% did not know whether their pupils understand how to 'report abuse' online. Secondary teachers were proportionally more likely to say that their pupils understand how to 'report abuse' online than primary teachers, though the difference was slight (50% of secondary and 45% of primary teacher said this). Regional analysis showed that the proportion of teachers who said that their pupils understand how to 'report abuse' online ranged from 34% (n = 18) in the North East to 57% in the West Midlands (see Table A8).

Given that many teachers did not know whether their pupils understand how to 'report abuse' online, research with pupils themselves may be helpful.

Table 7. I understand how to 'report abuse' online.

	All	Primary	Secondary
Yes	70%	74%	66%
No	20%	17%	23%
Don't know	10%	9%	11%
Local base (N)	1303	718	584

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 8. My pupils understand how to 'report abuse' online.

	All	Primary	Secondary
Yes	47%	45%	50%
No	17%	21%	12%
Don't know	36%	34%	39%
Local base (N)	1302	717	584

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Use of mobile phones

Two questions focused on the teachers' thoughts about pupils' use of mobile phones in school. Tables 9 to 12 detail the extent to which teachers agreed with a number of different statements about phone use. The tables show that while 57% of teachers agreed or strongly agreed that it is good for pupils to carry mobile phones for emergencies, a similar proportion (53%) agreed or strongly agreed that there is a growing problem with pupils using mobile phones during the school day. Three quarters (75%) of teachers agreed or strongly agreed that mobile phones with internet access make it much easier for pupils to access inappropriate material at school, while almost seven in ten (69%) agreed or strongly agreed that it is difficult to control what pupils access on their mobile phones during the school day.

Looking at the data by phase, a common pattern of variation emerged across all four statements about the use of mobile phones. Proportionally more secondary teachers than primary teachers agreed or strongly agreed with each statement, while proportionally more primary teachers than secondary teachers disagreed or strongly disagreed. Primary teachers were also proportionally more likely to neither agree nor disagree than secondary teachers.

To summarise the data, while secondary teachers were proportionally more likely than primary teachers to see the benefit of pupils having a mobile phone for emergencies, they were also much more inclined to agree that mobile phone use within school is problematic. Controlling mobile phone use within school emerged as a particular issue for secondary teachers, with 91% of them agreeing or strongly agreeing that this is difficult to do.

The variation by phase was most apparent in teachers' responses to the question: 'To what extent do you agree or disagree that there is a growing problem in schools with pupils' use of mobile phones during the school day?' 35% of primary teachers agreed or strongly agreed that there is a growing problem, while 57% disagreed or strongly disagreed. In contrast, the figures for secondary teachers were 80% and 12% respectively. Meanwhile, three in ten primary teachers (31%) neither agreed nor disagreed with the statement, compared to one in ten (10%) secondary teachers.

Teachers' views varied by region as well (see Tables A9 – A12). The smallest proportion of teachers who supported pupils carrying mobile phones for emergencies was found in the East Midlands, where 42% agreed or strongly agreed with the statement. Meanwhile, teachers in the South West were proportionally most likely to agree or strongly agree (68% did so). Teachers in the North East were proportionally most likely to agree or strongly agree with the three statements regarding issues with mobile phone use within school, while teachers in the West Midlands were proportionally least likely to agree or strongly agree. The latter finding may relate to the fact the smallest proportion of teachers who thought that many of their pupils carry mobile phones with internet access was from the West Midlands (see Table A13).

Table 9. To what extent do you agree or disagree that it is good for pupils to carry mobile phones for emergencies?

	All	Primary	Secondary
Strongly agree	15%	7%	24%
Agree	42%	39%	46%
Neither agree nor disagree	20%	25%	12%
Disagree	20%	26%	13%
Strongly disagree	4%	3%	4%
Local base (N)	1301	716	584

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 10. To what extent do you agree or disagree that there is a growing problem in schools with pupils' use of mobile phone during the school day?

	All	Primary	Secondary
Strongly agree	23%	9%	44%
Agree	30%	26%	36%
Neither agree nor disagree	23%	31%	10%
Disagree	19%	26%	10%
Strongly disagree	5%	31%	2%
Local base (N)	1304	718	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 11. To what extent do you agree or disagree that mobile phone with internet access make it much easier for pupils to access inappropriate material at school?

	All	Primary	Secondary
Strongly agree	30%	18%	46%
Agree	45%	46%	42%
Neither agree nor disagree	17%	24%	9%
Disagree	6%	9%	3%
Strongly disagree	2%	3%	<1%
Local base (N)	1299	713	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 12. To what extent do you agree or disagree that it is difficult to control what pupils access on the internet on their mobile phones during the school day?

	All	Primary	Secondary
Strongly agree	33%	18%	55%
Agree	36%	35%	36%
Neither agree nor disagree	15%	23%	3%
Disagree	12%	18%	5%
Strongly disagree	4%	7%	<1%
Local base (N)	1299	714	583

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 13 identifies whether teachers thought that many pupils at their school carry mobile phones with internet access. Four in 10 teachers (41%) agreed that many of their pupils do so, while almost the same proportion disagreed (42%). Slightly less than a fifth of teachers (17%) did not know whether their pupils carry a mobile phone with internet access.

Teachers' responses to this question varied considerably by phase. Only 7% of primary school teachers indicated that many of their pupils carry a mobile phone with internet access, compared with 85% of secondary teachers. Almost three-quarters (72%) of primary teachers disagreed that many of their pupils carry mobile phones with internet access, while only 3% of secondary teachers responded in this way. This data may well

explain, as least in part, the variation by phase that we saw in the earlier questions about mobile phone use in school.

Whether teachers thought that many of their pupils carry mobile phones with internet access varied by region. The data ranged from 36% of teachers in the West Midlands thinking that many of their pupils carry mobile phones with internet access, to 48% of teachers in the South West thinking the same (see Table A13).

Table 13. Do many pupils at your school carry mobile phones with internet access?

	All	Primary	Secondary
Yes	41%	7%	85%
No	42%	72%	3%
Don't know	17%	21%	12%
Local base (N)	1295	712	583

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Social networks

Two questions focused on social networking, i.e. the use of sites such as Facebook, Bebo and MySpace. The first question gathered information on the teachers' own personal use of these sites; the second focused on pupils' use of social networking sites.

Almost three fifths of teachers (59%) said that they have a social networking profile that only their friends can see, while 40% do not have a profile, as shown in Table 14. 1% of teachers had two profiles (one that only their friends can see, and one that their pupils can see). Almost one in ten (9%) of teachers said that their pupils have contacted them via their social networking site, though only 1% said that they are happy for their pupils to contact them in this way. Less than 1% of teachers indicated that they have experienced pupils leaving inappropriate comments on their profile.

There were no notable differences in responses by phase of education, and although there was some regional variation (see Table A14), the numbers in each category were too small to provide meaningful representation.

Table 14. Please read the following statements about social networking (e.g. on Facebook or Google+).

	All	Primary	Secondary
I have a social networking profile that only my friends can see.	59%	60%	58%
I have two social networking profiles - one that only my friends can see, and one that pupils at my school can see.	1%	1%	1%
I am happy for pupils at my school to contact me via a social networking site.	1%	1%	1%
Pupils at my school have contacted me via a social networking site.	9%	10%	9%
Pupils at my school have left inappropriate comments on my social networking profile.	<1%	1%	<1%
I do not have a social networking profile.	40%	39%	40%
Local base (N)	1292	712	578

Respondents were able to select more than one response so percentages may sum to more than 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Moving on to look at teachers' perceptions of pupils' use of social networking sites, we asked teachers about the extent to which social networking sites can be a good way for pupils to communicate with their friends. Almost half of teachers (47%) agreed or strongly agreed with this statement, while a quarter disagreed or strongly disagreed, as shown in Table 16. Secondary teachers were much more positive about the role of social networking sites in communicating with friends; 71% of them agreed or strongly agreed that such sites can be a good way for pupils to communicate with their friends, compared with only 29% of primary teachers. Regional variation was much less marked than variation by phase, ranging from 38% of teachers in the East Midlands agreeing or strongly agreeing with the statement to 59% of teachers (n = 36) in the South West doing so (see Table A16).

We also asked the teachers about their views on the amount of time that their pupils spend on social networking sites. Table 15 shows that 53% of teachers agreed or strongly agreed that many of their pupils spend too much time on social networking sites. One in five teachers (19%) neither agreed nor disagreed; one in ten (9%) disagreed or strongly disagreed; and 21% did not know or felt that the question was not applicable to their pupils. Meanwhile, table 17 shows that 43% of teachers agreed or strongly agreed that some of their pupils are 'addicted' to social networking sites. One in five teachers (20%) neither agreed nor disagreed; 15% disagreed or strongly disagreed; and 22% did not know or felt that the question was not applicable to their pupils.

There were marked differences in primary and secondary teachers' views on these two questions. While a third of primary teachers (33%) agreed or strongly agreed that many pupils spend too much time on social networking sites, 78% of their secondary counterparts felt this way. Reflecting this pattern, 21% of primary teachers agreed or strongly agreed that some of their pupils were 'addicted' to social networking sites, compared with 72% of secondary teachers. Primary teachers were proportionally around four times more likely than secondary teachers to say that they do not know whether many of their pupils spend too much time on social networking sites or if some of them are addicted to such sites.

Analysis by region revealed some variations too (see Tables A15 and A17). Teachers in the East Midlands were proportionally most likely to agree or strongly agree that many of their pupils spend too much time on social networking sites (59% thought this in the region), while those in the South East were proportionally least likely to think this (47% did so). Meanwhile, teachers in the South West were proportionally most likely to agree or strongly agree that some of their pupils are 'addicted' to social networking sites (51% thought this), while those in London and the Eastern region were proportionally least likely to think this (36% did so).

We then asked teachers about the extent to which they agreed or disagreed that pupils should be banned from accessing social networking sites during school hours. The data are presented in Table 18. A high proportion of teachers (83%) agreed or strongly agreed with this statement, while only 3% disagreed or strongly disagreed. Primary and secondary teachers were united in this view, though it is worth noting that a slightly higher proportion of secondary teachers than primary teachers supported such a ban (87% and 80% respectively). There was also some regional variation: Yorkshire and Humber teachers were particularly supportive of a ban, with 88% agreeing or strongly agreeing with this. Teachers in the West Midlands were proportionally least supportive out of all nine regions, but nonetheless 74% of them supported a ban (see Table A18).

Finally, we asked teachers whether they agreed or disagreed that many pupils at their school have a profile on a social networking site even though they are below the minimum age (13 years). 65% agreed or strongly agreed, while only 5% disagreed or strongly disagreed; the remainder neither agreed nor disagreed or did not know. A higher proportion of secondary teachers agreed or strongly agreed compared with primary teachers (73% and 58% respectively). In terms of regional variation, the Yorkshire and Humber had the highest proportion of teachers who agreed or strongly agreed with the statement (76%) while London and the Eastern region had the lowest (59%) (see Table A19).

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Table 15. To what extent do you agree or disagree that many of the pupils in your school spend too much time on social networking sites?

	All	Primary	Secondary
Strongly agree	20%	8%	35%
Agree	33%	25%	43%
Neither agree nor disagree	19%	22%	13%
Disagree	8%	12%	2%
Strongly disagree	1%	2%	<1%
Don't know / not applicable	21%	32%	7%
Local base (N)	1304	718	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 16. To what extent do you agree or disagree that social networking sites can be a good way for pupils at my school to communicate with their friends?

	All	Primary	Secondary
Strongly agree	3%	1%	7%
Agree	44%	28%	64%
Neither agree nor disagree	21%	24%	17%
Disagree	20%	28%	10%
Strongly disagree	5%	8%	1%
Don't know / not applicable	7%	12%	1%
Local base (N)	1301	715	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 17. To what extent do you agree or disagree that some of the pupils at your school seem 'addicted' to social networking sites?

	All	Primary	Secondary
Strongly agree	15%	4%	30%
Agree	28%	17%	42%
Neither agree nor disagree	20%	23%	16%
Disagree	12%	18%	4%
Strongly disagree	3%	6%	<1%
Don't know / not applicable	22%	32%	8%
Local base (N)	1302	716	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 18. To what extent do you agree or disagree that accessing social networking sites by pupils during school hours should be banned?

	All	Primary	Secondary
Strongly agree	48%	44%	55%
Agree	35%	36%	32%
Neither agree nor disagree	10%	12%	8%
Disagree	2%	1%	4%
Strongly disagree	1%	1%	1%
Don't know / not applicable	4%	7%	1%
Local base (N)	1301	716	582

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 19. To what extent do you agree or disagree that many pupils at your school have a profile on a social networking site (e.g. Facebook, Bebo, MySpace) even though they are below the minimum age (13 years)?

	All	Primary	Secondary
Strongly agree	28%	19%	40%
Agree	37%	39%	33%
Neither agree nor disagree	7%	8%	5%
Disagree	4%	6%	1%
Strongly disagree	1%	2%	<1%
Don't know / not applicable	24%	26%	22%
Local base (N)	1304	717	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Cyberbullying

We explored the topic of cyberbullying in four questions.

Tables 20 to 23 present data on the incidence of cyberbullying in school. Table 20 shows that the vast majority of teachers (94%) said that they had not been cyberbullied by their pupils; 3% said that they had been cyberbullied; while a further 3% did not know. The latter finding may indicate some confusion about the definition of cyberbullying. Table 21 shows that 19% of teachers said that one or more of their colleagues has experienced cyberbullying by pupils; 69% of teachers indicated that none of their colleagues has experienced this type of bullying; while 19% did not know. Analysis by phase showed that reported incidence of cyberbullying was around five times higher proportionally in secondary schools compared to primary schools. 1% of primary school teachers said that they had been cyberbullied by pupils at their school, compared to five percent of secondary teachers. 7% of primary teachers said that one or more of their colleagues has experienced cyberbullying by pupils, compared with 36% of secondary teachers.

Tables 22 and 23 present data on pupils using technology to bully other pupils. Almost seven in ten teachers (69%) said that some of the pupils at their school have experienced cyberbullying, while nearly four in ten (38%) teachers have dealt with an incident of cyberbullying during the past 12 months. Cyberbullying of pupils, as was the case for cyberbullying of teachers, appears to be more of a problem in secondary schools than in primary schools. More than nine in ten secondary teachers (91%) said that some of their pupils have experienced cyberbullying, compared with just over half

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(52%) of primary teachers. No doubt related to this, a greater proportion of secondary teachers than primary teachers have dealt with an incident of cyberbullying during the past 12 months (51% and 28% respectively).

While there was some regional variation across the four parts of this question, it was minor and no clear regional pattern emerged.

Table 20. I have personally experienced cyberbullying from my pupils at my school.

	All	Primary	Secondary
Yes	3%	1%	5%
No	94%	95%	93%
Don't know	3%	4%	3%
Local base (N)	1304	718	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 21. One of more of my colleagues has experienced cyberbullying by pupils.

	All	Primary	Secondary
Yes	19%	7%	36%
No	62%	80%	39%
Don't know	19%	14%	25%
Local base (N)	1304	718	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 22. Some of my pupils at my school have experienced cyberbullying.

	All	Primary	Secondary
Yes	69%	52%	91%
No	13%	21%	2%
Don't know	18%	27%	7%
Local base (N)	1303	717	585

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 23. I have dealt with at least one cyberbullying incident of a pupil in the last 12 months.

	All	Primary	Secondary
Yes	38%	28%	51%
No	58%	67%	45%
Don't know	5%	5%	4%
Local base (N)	1303	718	584

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

We then asked only those teachers who responded that they or their colleagues had experienced cyberbullying which, if any, of five different technologies were involved in the bullying. Tables 25 to 28 present this data. In descending order of how commonly they were reported to be involved in incidents of cyberbullying, the technologies were:

1. social networking sites (cited by 81% of those teachers who had experienced cyberbullying themselves or knew colleagues who had)
2. email (cited by 33% of the subset of teachers)
3. video or picture sharing sites (cited by 29% of the subset of teachers)
4. SMS/texting (cited by 20% of the subset of teachers)
5. instant messaging (cited by 9% of the subset of teachers).

The findings vary by phase (but should be treated with caution due to the low number of primary teachers within this subset of teachers). Almost equal proportions of primary and secondary teachers said that they or their colleagues had experienced cyberbullying via social networking sites. However, a greater proportion of secondary teachers than primary teachers said that they or their colleagues had experienced cyberbullying via the other four technologies. The difference by phase was most marked in relation to cyberbullying via picture or video sharing sites, which was mentioned by 35% of the subset of secondary teachers compared with 10% of the subset of primary teachers.

Table 24. You indicated above that you and/or your colleagues had experienced cyberbullying.

Social networking site(s) (e.g. Facebook or Bebo)	All	Primary	Secondary
Yes	81%	83%	82%
No	15%	15%	15%
Don't know	4%	2%	4%
Local base (N)	259	51	218

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 25. You indicated above that you and/or your colleagues had experienced cyberbullying.

Video or picture sharing sites (e.g. YouTube, Flickr)	All	Primary	Secondary
Yes	29%	10%	35%
No	53%	76%	46%
Don't know	18%	15%	19%
Local base (N)	232	45	195

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 26. You indicated above that you and/or your colleagues had experienced cyberbullying.

Email	All	Primary	Secondary
Yes	33%	21%	36%
No	48%	69%	43%
Don't know	19%	10%	21%
Local base (N)	241	47	203

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 27. You indicated above that you and/or your colleagues had experienced cyberbullying.

Instant messaging	All	Primary	Secondary
Yes	9%	5%	11%
No	65%	83%	60%
Don't know	26%	12%	29%
Local base (N)	230	45	195

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 28. You indicated above that you and/or your colleagues had experienced cyberbullying.

SMS / texting	All	Primary	Secondary
Yes	20%	17%	22%
No	57%	71%	54%
Don't know	23%	12%	24%
Local base (N)	237	45	202

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

We also asked only those teachers who responded that pupils at their school had experienced cyberbullying which technologies were involved in the bullying. Tables 29 to 33 present this data. We have listed the technologies in descending order, according to what proportions of teachers indicated that they had been used in the cyberbullying:

1. social networking sites (cited by 81% of those teachers who said that pupils at their school had experienced cyberbullying)
2. SMS/texting (cited by 67% of the subset of teachers)
3. email (cited by 46% of the subset of teachers)
4. instant messaging (cited by 43% of the subset of teachers)
5. video or picture sharing sites (cited by 21% of the subset of teachers).

As with cyberbullying of teachers, the main technology used to cyberbully pupils was social networking sites. This was the case across both phases of education, though phase of education was a large factor in responses relating to the other four forms of technology. Cyberbullying by text was the second most common form of pupil-to-pupil cyberbullying, cited by 55% of primary teachers and 75% of secondary teachers within the subset of teachers who said that their pupils had been cyberbullied. Email was cited by 39% of primary teachers and 51% of secondary teachers and instant messaging by 38% of primary and 48% of secondary teachers in the subset. Difference by phase was most apparent in the data on the use of picture or video sharing sites for cyberbullying, with 4% of primary teachers, compared with 34% of secondary teachers, in the subset citing these technologies. There was also some fairly small variation by region, but no clear pattern of cyberbullying emerged in the regional analysis (see Tables A29 – A33).

Table 29. You indicated above that some of the pupils at your school had experienced cyberbullying.

Social networking site(s) (e.g. Facebook or Bebo)	All	Primary	Secondary
Yes	81%	71%	88%
No	11%	21%	3%
Don't know	9%	8%	9%
Local base (N)	890	364	531

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 30. You indicated above that some of the pupils at your school had experienced cyberbullying.

Video or picture sharing sites (e.g. YouTube, Flickr)	All	Primary	Secondary
Yes	21%	4%	34%
No	48%	72%	29%
Don't know	31%	24%	37%
Local base (N)	828	338	495

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 31. You indicated above that some of the pupils at your school had experienced cyberbullying.

Email	All	Primary	Secondary
Yes	46%	39%	51%
No	32%	44%	22%
Don't know	23%	17%	27%
Local base (N)	851	351	504

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 32. You indicated above that some of the pupils at your school had experienced cyberbullying.

Instant messaging	All	Primary	Secondary
Yes	43%	38%	48%
No	29%	41%	19%
Don't know	29%	21%	34%
Local base (N)	853	353	505

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 33. You indicated above that some of the pupils at your school had experienced cyberbullying.

SMS / texting	All	Primary	Secondary
Yes	67%	55%	75%
No	18%	29%	9%
Don't know	16%	16%	16%
Local base (N)	872	354	523

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

The final set of questions in the survey asked teachers how confident they feel about advising pupils on different aspects of e-safety. These were: using the internet safely; dealing with cyberbullying; using social networking sites safely; how much personal information to share online; and dealing with requests to meet up with, or sexual advances from, someone they only know online. Encouragingly, very high proportions of teachers (at least three quarters) felt very or fairly confident to advise pupils on all of these facets of e-safety, while correspondingly low proportions felt very or fairly unconfident to do so (between 7 and 21%). This data is shown in Tables 34 to 39.

Teachers were most confident about advising pupils on how to deal with requests to meet up with someone they only know online, with 59% saying they felt very confident and 34% fairly confident. Meanwhile, almost half of teachers (47%) felt very confident and a similar proportion (46%) felt fairly confident to advise pupils on how much personal information to share online; 47% felt very confident and 38% felt fairly confident to advise pupils on handling sexual advances from someone they only know online. Furthermore, 38% felt very confident and 55% fairly confident to advise pupils on using the internet safely; and 28% felt very confident and 56% fairly confident to advise pupils on how to deal with cyberbullying. Teachers were proportionally least confident about advising pupils on using social networking sites safely, with 26% feeling very confident and 49% feeling fairly confident to do this. However, it is important to note that this still equates to 75% of teachers feeling confident to give advice on this aspect of e-safety.

Analysis by school phase showed that a marginally greater proportion of primary teachers that their secondary counterparts were confident to give advice on all these aspects of e-safety; however the difference was only one to four percentage points. Analysis by region demonstrated that the proportions of teachers who were very or fairly confident to give advice on the different aspects of e-safety varied by between six and 15 percentage points across the regions (see Tables A34 to A39). There was most variation in relation to teachers' confidence to give advice to pupils on using social networking

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sites safely and how to deal with cyberbullying. The proportions of teachers who felt very or fairly confident to advise pupils on using social networking sites safely ranged from 70% in the South West up to 85% (n = 44) in the North East. The region in which the smallest proportion of teachers felt very or fairly confident to advise on cyberbullying (76 %, n = 39) was the North East, while London topped the regional chart, with 88% of teachers there feeling very or fairly confident to advise pupils on handling cyberbullying.

Table 34. How confident do you feel advising a pupil on using the internet safely?

	All	Primary	Secondary
Very confident	38%	42%	32%
Fairly confident	55%	52%	58%
Fairly unconfident	6%	4%	7%
Very unconfident	1%	1%	2%
Not sure	1%	1%	1%
Local base (N)	1303	718	583

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 35. How confident do you feel advising a pupil on how to deal with cyberbullying?

	All	Primary	Secondary
Very confident	28%	28%	28%
Fairly confident	56%	57%	54%
Fairly unconfident	11%	10%	13%
Very unconfident	2%	2%	2%
Not sure	3%	4%	2%
Local base (N)	1301	716	582

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 36. How confident do you feel advising a pupil on using social networking sites safely?

	All	Primary	Secondary
Very confident	26%	27%	24%
Fairly confident	49%	49%	50%
Fairly unconfident	14%	13%	15%
Very unconfident	7%	6%	9%
Not sure	4%	5%	3%
Local base (N)	1298	714	581

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 37. How confident do you feel advising a pupil on how much personal information to share online?

	All	Primary	Secondary
Very confident	47%	49%	43%
Fairly confident	46%	45%	48%
Fairly unconfident	5%	4%	5%
Very unconfident	2%	1%	2%
Not sure	1%	2%	1%
Local base (N)	1303	718	583

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 38. How confident do you feel advising a pupil on how to deal with requests to meet up with a person who they only know online?

	All	Primary	Secondary
Very confident	59%	61%	56%
Fairly confident	34%	33%	36%
Fairly unconfident	4%	4%	5%
Very unconfident	1%	1%	2%
Not sure	2%	2%	1%
Local base (N)	1303	718	583

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Table 39. How confident do you feel advising a pupil on how to deal with sexual advances from a person who they only know online?

	All	Primary	Secondary
Very confident	47%	47%	47%
Fairly confident	38%	38%	37%
Fairly unconfident	9%	9%	10%
Very unconfident	3%	3%	4%
Not sure	3%	3%	2%
Local base (N)	1302	718	582

Due to rounding, percentages may not sum to 100
Due to the primary, secondary and all teacher categories being weighted separately, the number of primary and secondary respondents may not sum to the number of teachers in total
Source: NFER bespoke survey January 2012.

Conclusions and implications

The survey data shows that the majority of teachers can confidently deal with most e-safety issues and support their pupils to do so. Many teachers acknowledged that technology can be useful to their pupils, for example they felt mobile phones are good for emergencies and social networking sites can facilitate pupils' communication with their friends. However, our findings also show that technology is creating challenges for teachers. This is in relation to issues around e-safety and cyberbullying as well as managing pupils' usage of particular technologies, such as smartphones and social networking sites.

Given the pace at which new technologies are being developed, and pupils' enthusiasm for using new technologies, having a regularly updated **e-safety policy** that provides a clear framework for guiding and managing pupils' use of technology is important. Nearly nine in ten (87%) teachers said that their school has an e-safety policy, but only seven in ten (72%) indicated that it is reviewed regularly, suggesting that more work needs to be done with schools in this area. This is particularly the case in secondary schools, where the proportion of teachers responding that their school has an e-safety policy was lower.

Encouragingly, the vast majority of teachers felt that their pupils have the **skills and knowledge** to use the internet safely at school. However, only three-fifths (58%) of teachers felt that pupils had the skills and knowledge of use the internet safely at *home*. This suggests that pupils need more education and support to ensure that they use the internet safely outside of school, where there is less supervision and potentially more

online freedom. Communication with teachers and parents about how best to support this learning would be useful.

Over three-quarters (77%) of primary teachers and half (54%) of secondary teachers felt that staff had received adequate **e-safety training**. Indeed, most teachers felt confident about advising pupils on different aspects of e-safety. The safe use of social networking sites was the area of e-safety that proportionally fewest teachers were confident to advise pupils on. These findings imply that a significant minority of teachers, particularly within the secondary phase of education, want or need more training on e-safety. We would expect this to result in greater proportions of teachers feeling confident in giving advice to pupils on all facets on e-safety.

Given the growing ownership of **smartphones**, Vital were keen for the survey to investigate teachers' views of mobile phones. 85% of secondary teachers said that many of their pupils carried mobile phones with internet access, compared with only 7% of primary teachers. Given this variation by phase, it is unsurprising that while secondary teachers were proportionally more likely than primary teachers to see the benefit of pupils having a mobile phone for emergencies, they were also much more inclined to agree that mobile phone use within school is problematic. More than nine in ten secondary teachers thought that controlling mobile phone use within school was difficult. This suggests that secondary teachers would particularly welcome advice on managing pupils' use of mobile phones within school.

Many teachers (59%) have a **social networking** profile themselves, and less than 1% have experienced pupils leaving inappropriate comments on their profile. Teachers do not encourage pupils to contact them via social networking sites, with only 1% happy for their pupils to contact them in this way. A third (33%) of primary teachers and three-quarters (78 %) of secondary teachers felt that many of their pupils spend too much time on such sites. Across both phases of education, most teachers felt that access to these sites should be banned during the school day. Teachers are therefore likely to find advice on how to manage pupils' attraction to social networking sites useful and relevant.

The survey findings on **cyberbullying** give a clear indication that communication with teachers should focus on both bullying of teachers and pupils, particularly in the secondary phase on education. While only 3% of teachers said that they had been cyberbullied by pupils, a third of secondary and 7% of primary respondents said that one of their colleagues had been. The picture amongst pupils was markedly worse, with 91% of secondary teachers and 52% of primary teachers reporting that pupils at their school have experienced cyberbullying. By far the most common form of cyberbullying was via

social networking sites, irrespective of whether teachers or pupils were the intended victims, suggesting that cyberbullying advice should explicitly consider the use of this technology.

Across the report, we have commented on the regional variation in teachers' responses. However, a clear pattern of regional differences in responses did not emerge from the survey data.

Supporting information

How was the survey conducted?

This report is based on data from a bespoke NFER teacher survey, using NFER's Teacher Voice Panel, in January 2012. A panel of 1315 practising teachers from 1051 schools in the maintained sector in England completed the survey. Teachers completed the survey online between the 3rd and 6th January 2012.

What was the composition of the panel?

The panel included teachers from the full range of roles in primary and secondary schools, from headteachers to newly qualified class teachers. 54% (715) of the respondents were teaching in primary schools and 46% (600) were teaching in secondary schools.

How representative of schools nationally were the schools corresponding to the teachers panel?

There was an under-representation of schools in the highest quintile in terms of eligibility for free school meals in the sample of primary schools and under-representation in the highest and second highest quintiles in the sample of secondary schools. The secondary school sample also had an over-representation of schools with low eligibility for free school meals. To address this, NFER calculated weights using free school meals factors to create a more balanced sample. Due to the differences between the populations of primary schools and secondary schools, NFER created different weights for primary schools, secondary schools and then for the whole sample overall. The weightings have been applied to all of the analyses referred to in this commentary and contained within the tables supplied in electronic format (via Pulsar Web)[3].

Tables S.1, S.2 and S.3 show the representation of the weighted achieved sample against the population. Table S.4 shows the representation of the weighted teacher sample by role in school.

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[3]   The sample was not weighted for missing free school meal data

Table S.1 Representation of (weighted) primary schools compared to primary schools nationally

		National Population %	NFER Sample %
Achievement Band (Overall performance by KS2 2010 data)	Lowest band	13	12
	2nd lowest band	13	12
	Middle band	14	15
	2nd highest band	16	18
	Highest band	20	19
	Schools boycotting 2010 tests	23	22
	Missing	1	<1
% eligible FSM (5 pt scale)	Lowest 20%	20	20
	2nd lowest 20%	20	20
	Middle 20%	20	20
	2nd highest 20%	20	20
	Highest 20%	20	20
	Missing	<1	<1
Primary school type	Infants	9	9
	First School	5	3
	Infant & Junior (Primary)	77	72
	First & Middle	0	0
	Junior	7	13
	Middle deemed Primary	<1	1
	Academy	2	2
Region	North	31	24
	Midlands	32	30
	South	37	46
Local Authority type	London Borough	11	13
	Metropolitan Authorities	21	21
	English Unitary Authorities	18	20
	Counties	51	46
Number of schools		16,855	650

Due to rounding, percentages may not sum to 100
Some information is not available for all schools and some schools included more than one respondent
Source: NFER bespoke survey January 2012

Table S.2   Representation of (weighted) secondary schools compared to secondary schools nationally

		National Population %	NFER Sample %
Achievement Band (Overall performance by GCSE 2010 data)	Lowest band	16	15
	2nd lowest band	18	19
	Middle band	18	20
	2nd highest band	17	21
	Highest band	19	20
	Missing	12	6
% eligible FSM (5 pt scale)	Lowest 20%	20	20
	2nd lowest 20%	19	20
	Middle 20%	20	20
	2nd highest 20%	20	20
	Highest 20%	20	20
	Missing	2	1
Secondary school type	Middle	6	2
	Secondary Modern	3	2
	Comprehensive to 16	26	22
	Comprehensive to 18	32	44
	Grammar	2	1
	Other secondary school	<1	<1
	Academies	31	28
Region	North	29	25
	Midlands	33	30
	South	38	45
Local Authority type	London Borough	13	14
	Metropolitan Authorities	21	21
	English Unitary Authorities	19	19
	Counties	47	46
Number of schools		3,273	401

Due to rounding, percentages may not sum to 100.
Some information is not available for all schools and some schools included more than one respondent.
Source: NFER bespoke survey January 2012.

Table S.3   Representation of all schools (weighted) compared to all schools nationally

		National Population %	NFER Sample %
Achievement Band (By KS2 2010 and GCSE 2010 data)	Lowest band	13	13
	2nd lowest band	14	15
	Middle band	15	17
	2nd highest band	16	19
	Highest band	20	19
	Schools boycotting 2010 tests	19	15
	Missing	2	2
% eligible FSM (5 pt scale)	Lowest 20%	20	20
	2nd lowest 20%	20	20
	Middle 20%	20	20
	2nd highest 20%	20	20
	Highest 20%	20	20
	Missing	1	<1
Region	North	30	24
	Midlands	32	30
	South	37	45
Local Authority type	London Borough	11	13
	Metropolitan Authorities	21	21
	English Unitary Authorities	18	20
	Counties	50	46
Number of schools		**20,082**	**1,051**

Due to rounding, percentages may not sum to 100
Some information is not available for all schools and some schools included more than one respondent
Source: NFER bespoke survey January 2012.

Table S.4 Comparison of the achieved (weighted) sample with the national population by grade of teacher

Role	Primary schools				Secondary schools			
	population		weighted sample		population		weighted sample	
	N*	%	N	%	N*	%	N	%
Headteachers	16.0*	7	76	11	2.9*	1	8	1
Deputy Headteachers	11.1*	5	78	11	4.7*	2	24	4
Assistant Headteachers	6.2*	3	42	6	10.2*	5	65	11
Class teachers and others	185.2*	85	523	73	181.5*	91	487	83

Population N is expressed in thousands
Due to rounding, percentages may not sum to 100
Sources: NFER bespoke survey Jan 2012, DfE: School Workforce in England, November 2010

How accurately do the findings represent the national position?

Precision is a measure of the extent to which the results of different samples agree with each other. If we drew a different sample of teachers would we get the same results? The more data that is available the more precise the findings. For all schools and a 50% response, the precision of that response is between 47.30% and 52.70%. For primary schools the same precision is + and – 3.66 percentage points and for secondary schools it is + and – 4.00 percentage points.

With the weightings applied to the data, we are confident that the survey sample is broadly representative of teachers nationally and provides a robust analysis of teachers' views.

Appendix: regional tables

This appendix includes tables for each question showing frequencies of teachers' responses by nine Government Office Regions: North East, North West/Mersey side, Yorkshire and The Humber, East Midlands, West Midlands, Eastern, London, South East and the South West. These data must be interpreted with caution – some regions, for example the North East, had much lower numbers of respondents than others and therefore the likelihood of gaining representative meaning for the regions for a particular question is limited. This is also the case for filter questions (Tables A24-A33) whereby a smaller number of respondents went on to provide answers to these questions.

Table A1. Do you have an e-safety policy in school?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	86%	90%	88%	79%	90%	84%	88%	85%	87%
No	6%	1%	2%	1%	2%	3%	3%	2%	3%
Don't know	9%	10%	10%	20%	8%	13%	13%	13%	11%
Local base (N)	51	147	112	94	141	140	167	254	166

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A2. To what extent do you agree pupils at your school have the skills and knowledge to use the internet safely?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	23%	36%	33%	28%	38%	37%	30%	28%	33%
Agree	75%	51%	55%	57%	51%	52%	58%	62%	54%
Neither agree nor disagree	2%	7%	7%	12%	7%	5%	6%	5%	11%
Disagree	0%	4%	5%	4%	3%	4%	3%	3%	1%
Strongly disagree	0%	0%	0%	0%	0%	1%	0%	0%	0%
Don't know	0%	2%	0%	0%	1%	2%	3%	2%	1%
Local base (N)	51	149	114	96	145	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A3. To what extent do you agree pupils at your school have the skills and knowledge to use the internet safely while at home?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	10%	13%	7%	9%	12%	11%	8%	9%	13%
Agree	39%	45%	61%	45%	49%	49%	46%	49%	43%
Neither agree nor disagree	36%	20%	12%	26%	23%	22%	24%	24%	26%
Disagree	9%	12%	15%	10%	11%	11%	11%	11%	13%
Strongly disagree	0%	2%	2%	5%	2%	0%	2%	1%	1%
Don't know	6%	8%	3%	4%	5%	7%	9%	7%	6%
Local base (N)	51	149	114	96	145	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A4. The e-safety policy at my school is reviewed regularly.

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	74%	73%	69%	65%	79%	69%	73%	72%	71%
No	5%	5%	5%	5%	7%	3%	7%	4%	6%
Don't know	21%	22%	27%	30%	14%	28%	20%	24%	23%
Local base (N)	51	149	114	96	144	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A5. Staff have received adequate training in relation to e-safety.

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	69%	71%	65%	67%	72%	65%	67%	68%	66%
No	19%	20%	28%	22%	22%	27%	22%	21%	23%
Don't know	12%	10%	7%	12%	6%	8%	11%	12%	11%
Local base (N)	51	149	114	96	145	145	170	261	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A6. My school has a designated e-safety lead I can go to for advice.

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	72%	70%	64%	63%	78%	62%	69%	68%	67%
No	7%	7%	18%	18%	11%	18%	16%	10%	13%
Don't know	21%	23%	18%	19%	12%	21%	15%	22%	20%
Local base (N)	51	149	113	96	145	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A7. I understand how to 'report abuse' online.

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	64%	71%	72%	61%	74%	78%	70%	71%	67%
No	23%	23%	16%	26%	14%	18%	21%	19%	22%
Don't know	13%	6%	11%	14%	12%	4%	10%	11%	11%
Local base (N)	51	149	114	95	145	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A8. My pupils understand how to 'report abuse' online.

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	34%	49%	54%	37%	57%	52%	45%	43%	48%
No	17%	16%	11%	22%	14%	16%	19%	19%	14%
Don't know	49%	35%	35%	41%	28%	32%	36%	39%	37%
Local base (N)	51	149	114	96	144	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A9. To what extent do you agree or disagree that it is good for pupils to carry mobile phones for emergencies?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	13%	14%	11%	10%	18%	14%	12%	14%	22%
Agree	51%	41%	46%	32%	37%	41%	42%	44%	46%
Neither agree nor disagree	13%	19%	17%	36%	19%	18%	17%	22%	16%
Disagree	18%	21%	19%	18%	24%	23%	26%	18%	14%
Strongly disagree	5%	5%	7%	5%	1%	4%	4%	3%	3%
Local base (N)	51	149	114	96	144	145	170	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A10. To what extent do you agree or disagree that there is a growing problem in schools with pupils' use of mobile phone during the school day?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	25%	27%	22%	26%	17%	22%	25%	23%	24%
Agree	38%	28%	30%	21%	21%	36%	26%	35%	35%
Neither agree nor disagree	23%	21%	25%	27%	27%	22%	24%	20%	20%
Disagree	12%	17%	19%	21%	27%	14%	21%	18%	17%
Strongly disagree	2%	7%	5%	5%	8%	6%	4%	4%	3%
Local base (N)	51	149	114	96	145	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A11. To what extent do you agree or disagree that mobile phones with internet access make it much easier for pupils to access inappropriate material at school?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	30%	35%	31%	28%	21%	28%	33%	30%	29%
Agree	52%	44%	49%	47%	38%	46%	40%	45%	47%
Neither agree nor disagree	14%	14%	15%	20%	29%	15%	16%	16%	17%
Disagree	2%	5%	2%	3%	9%	9%	9%	6%	7%
Strongly disagree	2%	2%	3%	3%	3%	2%	1%	3%	0%
Local base (N)	50	149	114	96	144	145	169	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

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Table A12 To what extent do you agree or disagree that it is difficult to control what pupils access on the internet on their mobile phones during the school day?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	29%	40%	37%	35%	27%	36%	32%	33%	31%
Agree	48%	34%	34%	38%	27%	29%	34%	38%	45%
Neither agree nor disagree	12%	13%	12%	15%	21%	17%	16%	13%	12%
Disagree	7%	8%	15%	7%	22%	14%	12%	10%	11%
Strongly disagree	4%	4%	3%	4%	4%	4%	5%	6%	1%
Local base (N)	51	149	114	96	145	143	170	262	169

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A13. Do many pupils at your school carry mobile phones with internet access?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	43%	40%	45%	45%	36%	37%	38%	40%	48%
No	46%	46%	46%	38%	48%	42%	39%	44%	30%
Don't know	10%	13%	9%	18%	16%	21%	23%	16%	23%
Local base (N)	50	149	114	96	142	144	170	261	169

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A14. Please read the following statements about social networking (e.g. on Facebook or Google+).

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
I have a social networking profile that only my friends can see.	66%	62%	58%	62%	57%	59%	61%	57%	59%
I have two social networking profiles - one that only my friends can see, and one that pupils at my school can see.	0%	0%	0%	1%	1%	0%	3%	1%	3%
I am happy for pupils at my school to contact me via a social networking site.	0%	0%	2%	0%	1%	1%	1%	0%	2%
Pupils at my school have contacted me via a social networking site.	9%	10%	8%	13%	8%	7%	9%	8%	11%
Pupils at my school have left inappropriate comments on my social networking profile.	4%	0%	1%	1%	0%	0%	0%	0%	1%
I do not have a social networking profile.	35%	38%	41%	37%	41%	41%	35%	43%	38%
Local base (N)	50	148	113	96	144	146	167	259	169

Respondents were able to select more than one response so percentages may sum to more than 100
Source: NFER bespoke survey January 2012.

Table A15. To what extent do you agree or disagree that many of the pupils in your school spend too much time on social networking sites?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	18%	22%	23%	25%	21%	20%	14%	16%	21%
Agree	29%	35%	34%	34%	27%	28%	34%	34%	36%
Neither agree nor disagree	19%	20%	21%	12%	24%	13%	20%	18%	17%
Disagree	5%	7%	6%	7%	10%	16%	5%	7%	6%
Strongly disagree	5%	0%	0%	1%	2%	2%	3%	1%	0%
Don't know / not applicable	24%	17%	16%	22%	17%	21%	23%	24%	20%
Local base (N)	51	149	114	96	145	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A16. To what extent do you agree or disagree that social networking sites can be a good way for pupils at your school to communicate with their friends?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	0%	1%	3%	5%	6%	3%	2%	5%	4%
Agree	49%	45%	49%	33%	34%	39%	46%	42%	55%
Neither agree nor disagree	20%	21%	20%	24%	26%	20%	18%	21%	21%
Disagree	19%	21%	24%	24%	19%	24%	21%	18%	13%
Strongly disagree	7%	6%	2%	7%	5%	8%	4%	5%	4%
Don't know / not applicable	6%	6%	3%	8%	10%	5%	9%	10%	3%
Local base (N)	51	149	114	95	145	146	171	262	168

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A17. To what extent do you agree or disagree that some of the pupils at your school seem 'addicted' to social networking sites?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	16%	14%	19%	22%	18%	14%	12%	11%	16%
Agree	31%	36%	27%	22%	25%	22%	24%	29%	35%
Neither agree nor disagree	23%	18%	20%	23%	20%	20%	21%	22%	16%
Disagree	7%	10%	16%	8%	14%	18%	16%	10%	9%
Strongly disagree	3%	3%	2%	5%	4%	6%	3%	3%	1%
Don't know / not applicable	20%	19%	17%	21%	19%	22%	25%	25%	23%
Local base (N)	51	149	114	96	145	146	171	260	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A18. To what extent do you agree or disagree that accessing social networking sites by pupils during school hours should be banned?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	44%	52%	51%	57%	42%	51%	47%	46%	47%
Agree	39%	30%	37%	26%	32%	34%	38%	35%	39%
Neither agree nor disagree	8%	11%	8%	11%	13%	10%	8%	12%	7%
Disagree	5%	2%	1%	4%	5%	0%	0%	2%	3%
Strongly disagree	2%	2%	1%	0%	0%	2%	2%	1%	2%
Don't know / not applicable	2%	3%	2%	3%	8%	4%	5%	5%	2%
Local base (N)	50	148	114	96	144	146	171	261	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A19. To what extent do you agree or disagree that many pupils at your school have a profile on a social networking site (e.g. Facebook, Bebo, MySpace) even though they are below the minimum age (13 years)?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Strongly agree	26%	33%	30%	33%	26%	24%	25%	27%	30%
Agree	44%	38%	46%	35%	40%	35%	34%	33%	33%
Neither agree nor disagree	5%	4%	8%	6%	12%	4%	5%	8%	7%
Disagree	0%	2%	1%	2%	1%	7%	5%	6%	3%
Strongly disagree	2%	0%	0%	3%	2%	2%	2%	1%	1%
Don't know / not applicable	23%	23%	15%	22%	20%	28%	29%	25%	27%
Local base (N)	51	149	114	96	145	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A20. I have personally experienced cyberbullying from my pupils at my school.

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	3%	7%	3%	0%	3%	1%	1%	3%	3%
No	95%	90%	96%	98%	90%	96%	97%	94%	92%
Don't know	2%	4%	1%	2%	7%	3%	2%	3%	5%
Local base (N)	51	149	114	96	145	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A21. One of more of my colleagues have experienced cyberbullying by pupils.

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	23%	18%	16%	19%	18%	18%	18%	20%	23%
No	55%	63%	67%	66%	65%	63%	63%	63%	51%
Don't know	22%	19%	17%	15%	18%	19%	20%	17%	26%
Local base (N)	51	149	114	96	145	146	141	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A22. Some of my pupils at my school have experienced cyberbullying.

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	69%	74%	71%	61%	66%	66%	73%	66%	74%
No	12%	8%	16%	20%	18%	16%	7%	15%	8%
Don't know	19%	19%	14%	18%	16%	18%	20%	19%	18%
Local base (N)	51	149	114	96	145	146	170	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A23. I have dealt with at least one cyberbullying incident of a pupil in the last 12 months.

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	32%	37%	36%	36%	42%	37%	43%	35%	40%
No	59%	61%	63%	61%	51%	59%	53%	60%	56%
Don't know	9%	3%	2%	3%	7%	4%	4%	6%	4%
Local base (N)	51	149	114	95	145	146	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A24. You indicated above that you and/or your colleagues had experienced cyberbullying.

Social networking site(s) (e.g. Facebook or Bebo)	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	71%	91%	78%	80%	93%	97%	91%	69%	71%
No	29%	9%	18%	14%	7%	3%	6%	25%	18%
Don't know	0%	0%	4%	6%	0%	0%	3%	6%	11%
Local base (N)	13	28	20	18	27	26	30	57	40

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A25. You indicated above that you and/or your colleagues had experienced cyberbullying.

Video or picture sharing sites (e.g. YouTube, Flickr)	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	23%	25%	29%	35%	26%	29%	33%	29%	30%
No	63%	43%	50%	47%	59%	67%	42%	50%	58%
Don't know	14%	32%	20%	17%	15%	4%	26%	21%	12%
Local base (N)	13	25	18	17	26	22	26	50	36

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A26. You indicated above that you and/or your colleagues had experienced cyberbullying.

Email	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	22%	17%	18%	47%	41%	23%	38%	36%	43%
No	49%	59%	67%	41%	44%	61%	35%	47%	41%
Don't know	29%	24%	14%	12%	14%	16%	27%	18%	16%
Local base (N)	13	26	19	17	27	23	27	52	38

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A27. You indicated above that you and/or your colleagues had experienced cyberbullying.

Instant messaging	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	0%	11%	15%	7%	11%	9%	8%	4%	13%
No	71%	60%	67%	69%	73%	71%	55%	65%	62%
Don't know	29%	28%	19%	25%	16%	20%	37%	32%	25%
Local base (N)	13	25	19	15	25	23	25	51	35

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A28. You indicated above that you and/or your colleagues had experienced cyberbullying.

SMS / Texting	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	21%	24%	14%	17%	14%	9%	24%	20%	30%
No	57%	49%	67%	61%	71%	68%	47%	53%	53%
Don't know	22%	27%	19%	22%	15%	23%	29%	27%	17%
Local base (N)	13	27	19	17	25	23	25	52	36

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A29. You indicated above that some of the pupils at your school had experienced cyberbullying.

Social networking site(s) (e.g. Facebook or Bebo)	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	77%	81%	87%	84%	88%	79%	75%	78%	82%
No	10%	7%	7%	11%	7%	12%	15%	14%	8%
Don't know	13%	12%	6%	5%	5%	9%	10%	8%	10%
Local base (N)	35	108	78	60	97	98	120	170	124

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A30. You indicated above that some of the pupils at your school had experienced cyberbullying.

Video or picture sharing sites (e.g. YouTube, Flickr)	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	24%	14%	25%	25%	18%	21%	26%	16%	24%
No	50%	54%	38%	34%	52%	55%	51%	49%	42%
Don't know	26%	32%	37%	41%	30%	24%	23%	35%	34%
Local base (N)	35	102	74	55	89	87	116	158	110

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A31. You indicated above that some of the pupils at your school had experienced cyberbullying.

Email	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	55%	26%	49%	50%	43%	54%	53%	42%	51%
No	26%	43%	25%	26%	41%	29%	28%	32%	31%
Don't know	20%	31%	27%	24%	17%	18%	20%	26%	19%
Local base (N)	35	103	74	54	94	91	119	165	115

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A32. You indicated above that some of the pupils at your school had experienced cyberbullying.

Instant messaging	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	45%	45%	41%	48%	42%	39%	50%	39%	40%
No	38%	23%	28%	25%	33%	35%	23%	31%	28%
Don't know	17%	31%	32%	27%	26%	26%	27%	31%	32%
Local base (N)	35	105	75	56	92	93	117	162	117

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A33. You indicated above that some of the pupils at your school had experienced cyberbullying.

SMS / texting	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Yes	65%	69%	68%	73%	60%	67%	64%	62%	73%
No	33%	15%	12%	13%	21%	19%	18%	21%	12%
Don't know	2%	16%	19%	14%	18%	15%	18%	16%	15%
Local base (N)	35	108	74	60	92	94	118	171	120

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A34. How confident do you feel advising a pupil on using the internet safely?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Very confident	42%	37%	41%	40%	47%	35%	32%	36%	37%
Fairly confident	53%	56%	51%	50%	44%	56%	64%	58%	53%
Fairly unconfident	0%	7%	5%	9%	7%	7%	3%	3%	8%
Very unconfident	2%	0%	2%	0%	1%	2%	2%	3%	1%
Not sure	3%	1%	2%	1%	1%	1%	0%	0%	2%
Local base (N)	51	149	114	96	145	145	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A35. How confident do you feel advising a pupil on how to deal with cyberbullying?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Very confident	22%	24%	31%	26%	31%	29%	27%	26%	31%
Fairly confident	54%	59%	48%	57%	52%	56%	61%	60%	51%
Fairly unconfident	14%	13%	15%	12%	11%	10%	8%	9%	16%
Very unconfident	0%	1%	2%	2%	1%	2%	4%	4%	1%
Not sure	10%	3%	5%	4%	5%	3%	1%	3%	2%
Local base (N)	51	149	114	95	145	145	171	261	169

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A36. How confident do you feel advising a pupil on using social networking sites safely?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Very confident	32%	26%	32%	20%	32%	23%	24%	25%	25%
Fairly confident	53%	50%	41%	54%	43%	52%	54%	51%	45%
Fairly unconfident	5%	13%	15%	13%	14%	14%	12%	12%	20%
Very unconfident	7%	6%	8%	9%	6%	4%	7%	8%	8%
Not sure	3%	5%	4%	4%	5%	7%	2%	3%	2%
Local base (N)	51	148	113	96	145	143	170	261	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A37. How confident do you feel advising a pupil on how much personal information to share online?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Very confident	41%	43%	50%	48%	49%	45%	45%	49%	46%
Fairly confident	58%	46%	43%	46%	42%	48%	47%	46%	45%
Fairly unconfident	2%	8%	3%	4%	6%	1%	6%	3%	7%
Very unconfident	0%	2%	3%	1%	2%	2%	1%	1%	1%
Not sure	0%	2%	1%	1%	1%	4%	1%	1%	1%
Local base (N)	51	149	114	96	145	145	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A38. How confident do you feel advising a pupil on how to deal with requests to meet up with a person who they only know online?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Very confident	56%	60%	63%	60%	63%	58%	59%	57%	57%
Fairly confident	33%	31%	33%	35%	29%	35%	34%	37%	35%
Fairly unconfident	9%	8%	1%	4%	3%	3%	5%	3%	5%
Very unconfident	0%	1%	2%	1%	1%	2%	1%	1%	2%
Not sure	2%	1%	1%	0%	4%	1%	2%	1%	2%
Local base (N)	51	149	114	96	148	145	171	262	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.

Table A39. How confident do you feel advising a pupil on how to deal with sexual advances from a person who they only know online?

	North East	North West/ Merseyside	Yorkshire & The Humber	East Midlands	West Midlands	Eastern	London	South East	South West
Very confident	36%	42%	46%	41%	52%	48%	51%	48%	49%
Fairly confident	50%	38%	37%	41%	38%	38%	35%	39%	34%
Fairly unconfident	12%	12%	9%	14%	6%	8%	7%	8%	12%
Very unconfident	0%	4%	3%	1%	3%	3%	4%	4%	4%
Not sure	2%	4%	5%	4%	2%	4%	4%	2%	2%
Local base (N)	51	149	114	96	144	145	171	261	170

Due to rounding, percentages may not sum to 100
Source: NFER bespoke survey January 2012.