



**Evidence for  
Excellence in  
Education**

**LONDON**  
GRID FOR LEARNING

---

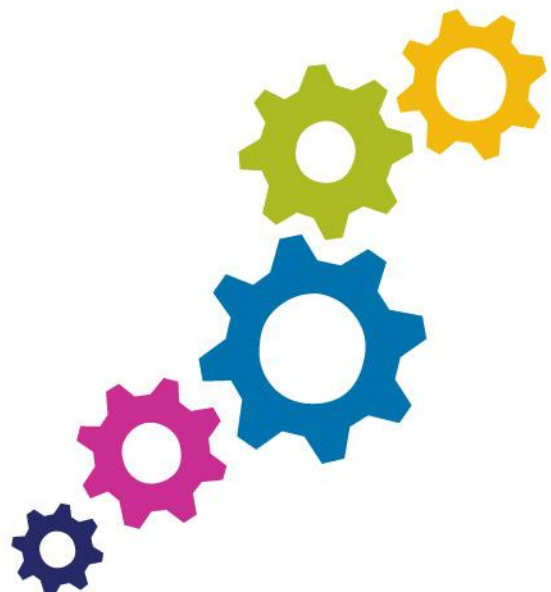
## Report

---

# Young people and e-safety

**The results of the 2015 London Grid  
for Learning e-safety survey**

**National Foundation for Educational  
Research (NFER)**



---

# Young people and e-safety

Karen Wespieser

Published in May 2015

By the National Foundation for Educational Research,  
The Mere, Upton Park, Slough, Berkshire SL1 2DQ

[www.nfer.ac.uk](http://www.nfer.ac.uk)

© 2014 National Foundation for Educational Research  
Registered Charity No. 313392

ISBN 978-1-910008-71-3

**How to cite this publication:**

Wespieser, K. (2015). *Young people and e-safety: The results of the 2015 London Grid for Learning e-safety survey*. Slough: NFER.

---

# Contents

<b>Acknowledgements</b>	<b>2</b>
<b>Executive summary</b>	<b>3</b>
<b>1 Methodology</b>	<b>5</b>
1.1 Rationale for the survey	5
1.2 Process	5
<b>2 How young people access the Internet</b>	<b>8</b>
2.1 Key findings	8
2.2 Access and devices at home	8
2.3 Device security	10
2.4 Parental supervision	10
<b>3 What young people do on the Internet</b>	<b>11</b>
3.1 Key findings	11
3.2 Belief in online information	11
3.3 Main activities	11
3.4 Social networks and networking	13
<b>4 Online safety</b>	<b>14</b>
4.1 Key findings	14
4.2 Safe use of social networks	14
4.3 Bullying	15
4.4 Access to inappropriate content	16
<b>5 Recommendations and conclusions</b>	<b>20</b>
5.1 Bullying	20
5.2 Social networking	20
5.3 Access	21
5.4 Privacy	21
5.5 Gaming	22
5.6 High risk behaviours	22
5.7 Upsetting experiences online and digital literacy:	22
<b>Appendix A – Instrument</b>	<b>24</b>
<b>Appendix B – e-safety survey safeguarding protocol</b>	<b>32</b>
Defining safeguarding – an NSPCC perspective	32
Safeguarding issues associated with the e-safety survey	33
Response to a disclosure	36
<b>Appendix C – Consent</b>	<b>39</b>
Information for teachers administering the LGfL e-safety survey 2015	39
Sample letter to parents	41

---

## Acknowledgements

NFER would like to extend our thanks to the London Grid for Learning for providing NFER with the opportunity to undertake this work, in particular the support and advice of Helen Warner.

The NFER is very grateful to all those who have contributed to this research. We would like to thank the participating local authorities, schools and pupils for undertaking the research.

The author would also like to express thanks to NFER colleagues; Susan Bamford, Adam Rabiasz, Ian Brownlie, Julie Thompson and Fiona Walker for their work on the project.

---

## Executive summary

**The focus of the survey was to look at the wide and common online activities of London's young people.** As found in previous LGfL surveys, children and young people use technology to have fun, study and communicate with others. Most children and young people have positive experiences online. On the whole they are sensible online and do not put themselves 'at risk'. However, there remain a number of areas where schools can support young people – and their families – in increasing their online safety.

**Nine out of ten young people access the Internet at home.** Ten per cent of pupils therefore do not. Just over a third of young people would like more opportunity to use computers at school. As found in previous LGfL surveys<sup>1</sup>, children and young people use technology to have fun, study and communicate with others. Most children and young people have positive experiences online. They are sensible online and do not put themselves 'at risk'.

**An increasing number of young people own their own device.** Young people access the Internet through a range of devices but there are significant differences between boys and girls; boys use games consoles more than girls and more girls have a mobile device than boys.

**Very few young people report that they use these devices to access the Internet away from home.** The home is therefore the key location for going online, outside of school. Forty per cent of 7-year-olds report that their parents always know what they do online; a percentage that (understandably) drops with age.

**Just over half of young people use a password on their device at home.** This is slightly lower for devices that young people use at school. Of those that use a password, half report that someone else knows it, although the majority identified this person as a family member at home. Of those that use a password, a majority reported they do not change it regularly. Over half say that they never change it.

**Young people report that they spend their time online doing school work or studying.** Three-quarters of young people report that they like playing games online but as they get older they play games less and spend more time on social networks and chat sites. Overall, the use of the Internet becomes more diverse as young people get older. There are also gender differences. More girls than boys listen or download music and use instant messaging. Conversely, more boys than girls report using YouTube and playing games.

**Many children play games not suitable for their age** and a small but concerning minority play 18+ rated games. Of the young people playing age inappropriate games, two-thirds are boys. Furthermore, the greatest proportion of children who report playing these games also report they have parental consent. Unsuitable games include titles such as 'Grand Theft Auto' and 'Call of Duty'.

---

<sup>1</sup> <http://www.lgfl.net/esafety/Pages/E-safety-Survey.aspx>

---

**Over half of young people report that they use social network sites.** Most social networks recommend use by those aged 13 years and over. Despite this, a significant proportion of their reported use is by respondents under the designated age. The most popular reported sites used are Instagram, WhatsApp, Google+ and Snapchat, with Facebook in fifth place. Of those young people that use social network sites, just over a third have made friends with people online that they did not know before and nearly half of these have gone on to meet this person in real life. When first meeting, less than half took a parent or trusted adult with them. Most have continued with the friendship and have met the person subsequently. A small minority of the meetings (two per cent) were potentially high risk meetings, i.e. they met an adult they didn't know before. Boys are more likely to have made friends with someone they didn't know online and to meet in real life. These meetings were arranged using games consoles, indicating that these relationships were likely to have been made through online games.

**The issue that affects the most children is bullying.** One in five young people report that they have been bullied online. This statistic matches a recent e-safety survey undertaken in Northamptonshire<sup>2</sup>. Where young people reported the bullying, this did usually help and in many cases the bullying stopped. There are however, still a percentage of cases where either the young person did not tell anyone else about the bullying or the bullying did not stop. Twelve per cent of young people directly admit to bullying others online (a further seven per cent say they don't know if they have or not). Boys are slightly more likely to admit to being a perpetrator of bullying.

**Around one in six young people reported that they have found or been sent things online which made them feel uncomfortable or worried.** Items frequently reported included rude images (nudity or pornography), personal insults or bullying, offensive language or swear words. Of more concern, but less prominent were the small number of young people (five per cent or less of those that reported that they had found or been sent things online which made them feel uncomfortable or worried) who reported seeing 'rude' videos or seeing people being killed, hurt or war-related material.

**Questions and next steps for schools** are provided at the end of the report.

---

<sup>2</sup> <http://www.northantspcc.org.uk/docs/priorities/Online-safety-full-report.pdf>

---

# 1 Methodology

## 1.1 Rationale for the survey

In 2013, the London Grid for Learning (LGfL) which provides infrastructure, content and support to London schools, undertook an information gathering exercise designed to inform future developments. This became known as the LGfL e-safety survey. It was targeted at pupils in Years 3 to 9, to provide useful and credible data to support understanding of the ways in which young people in schools access and use the Internet at home and at school.

LGfL wanted to build on the 2013 survey and conduct a similar data collection exercise in 2015. In order to do this, LGfL commissioned NFER to support them to further develop the instrument, administer the survey and provide independent analysis and reporting.

## 1.2 Process

### 1.2.1 Sampling and recruitment

LGfL provided an edited version of the 2013 survey questions to NFER. NFER researchers reviewed the questions to ensure students would be able to access and understand the questions asked and amended questions to ensure that they were methodologically robust.

Because the survey was being provided to a wide range of users (Year 3 to Year 9) it needed to reflect the wide range of responses that might arise from such a diverse group.

The questions used in earlier surveys by LGfL formed the majority of the 2015 survey. Some questions were reworded and some questions were removed as they were not felt to be as pertinent in 2015 as they had been in 2013. In addition, new questions were developed to give a clearer picture of pupils use and experiences of newer technologies.

The survey was developed online and hosted by NFER. The survey opened in February 2015 (in time for Safer Internet Day on the 10<sup>th</sup> of February) and remained live for six weeks. Schools were sent information about the survey and how to access it as part of communications from LGfL. A full copy of the instrument can be found in Appendix A.

### 1.2.2 Safeguarding

As the survey instrument included a number of sensitive questions on the topic of e-safety, a safeguarding protocol was developed to ensure any safeguarding issues were identified and reported to the appropriate bodies.

---

It took into consideration the need to alert a school if there was a disclosure made within an open ended response to a question, or a significant number of responses which the school might want to consider to determine appropriate support, information or guidance they might make available to children and young people.

The protocol identified the action that would be taken by the NFER and identified possible action that might be taken by LGfL as a result. The protocol did not seek to provide detailed guidance of what must or should be done for all the safety concerns that might be identified by the way children and young people answer questions put to them in the e-safety survey.

A full copy of the protocol can be found in Appendix B.

### **1.2.3 Consent**

A sample letter was provided by NFER and LGfL for schools to use with parents as per their local policy regarding pupils engagement with research (see Appendix C).

### **1.2.4 Data analysis**

Completed data was 'cleaned' and analysed using SPSS statistical software. Descriptive statistics were produced for all questions and cross-tabs looking at specific characteristics were produced for a subset of questions. Where necessary, significance tests were undertaken<sup>3</sup>.

Although some questions are the same across the 2013 and 2015 survey, direct comparisons cannot be drawn. In total, there were too many differences between the two survey instruments and control measures were not designed within the research methodology for any such comparison to produce valid statistical differences.

### **1.2.5 Profile of respondents**

In total, 22,489 surveys were completed. However, once the data was 'cleaned' (for example, incomplete surveys were removed) the final sample size was 16,855.

In some cases, respondents' answers were 'routed' so that only those who had answered in a certain way were asked the subsequent questions. To make it clear when this has happened, the total number of people asked a question is stated in the report in the format 'n=xxx'.

One of the main routing questions was question 1 '*do you access the Internet at home/outside of school?*' Respondents who answered no to this question were not invited to complete the survey and therefore the sample size used in this report is the number of respondents who answered yes: **14,309**.

Overall, slightly more girls than boys responded to the survey. As was the intent of the survey, there were more responses from young people of primary school age (7

---

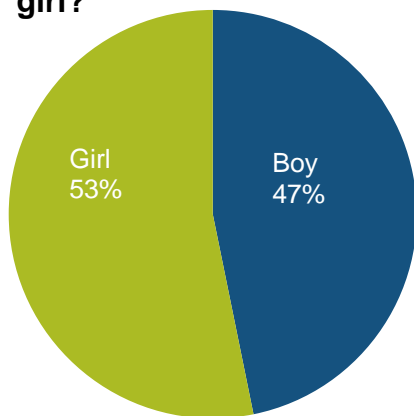
<sup>3</sup> The precision of the results of crosstab with the smallest base on which we performed a significance test was n=2828 / the precision for this crosstab was +/-1.84%.



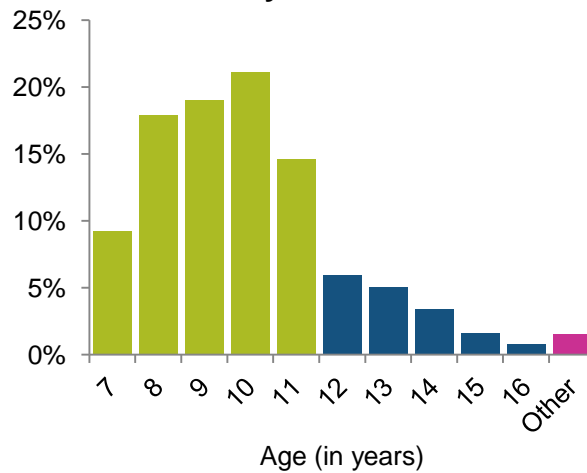
to 11 years) than secondary (12 to 16 years)<sup>4</sup>. Furthermore, it should be noted that the number of 16-year-old respondents was particularly low (n=130) therefore data relating specifically to this age group should be treated with some caution.

In total, there were responses from 227 schools. There was at least one response from every London local authority. It should be noted that a high number of responses came from four authorities (totalling 52 per cent of the sample). Statistical checks indicate that these do not skew the responses of other local authorities, i.e. the responses from these areas match and do not distort other responses.

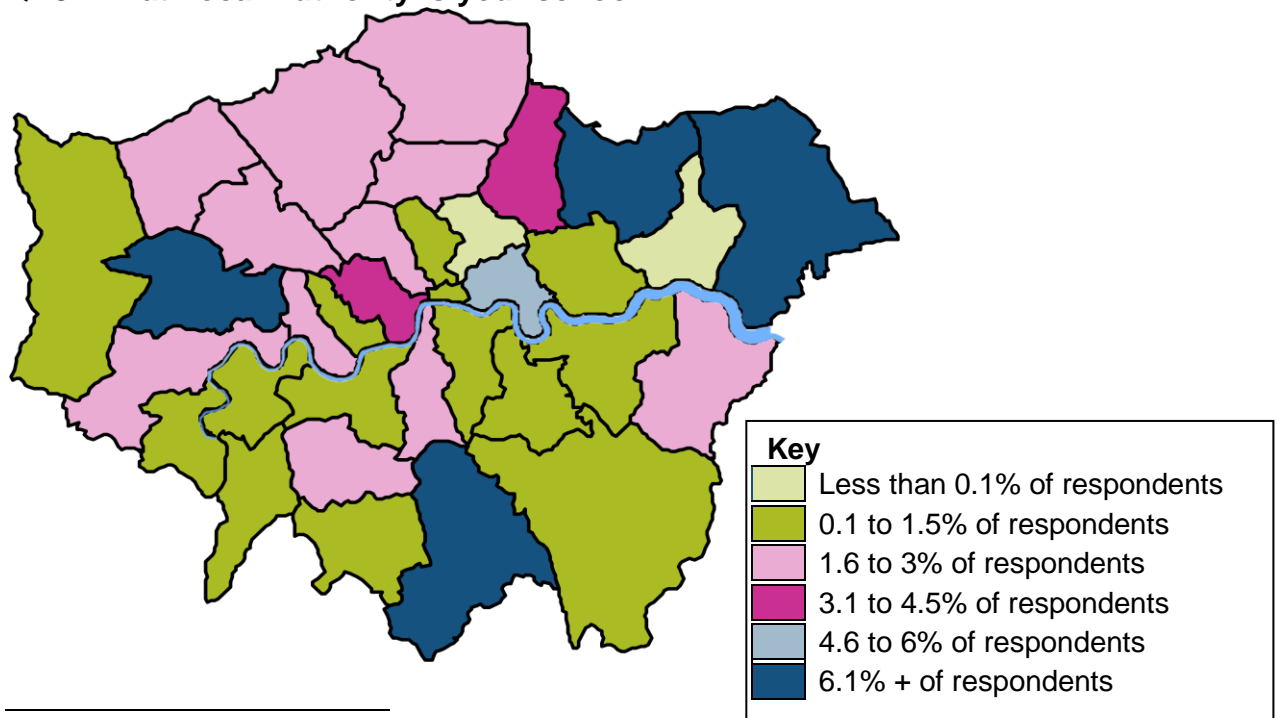
**QA1: Are you a boy or girl?**



**QA2: How old are you?**



**QA3: What Local Authority is your school in?**



<sup>4</sup> It should be noted that respondents were not asked whether they attended a primary or secondary school and therefore data in this report is not disaggregated in this way. On a limited number of questions, an indication is made of differences based on young people aged 11 or below (as a proxy for primary) and 12 or above (as a proxy for secondary).

## 2 How young people access the Internet

### 2.1 Key findings

- Nine out of ten young people report that they access the Internet at home or outside of school.
- Young people access the Internet through a range of devices but there are significant differences between boys and girls.
- Four out of ten seven-year-olds own their own device; a figure that increases to seven out of ten by the time they are at primary leaving age and peaks at eight out of ten by the time they are 15.
- Nearly two-thirds of young people report that their parents know what they do online.

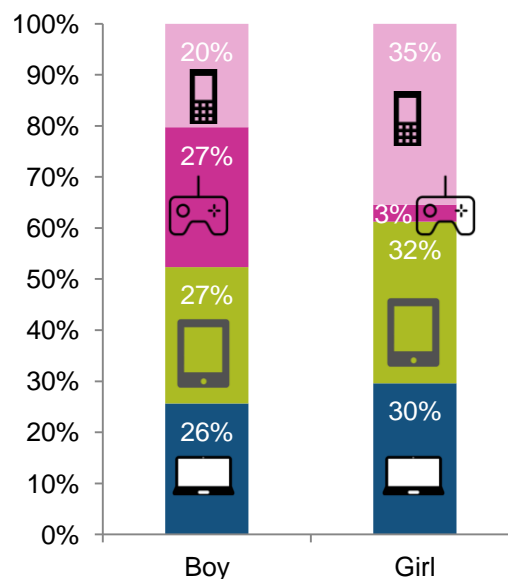
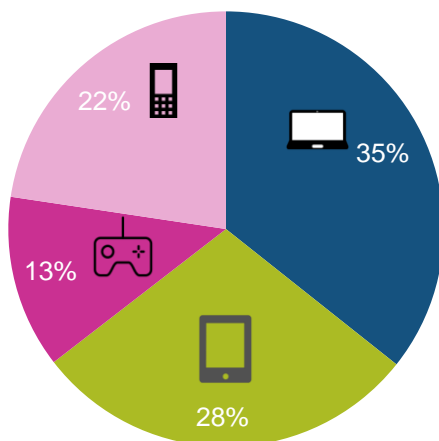
### 2.2 Access and devices at home

Nine out of ten young people (89 per cent) report that they access the Internet at home or outside of school.

Young people access the Internet through a range of devices with more than half (56 per cent) reporting that they use more than one device. Computer (laptop or desktop) are the main way in which young people access the Internet *most often*, although this is closely followed by tablet devices.

Just over one in five (22 per cent) young people use a mobile phone to access the Internet most often and one in eight uses a games console. However, there were significant differences between boys and girls in their use of these two devices with girls more likely to use a mobile phone and boys far more likely to use a games console.

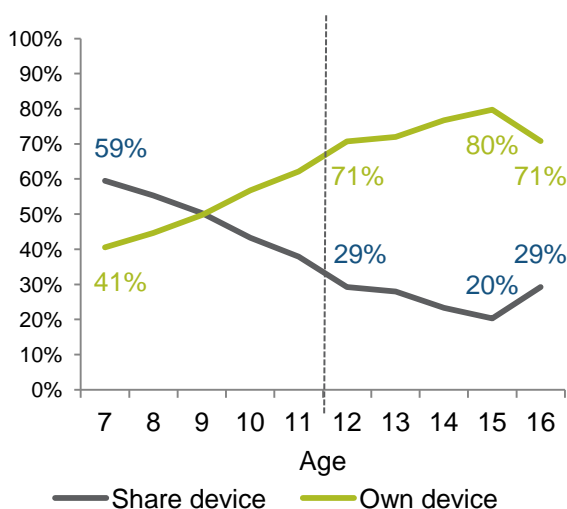
**QC2a: Which is the device that you use most often?**



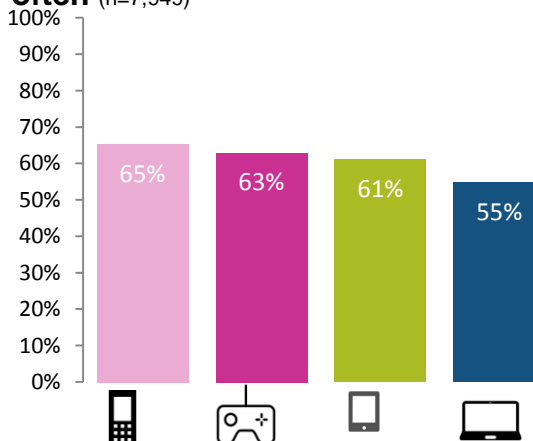
Four in ten seven year olds (41 per cent) own their own device; a figure that increases to seven in ten (71 per cent) by the time they are at primary leaving age and peaks at eight out of ten (80 per cent) by the time they are 15.

Of the young people that reported they owned their own device (n=7,949), a mobile phone was the most commonly reported.

**QC3: Do you share your home device?** (n=14,098)

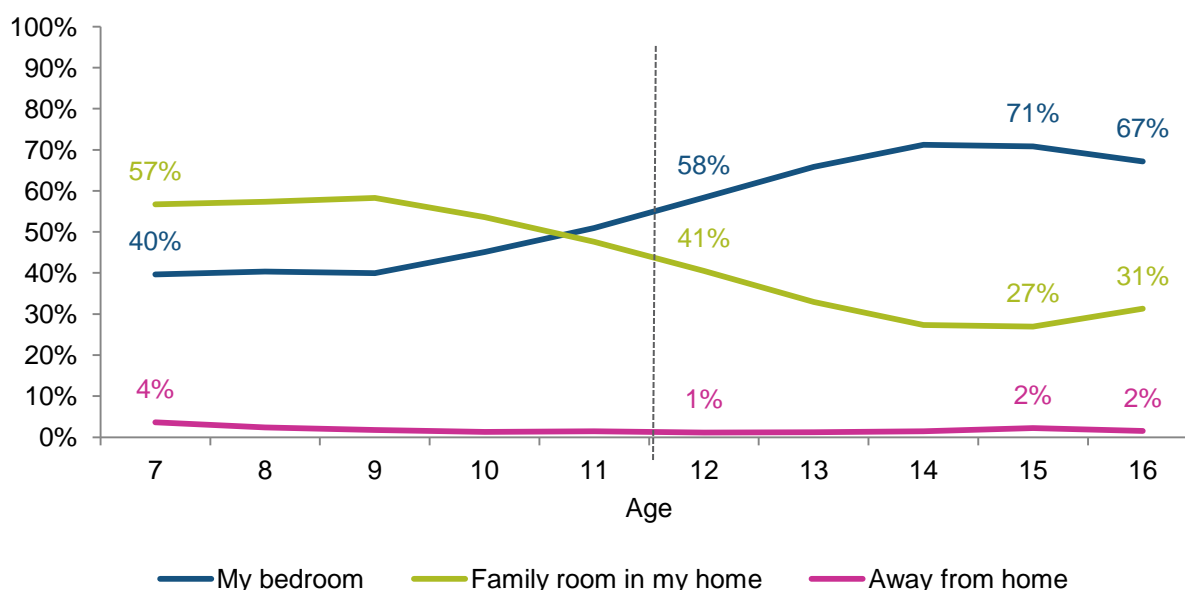


**QC3: I have my own device / the device that I use most often** (n=7,949)



Just over half of all young people (51 per cent) use their device in a family room. However, responses show that they use the Internet in private more as they get older. Very few (less than two per cent) use it outside the home.

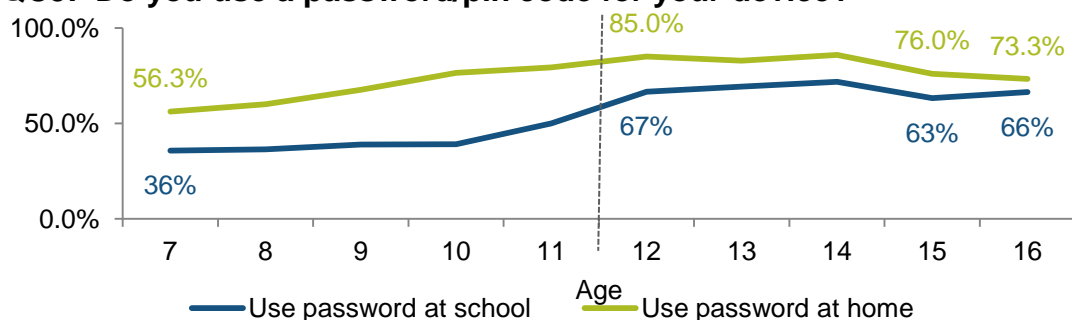
**QC4: Where do you mostly use your device/ go online?** (n=14,154)



## 2.3 Device security

Just over half of young people (55 per cent) use a password on their device at home. This is slightly lower for devices that young people use at school (35 per cent). In both circumstances, password use slowly increases as young people get older.

### QC5: Do you use a password/pin code for your device?



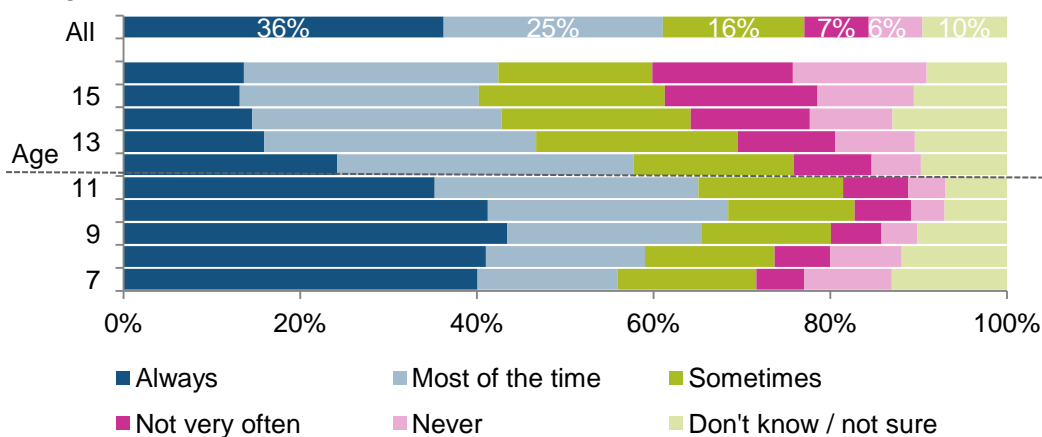
Of those that use a password (n=11,781), half (50 per cent) report that someone else knows it. Where someone else knows their password (n=5,852), the majority (90 per cent) identified this person as a family member at home, followed by a friend my age or younger (22 per cent)<sup>5</sup>.

Of those that use a password (n=11,781) a majority reported they do not change it regularly. Less than one in five young people (17 per cent) report that they change their password every three months whilst over half say (55 per cent) that they never change it.

## 2.4 Parental supervision

Nearly one in four (39 per cent) of young people admit that their parents do not know what they do online 'always' or 'most of the time'. There was little difference in response by gender or type of device used.

### QD2: When you use the Internet away from school, do you think that your parents / carers know what you do online?



<sup>5</sup> Responses do not sum to 100 as this was a multiple response item

## 3 What young people do on the Internet

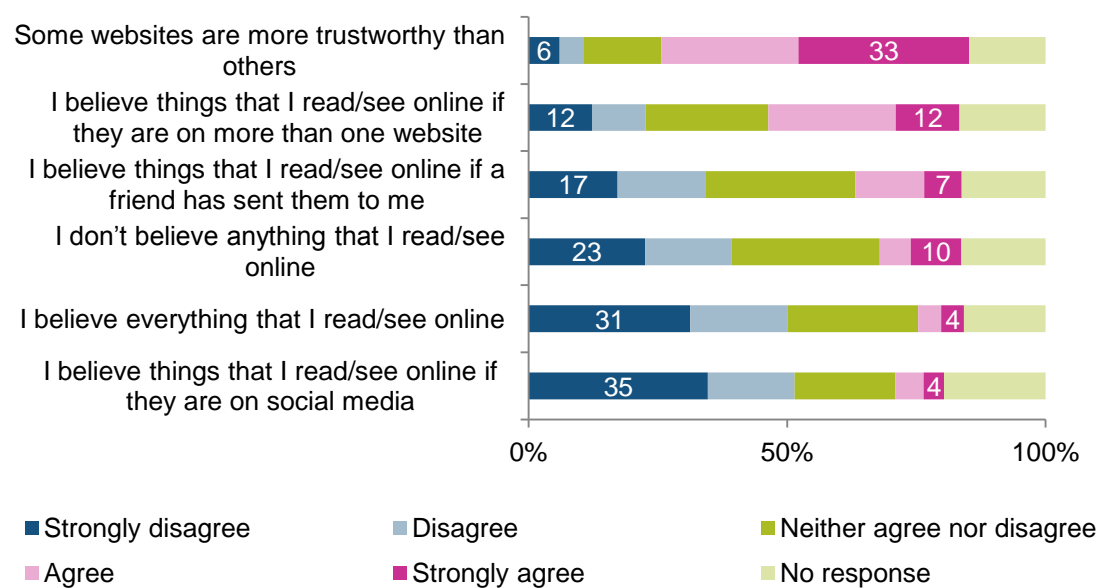
### 3.1 Key findings

- Young people recognise that some websites are more trustworthy than others and that they should not believe everything that they see online.
- Three-quarters of young people report that they like playing games online but as they get older they play fewer games and spend more time on social networks and chat sites.
- Over half of young people report that they use social network sites.

### 3.2 Belief in online information

Young people recognise that some websites are more trustworthy than others and that they should not believe everything that they see online. However, only half (52 per cent) say they do not believe what they read or see on social media and 20 per cent report that they believe things if sent from a friend.

#### QD1: To what extent do you agree/disagree with the following statements?

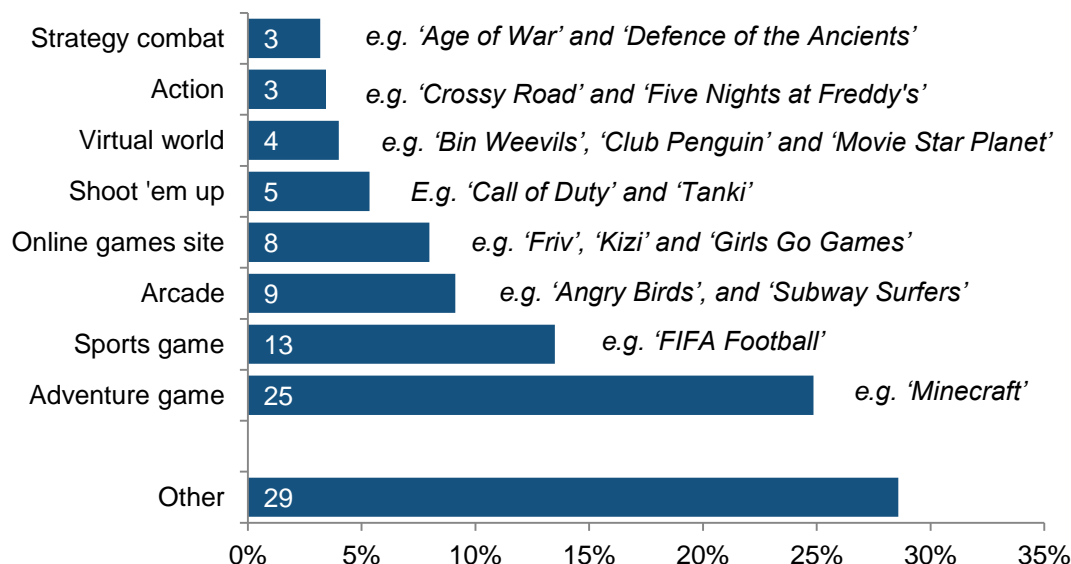


### 3.3 Main activities

Overall, most young people report that they like playing games (76 per cent). Adventure and sports games were the most popular genre of game. Specifically, the most popular games are Minecraft (mentioned by 17 per cent of the 10,824 young people who responded that they play games) and FIFA Football (mentioned by 12

per cent). See section 4.4 (access to inappropriate content) below for more information on young people's use of games.

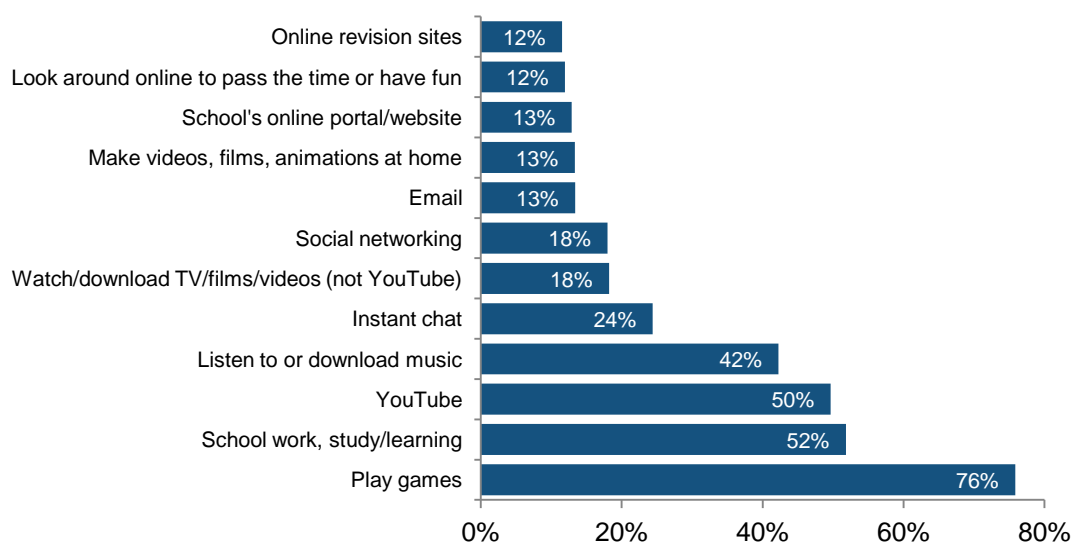
### Q6a: What is your favourite game? (sorted by genre)



Just over half of young people (52 per cent) report that they spend their time online doing school work or studying.

### QB6: What do you do most often on your device/online?

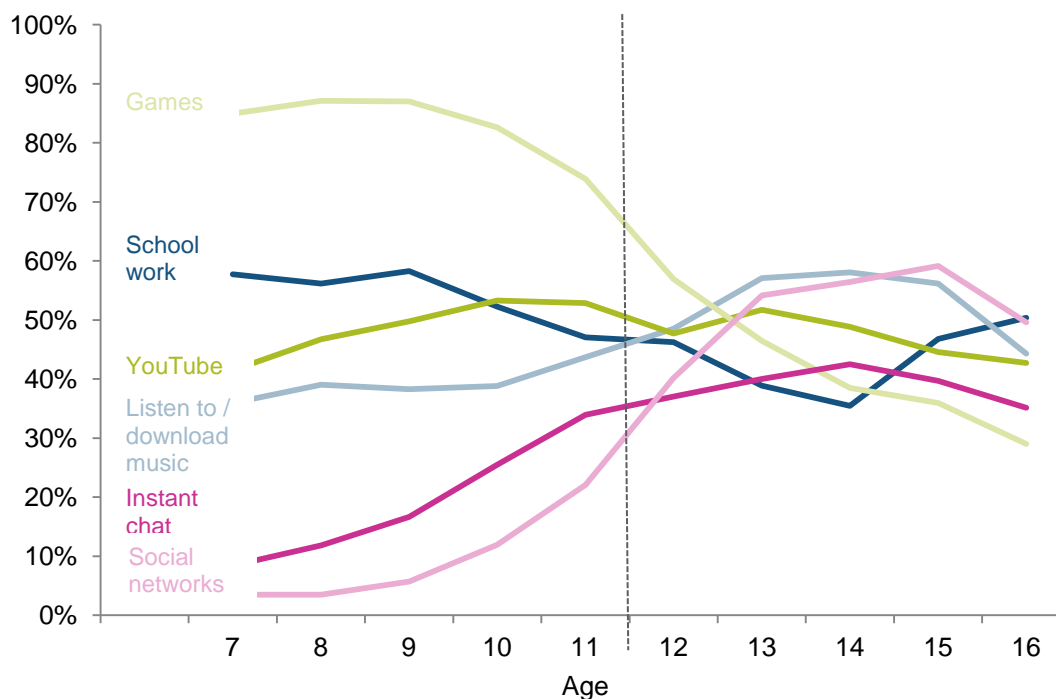
(multiple response item)



As would be expected, the activities young people do on the Internet changes as they get older; they play fewer games (dropping from 85 per cent at age seven to 29 per cent at age 16) and spend more time on social networks and chat sites (rising from 4 per cent and 9 per cent at age seven to 50 per cent and 35 per cent at age 16 respectively). Overall, the use of the Internet becomes more diverse as young people get older.

## QB6: What do you do most often on your device/online?

(multiple response item)



There were found to be statistically significant differences in what the Internet was used for by gender. For example, more girls listen to or download music than boys (49 per cent compared to 35 per cent) and more girls than boys use instant messaging (28 per cent compared to 20 per cent). Conversely, more boys than girls report using YouTube (55 per cent compared to 46 per cent) and more boys report playing games than girls (87 per cent compared to 66 per cent).

Differences by device are, perhaps, unsurprising. Social networks and instant messaging are accessed more via mobile phones than other types of device, and games are accessed more via games consoles.

### 3.4 Social networks and networking

Asked specifically, over half of young people (59 per cent) report that they use social network sites. Of these (n=8,372), around two-thirds (62 per cent) report that they use them on their own. Of the third that use them with other people (n=3,012), over half (57 per cent) use them with friends their age and nearly three-quarters (70 per cent) use them with a family member at home.

Instagram was the most frequently used social network (51 per cent of the 8,372 who reported using any social media site), closely followed by WhatsApp (49 per cent) and Google+ (47 per cent).

See section 4.4 (access to inappropriate content) below for more information on young people's use of social networks.

## 4 Online safety

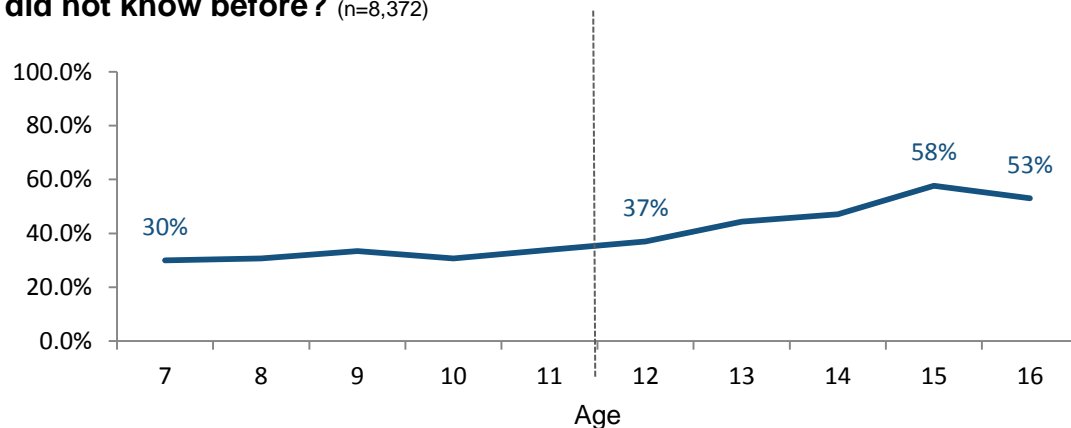
### 4.1 Key findings

- Of those young people that use social network sites, just over a third have made friends with people online that they did not know before and nearly half of these have gone on to meet this person in real life.
- One in five young people report that they have been bullied online and one in ten admit to bullying others online.
- A significant proportion of young people use social media sites with a minimum age limit that the young people do not meet and a small proportion are playing games inappropriate for their age, including games designated for use by adults (over 18) only.
- A small number of young people reveal that they have found or been sent things online which made them feel uncomfortable or worried. The majority of reports were around personal insults, bullying or offensive language.

### 4.2 Safe use of social networks

Of those respondents that reported using social networks (n=8,372), 35 per cent have made friends with people online that they did not know before. This increases with age from 30 per cent at age seven to 58 per cent at age 15.

#### QD3: Have you ever made friends with people online you did not know before? (n=8,372)



Boys were more likely than girls (40 per cent compared to 32 per cent) to have made friends with people online that they did not know before and this difference was found to be statistically significant. Games consoles were most frequently cited as the device used when making such friendships (42 per cent) indicating that these relationships are being built through the medium of online games sites.

Of those that report that they use social networks and have made friends with people online that they did not know before (n=2,951), 43 per cent of young people report that they have met this online friend in real life (n=1,282).



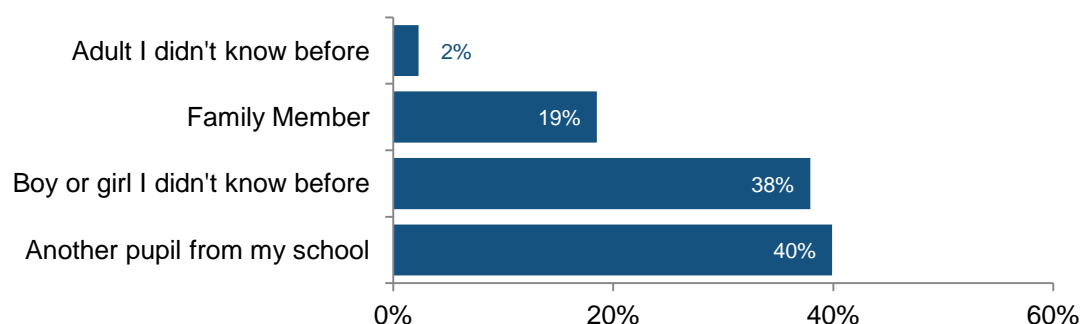
---

As with making online friends, boys were more likely to meet in real life than girls were (50 per cent of boys compared to 40 per cent of girls) and once again this difference was found to be statistically significant. Of the small proportion of respondents who had met someone (n=1,282) most had met another child (specifically 80 per cent responded that the person they met was either 'about my age' or 'younger than me'). Sixteen per cent reported that they had met someone older than them and five per cent reported that they had met an adult.

Most (85 per cent) reported that the person they met was the age they expected, and over half (57 per cent) were accompanied when they met this person (41 per cent) by their parent or another adult. Of concern is that 59 per cent were accompanied by a friend the same age or younger (n=430) and most concerning is that 41 per cent (n=527) met the person alone.

Many (83 per cent (n=606)) reported that they have since met this person again.

**QC3b: Who did you meet?** (n=1,282)

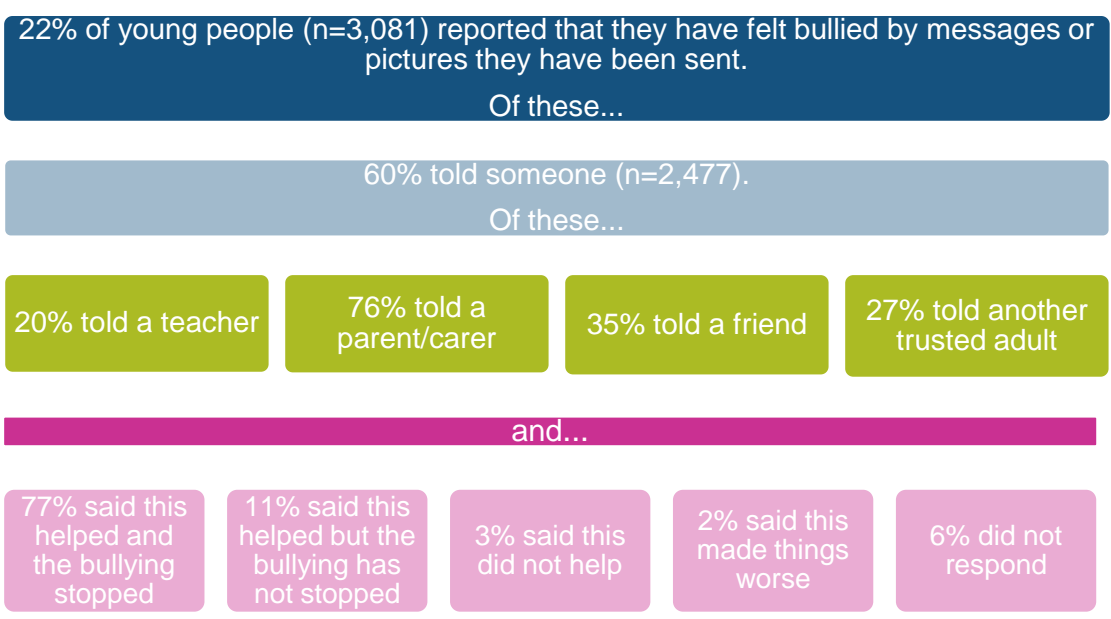


### 4.3 Bullying

One in five young people report that they have been bullied online and one in ten admit to bullying others online.

A small proportion of young people admitted to bullying others online (12 per cent reported that they sent unkind or hurtful messages or pictures to someone on purpose 'once' or 'more than once'). A further seven per cent say they don't know if they have or not.

Statistically significant differences in bullying were found by gender and type of device, with boys being more likely to admit to having done this than girls (14 per cent compared to 10 per cent) and games console or mobile phones were more likely to be the type of device used (16 and 15 per cent respectively).



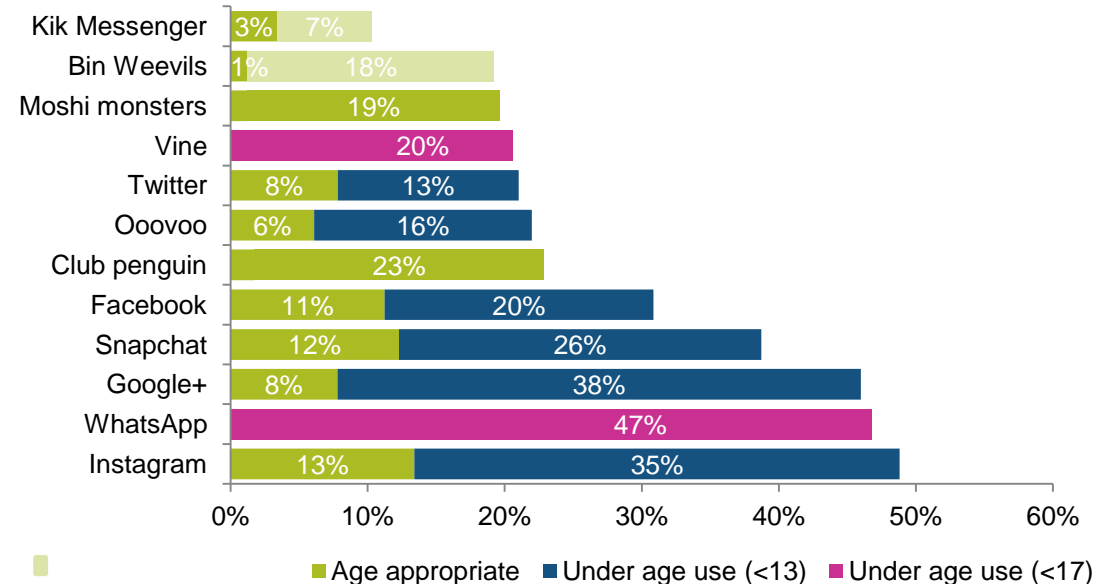
## 4.4 Access to inappropriate content

### 4.4.1 Social networks

As reported above, over half of young people (59 per cent) report that they use social network sites. Most social networks recommend use by those aged 13 years and over. Only Moshi Monsters and Club Penguin are open to users of all ages whilst Kik Messenger and Bin Weevils are permitted to be used by young people under 13 years with parental consent. Two of the sites – Vine and WhatsApp are designated for use only by those aged over 16. Despite this, a significant proportion of their reported use is by respondents under the designated age.

#### QC2: Do you use any of these social network sites or apps?

Multiple response item (n=8,372)



---

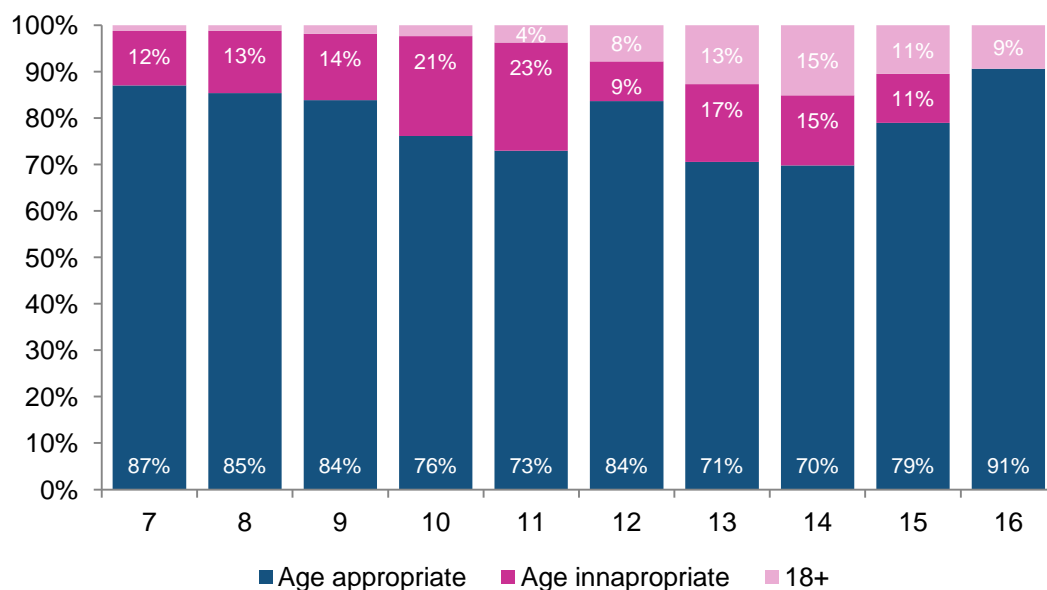
## 4.4.2 Games

As reported above, three-quarters (76 per cent) of young people report that they play games on their device. Most games have an age rating to ensure that content is clearly labelled for the age group for which it is most suitable. Looking at the games that young people list as their favourite, it is clear that a small but consistent proportion of young people are playing games inappropriate to their age.

Of those young people who play age inappropriate games, there are a particularly concerning minority who play games rated 18+. The Pan European Game Information (PEGI) video game content rating system explains that this classification is applied when *'the level of violence reaches a stage where it becomes a depiction of gross violence and/or includes elements of specific types of violence. Gross violence is the most difficult to define since it can be very subjective in many cases, but in general terms it can be classed as the depictions of violence that would make the viewer feel a sense of revulsion'* (<http://www.pegi.info/en/index/id/33/>).

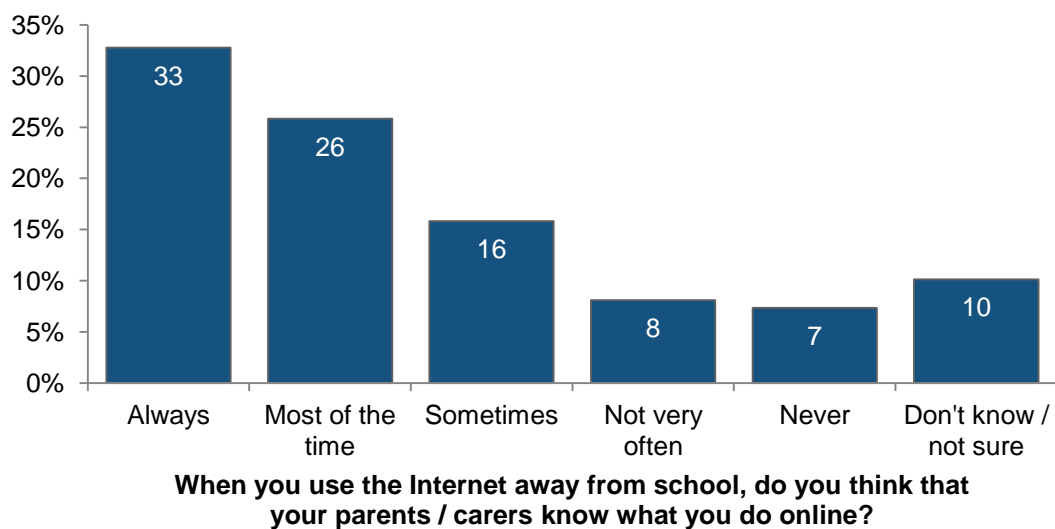
The Parental consent † often in the survey that received this rating was *Grand Theft Auto* (named by two per cent of young people that play games as their favourite / n=238).

### Q6a: What is your favourite game?



Of the young people playing age inappropriate games (n=1,729), two-thirds (68 per cent) were boys and one third (32 per cent) were girls. Furthermore, the greatest proportion of children who report playing these games (33 per cent) also report they have parental consent.

**Young people that play age inappropriate games (n=1,729) / Do you think that your parents know what you do online?**



**4.4.3 Material that concerns young people**

Around one in six young people (16 per cent) reported that they had found or been sent things (pictures, links, videos etc.) online which made them feel uncomfortable or worried.

Of the items reported (n=2,318), one in five (20 per cent) reported seeing rude images including nudity or pornography. A similar proportion (18 per cent) reported personal insults or bullying. Eleven per cent reported rude images, and 10 per cent reported offensive language or swear words (multiple response item).

someone sent me inappropriate pictures that were of... certain body parts (16-year-old girl)

Private nude photos rude messages offensive language racist images sexual images and more (13-year-old girl)

naked people with their rude bits. (12-year-old boy)

I saw people in a chat room being bullied (12-year-old girl)

I was arguing with my social friend and he was being rude to me and starting telling his friends and they were ganging up on me (10-year-old boy)

People bullying others. Like a time when someone said to me that I think I'm cool and they said that I wasn't because I was a non member (10-year-old girl)

Someone sent a VERY rude picture on the group chat on my messaging system (11-year-old girl)

Bad pictures that should not be seen on a social website (10 year old girl)

A picture with a swere [sic] word on it and it upset me I cried (7-year-old girl)

Bad pictures that I should not of seen they just popped up on my page when I was playing moshi monsters (12-year-old girl)

Swear words on games and bad words which are like swearing (8-year-old girl)

---

Of more concern, but less prominent were the small number of young people who reported seeing rude videos (five per cent, n=92). The same proportion said that they had seen people being killed, hurt or war-related material (n=107). Four per cent (n=73) said they had been sent pictures or videos of themselves, for example 'a video that had me naked getting my pyjamas' (10-year-old girl) or 'somebody took a picture of me on their ipad and drew funny things on top of the picture' (7-year-old girl).

Just under two-thirds (64 per cent) of those that had seen something that had made them uncomfortable told someone about it. Many told a parent (71 per cent) whilst others told friends (38 per cent), teachers (13 per cent) or other trusted adults (22 per cent)<sup>6</sup>.

---

<sup>6</sup> Responses do not sum to 100 as this was a multiple response item

---

## 5 Recommendations and conclusions

As found in previous LGfL surveys, children and young people use technology to have fun, study and communicate with others. Most children and young people have positive experiences online. They are sensible online and do not put themselves at risk.

However, there remain a number of areas of concern where schools can support young people – and their families – in increasing their online safety.

### 5.1 Bullying

Bullying continues as a key issue with 1 in 5 young people experiencing some sort of online bullying. It pervades society and technology can enable and exacerbate bullying.

#### 5.1.1 Questions and next steps for schools

##### **How does your school help children develop empathy and understanding?**

Tackling bullying requires a whole-school response. Activities could include:

- helping children empathise with ‘being in someone else’s shoes’
- considering the issues of being a ‘bystander’
- exploring the impact of various behaviours and enabling young people to be thoughtful and ‘kind online’.

##### **How does your school help its pupils build their resilience?**

Schools have an important role in supporting parents, to help them be aware of, and deal with, incidents. With young people, schools can lead discussions and provide strategies to:

- help pupils to deal with bullying if affected
- help children report bullying

### 5.2 Social networking

Social Networking is a key part of everyday life online for young people. Over half of young people report using social networks, and of these many are under the designated age of the sites they are using and often they are using them alone (not with family). The platform of choice quickly changes. The most popular reported being Instagram, WhatsApp, Google+ and Snapchat, with Facebook in fifth place and Vine used by 1 in 10. WhatsApp and Vine are both designed for use by over 16s. We can’t ignore the use of social networks and chat sites. So, we need to ensure young

---

people know what is appropriate and how to use such environments safely, and that they do not trust too readily.

### **5.2.1 Questions and next steps for schools**

- How does your school help children develop understanding of social networking?
- Do you help children identify 'trusted adults'?
- Do you help pupils consider who is a 'trusted friend'?
- Do you help children understand what and when and with whom they share any 'real' personal information?
- Have you enabled them to 'model' using social networks, (perhaps through simulations or controlled educational environments or learning platforms), so they understand about privacy settings, how to block and how to behave online?
- How do you help young people understand what are appropriate images / videos / text to share?
- How do you help children become reflective users of content? To consider what is 'trusted content', whoever has sent it?

## **5.3 Access**

Over a third of pupils reported that they want more access to computers at school and ten per cent of pupils do not have access at home.

### **5.3.1 Questions and next steps for schools:**

- Do you know which of your pupils have limited access to technology at home?
- How are you supporting these pupils?

## **5.4 Privacy**

Password practice could be better. Of those young people that use a password at home, the majority reported that they do not change it regularly. Only a third of young people report using a password in school.

### **5.4.1 Questions and next steps for schools**

- Are you modelling best practice?
- Do children from Year 1 / 2 log-into the school's network with their own username and password?
- Do children know their unique Unified Sign On (USO) details?
- Is good password practice and privacy addressed as part of your digital literacy work?

---

## 5.5 Gaming

Playing games online is the most popular online activity for young people. A small minority report that they are playing age-inappropriate games. These contain extreme violence and abusive sexual content. Boys are the main consumers of this material, from as young as age 7. A number of the games girls play are focused on celebrity and body image.

### 5.5.1 Questions and next steps for schools

- How do you work with parents to ensure they understand, and check, the age appropriateness of the games their child/ren plays or sees?

## 5.6 High risk behaviours

Some young people using social networking have made friends online and then met this friend. Usually this is positive and the vast majority have remained friends. However, when first meeting 41 per cent went alone. Of those that were accompanied, only 41 per cent took a parent or trusted adult with them; most took a friend the same age or younger.

### 5.6.1 Questions and next steps for schools

- How does your school ensure children have opportunities to understand what grooming behaviours (for sexual or radicalisation purposes) might include?

## 5.7 Upsetting experiences online and digital literacy:

Sixteen per cent of children report having experienced something upsetting online. Anyone who sees or receives something worrying, upsetting or concerning may need support to build their resilience to deal with it. Overwhelmingly, most parents do not know (cannot know) what their child is doing online all the time.

Although most young people know that they should not believe everything that they see online, only half say they do not believe what they read or see on social media and 60 per cent do or might believe if sent from a friend.

### 5.7.1 Questions and next steps for schools

- How are you supporting your pupils to consider what they see or receive from others online is fact, fiction or opinion?
- Do you undertake digital literacy work which focuses on the intentions of the author?
- Do you have opportunities to look at online propaganda?



- 
- How do you provide a culture which enables children to report things of concern and ensure they get good advice and support?
  - How do you work with parents so they get and give good advice and support to their child/ren?

---

## Appendix A – Instrument

### The LGfL e-safety survey 2015

Thank you for taking part in our survey. Your answers will help us find out the experience of young people in London.

Please answer all the questions truthfully. There are no right or wrong answers.

No-one will see your answers except the people who are running the survey (NFER) and they will not know who you are. If you say you are worried about your safety, the people running the survey will need to let your school know that someone needs help. However, your school will not know your name.

Q0: Please click here if you would like to take the survey

[single response item]

- a. Happy to take e-safety survey
- b. Do not want to do e-safety survey [terminate survey - link to 'Thinkuknow' website <https://www.thinkuknow.co.uk/>]

#### A. ABOUT YOU

Q1: Are you a boy or girl?

[single response item]

- a. Boy
- b. Girl

Q2: How old are you?

[Drop down list, single response item]

- a. 7
- b. 8
- c. 9
- d. 10
- e. 11
- f. 12
- g. 13
- h. 14
- i. 15
- j. 16

Q3: What Local Authority is your school in?

[Drop down London list, single response item]

- a. Barking and Dagenham
- b. Barnet

- 
- c. Bexley
  - d. Brent
  - e. Bromley
  - f. Camden
  - g. City of London Corporation
  - h. Croydon
  - i. Ealing
  - j. Enfield
  - k. Greenwich
  - l. Hackney
  - m. Hammersmith and Fulham
  - n. Haringey
  - o. Harrow
  - p. Havering
  - q. Hillingdon
  - r. Hounslow
  - s. Islington
  - t. Kensington and Chelsea
  - u. Kingston upon Thames
  - v. Lambeth
  - w. Lewisham
  - x. Merton
  - y. Newham
  - z. Redbridge
  - aa. Richmond upon Thames
  - bb. Southwark
  - cc. Sutton
  - dd. Tower Hamlets London
  - ee. Waltham Forest
  - ff. Wandsworth
  - gg. Westminster

Q4: What is the school DfE code? (*Your teacher will tell you*)

[free text number entry, 7 digits]

## B. INTERNET ACCESS AT SCHOOL

Q1: Outside of lessons, do you think that there are enough opportunities to use computers/ICT equipment at school?

[single response item]

- a. Yes
- b. No

## C. INTERNET ACCESS OUTSIDE SCHOOL

Q1: Do you access the Internet at home/outside of school?

[single response item]

- a. Yes
- b. No [terminate survey - link to 'Think U Know' website  
<https://www.thinkuknow.co.uk/>]

---

Q2: How do you usually access the Internet at home? Please tick all that apply

[multiple response item]

- a. On a computer (laptop or desktop)
- b. On a tablet device
- c. On a games console
- d. On a mobile phone

Q2a: Of these, which is the device that you use most often?

[single response item]

- a. On a computer (laptop or desktop)
- b. On a tablet device
- c. On a games console
- d. On a mobile phone

*Please answer the following questions about the device you use most often*

Q3: Do you share your home device?

[single response item]

- a. No, I have my own device
- b. Yes, I share my device with other people

Q4: Where do you mostly use your device/ go online?

[single response item]

- a. My bedroom
- b. Family room in my home
- c. Away from home

Q5: Do you use a password/pin code for your device? Please tick all that apply

[multiple response item]

- a. Yes, at school
- b. Yes, at home
- c. No, I don't use passwords/pin codes [skip to Q6]

Q5a: Does anyone else know your password/pin code?

[single response item]

- a. Yes
- b. No [skip to Q5c]

Q5b: Who else knows your password/pin code? Please tick all that apply

---

[multiple response item]

- a. Family member at home
- b. Family member not at home
- c. Teacher
- d. Other adult at school
- e. Other adult
- f. Friend my age or younger

Q5c: How often do you change your password?

[single response item]

- a. Every time I'm asked to
- b. Every 3 months
- c. Every year
- d. I don't change my password/pin code

Q6: What 4 things do you do most often on your device / online? Please tick four

[multiple response item]

- a. School work, study/learning
- b. School's online portal/website
- c. Online revision sites
- d. Listen to or download music
- e. Watch or download TV/films/videos (not YouTube)
- f. Watch or download TV/films/videos (YouTube)
- g. Play games
- h. Instant chat or messaging
- i. Email
- j. Communication with webcam
- k. Social networking e.g. Facebook, Twitter
- l. Make videos, films, animations at home
- m. Read celebrity news / gossip
- n. Look around online to pass the time or have fun
- o. Share photos or look at photos posted by other people
- p. Read current affairs news / sport

*If answered 'g' in Q6 then ask:*

Q6a: What are your 2 favorite games?

[open response xx characters]

## C. SOCIAL NETWORKS AND NETWORKING

Q1: Do you use social network sites?

[single response item]

- c. Yes

---

d. No [skip to QD1]

Q1a. Do you use social networks on your own or with other people?

[single response item]

- a. On my own [skip to Q2]
- b. With other people

Q1b. Who do you use social networks with? Please tick all that apply

[multiple response item]

- a. Family member at home
- b. Family member not at home
- c. Teacher
- d. Other adult at school
- e. Other adult
- f. Friend my age or younger

Q2: Do you use any of these social network sites or apps? Please tick all that apply

[multiple response item]

- a. Facebook
- b. Twitter
- c. Instagram
- d. Snapchat
- e. Tumblr
- f. Google+
- g. Vine
- h. Wanelo
- i. Kik Messenger
- j. Ooovoo
- k. Ask.fm
- l. Yik Yak
- m. WhatsApp
- n. Omegle
- o. Secret
- p. Whisper
- q. Moshi monsters
- r. Club penguin
- s. Bin weevils
- t. None of these

Q3: Have you ever made friends with people online you did not know before?

[single response item]

- a. No [skip to QD1]
- b. Yes

---

Q3a: Have you ever then met an online friend in real life?

[single response item]

- a. No [skip to QD1]
- b. Yes

Q3b: Who did you meet? (if you have met more than one friend, please think about your most recent experience)

[single response item]

- a. Family Member
- b. Another pupil from my school
- c. Boy or girl I didn't know before
- d. Adult I didn't know before

Q3c: How old were they?

[single response item]

- a. Younger than me
- b. About my age
- c. Older than me
- d. Adult

Q3d: Were they the age you expected?

[single response item]

- a. Yes
- b. No

Q3e. Did you meet this person on your own?

[single response item]

- a. No
- b. Yes [skip to QD1]

Q3f. Who met them with you?

[single response item]

- a. My parent or another adult I know
- b. A friend my age or younger

Q3g: Have you met them again?

[single response item]

- a. Yes
- b. No

---

## D. ONLINE USE

Q1: To what extent do you agree/disagree with the following statements?

[5 point likert scale]

- a. I believe everything that I read/see online
- b. I believe things that I read/see online if a friend has sent them to me
- c. I believe things that I read/see online if they are on social media (e.g. Facebook, Twitter)
- d. I believe things that I read/see online if they are on more than one website
- e. Some websites are more trustworthy than others
- f. I don't believe anything that I read/see online

Q2: When you use the Internet away from school, do you think that your parents / carers know what you do online?

[single response item]

- a. Always
- b. Most of the time
- c. Sometimes
- d. Not very often
- e. Never
- f. Don't know / not sure

Q3: Have you ever felt bullied by any messages or pictures you have been sent?

[single response item]

- a. Often
- b. Many times
- c. Sometimes
- d. Not very often
- e. Never [skip to QD3]
- f. Don't know / not sure

Q3a: If you felt bullied by any messages or pictures you have been sent, did you tell anyone?

[single response item]

- a. Yes
- b. No [skip to QD3]

Q3b: Who did you tell? Please tick all that apply

[multiple response item]

- a. I told a teacher
- b. I told a parent/carer
- c. I told a friend
- d. I told another trusted adult



---

Q3c: Did telling this person / these people help? Please tick one

[single response item]

- a. Yes – they helped me and it has stopped
- b. Yes – they helped me but it has not stopped
- c. No – they did not help me
- d. No – it made things worse

Q4: Have you ever sent unkind or hurtful messages or pictures to someone on purpose? Please tick one

[single response item]

- a. No
- b. Yes - just once
- c. Yes - more than once
- d. Don't know

Q5: Have you ever found or been sent things (pictures / links / videos etc) which made you feel uncomfortable or worried?

[single response item]

- a. Yes
- b. No [terminate survey - link to 'Think U Know' website <https://www.thinkuknow.co.uk/>]

Q5a: What did you see that upset you?

[open response xx characters]

Q5b: Did you tell anyone about it?

[single response item]

- a. Yes
- b. No [terminate survey - link to 'Think U Know' website <https://www.thinkuknow.co.uk/>]

Q5c: Who did you tell about it? Please tick all that apply

[multiple response item]

- a. I told a teacher
- b. I told a parent/carer
- c. I told a friend
- d. I told another trusted adult

[terminate survey - link to 'Think U Know' website <https://www.thinkuknow.co.uk/>]

---

## **Appendix B – e-safety survey safeguarding protocol**

The following safeguarding protocol is developed to ensure any risks associated with the completion of the e-safety online survey are minimized and where appropriate, any safeguarding issues are identified and reported to the appropriate bodies.

It takes into consideration the need to alert a school where there is a disclosure, or a significant number of responses which they might want to consider alongside other knowledge, with a view of further investigation to determine appropriate support, information or guidance made available to children and young people.

The protocol identifies the action that will be taken by the NFER and identifies possible action that might be taken by the London Grid for Learning as a result. The protocol does not seek to provide detailed guidance of what must or should be done for all the safety concerns that might be identified by the way children and young people answer questions put to them in the e-safety survey.

### **Defining safeguarding – an NSPCC perspective<sup>7</sup>**

Safeguarding involves doing everything possible to minimise the risk of harm to children and young people.

The second joint Chief Inspectors' Report on arrangements to safeguard children defined "safeguarding" as all agencies working with children, young people and their families taking all reasonable measures to ensure that the risks of harm to children's welfare are minimised; and where there are concerns about children and young people's welfare, all agencies taking all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies<sup>8</sup>

Official government guidance defines safeguarding as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

---

7

[http://www.nspcc.org.uk/inform/policyandpublicaffairs/keyprojects/safeguarding1/safeguarding\\_wda48524.html](http://www.nspcc.org.uk/inform/policyandpublicaffairs/keyprojects/safeguarding1/safeguarding_wda48524.html)

<sup>8</sup> Commission for Social Care Inspection (CSCI) et al (2005) [Safeguarding children: the second joint Chief Inspectors' Report on arrangements to safeguard children \(PDF\)](#) . London: CSCI. p.3.

- 
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully<sup>9</sup>

The Working Together to Safeguard Children guidance goes on to say that:

*"...it is important to emphasise that we all share responsibility for safeguarding and promoting the welfare of children and young people. All members of the community can help to safeguard and promote the welfare of children and young people if they are mindful of their needs, and willing and able to act if they have concerns about a child's welfare."<sup>10</sup>*

## **Safeguarding issues associated with the e-safety survey**

Given the nature of the majority of the e-safety survey questions and response options provided to children and young people, we believe safeguarding issues to be minimal. However there is a specific set of questions, with one opportunity for an open response where a disclosure could be made:

Q4: Have you ever found or been sent things (pictures / links / videos etc) which made you feel uncomfortable or worried?

[single response item]

a. Yes

b. No [terminate survey - link to 'Think U Know' website

<https://www.thinkuknow.co.uk/>]

Q4a: What did you see that upset you?

[open response]

Q4b: Did you tell anyone about it?

[single response item]

a. Yes

b. No [terminate survey - link to 'Think U Know' website

<https://www.thinkuknow.co.uk/>]

Q4c: Who did you tell about it? Please tick all that apply

[multiple response item]

e. I told a teacher

---

<sup>9</sup> HM Government (2006) [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children \(PDF\)](#). London: Department for Education and Skills (DfES). p.5.

<sup>10</sup> HM Government (2006) [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children \(PDF\)](#). London: Department for Education and Skills (DfES). p.10.

- 
- f. I told a parent/carer
  - g. I told a friend
  - h. I told another trusted adult

Q4d: Did telling this person / these people help? Please tick one

[single response item]

- e. Yes – they helped me and it has stopped
- f. Yes – they helped me but it has not stopped
- g. No – they did not help me
- d. No – it made things worse

[terminate survey - link to 'Think U Know' website <https://www.thinkuknow.co.uk/>]

Concerns about safety could also be identified through a high number of responses to specific questions or the pattern of responses by an individual to a number of questions which relate to the e-safety of children, namely:

Q2: Have you ever felt bullied by any messages or pictures you have been sent?

[single response item]

- g. Often
- h. many times
- i. Sometimes
- j. Not very often
- k. Never [skip to QD3]
- l. Don't know / not sure [skip to QD3]

Q2a: If you felt bullied by any messages or pictures you have been sent, did you tell anyone?

[single response item]

- a. Yes
- b. No [skip to QD3]

Q2b: Who did you tell? Please tick all that apply

[multiple response item]

- e. I told a teacher
- f. I told a parent/carer
- g. I told a friend
- h. I told another trusted adult

Q2c: Did telling this person / these people help? Please tick one

---

[single response item]

- h. Yes – they helped me and it has stopped
- i. Yes – they helped me but it has not stopped
- j. No – they did not help me
- k. No – it made things worse

And

Q3: Have you ever made friends with people online you did not know before?

[single response item]

- c. No [skip to QD1]
- d. Yes

Q3a: Have you ever then met an online friend in real life?

[single response item]

- c. No [skip to QD1]
- d. Yes

Q3b: Who did you meet? (if you have met more than one friend, please think about your most recent experience)

[single response item]

- e. Family Member
- f. Another student from my school
- g. Boy or girl I didn't know before
- h. Adult I didn't know before

Q3c: How old were they?

[single response item]

- e. Younger than me
- f. About my age
- g. Older than me
- h. Adult

Q3d: Were they the age you expected?

[single response item]

- c. Yes
- d. No

Q3e. Did you meet this person on your own?

---

[single response item]

c. No

d. Yes [skip to QD1]

Q3f. Who met them with you?

[single response item]

c. My parent or another adult I know

d. A friend my age

## **Response to a disclosure**

### **Open question disclosure**

A response written to open question 4a will only be considered a disclosure if the respondent indicates through responses to the other questions in the set that they did not tell anyone else about it (Q4b response b or Q4d response b, c or d) or they did not tell an adult about it (Q4c response c).

A decision about what is a response that requires disclosure will be decided on a case-by-case basis. Disclosure procedures will also be followed if an unusually high number of respondents from the same institution make the same lower level response.

In the case that the researcher responsible for coding the question identifies a response that may be considered a direct disclosure, the NFER Child Protection Protocol will be followed. Namely:

- As soon as is possible (and on the same day) write up, sign and date the details of the disclosure
- Inform the LGfL contact before leaving for the day and offer a copy of the written account (this will be sent as a password protected email to LGfL). Provide a copy of the report to the Departmental Administration Manager for secure storage on the NFER system.
- Inform your Project Leader and Project Director as soon as is possible and within one working day of the disclosure being made and provide them with a copy of the written account.
- Contact the office child protection link and report the incident providing a copy of the written account for their files.

If the disclosure is not felt to be 'direct' and / or an unusually high number of respondents from the same institution make the same lower level response the following NFER Child Protection Protocol will be followed:

- Take a copy of the disclosure
- Speak to the Project Leader and/or Project Director and refer to the office child protection link if necessary, who will help make a decision as to what further action should be taken, if any.

- Where a decision is made to report the issue the protocol listed above will then be followed.

### **Closed question patterns suggestive of a child protection issue**

The following pattern will be considered suggestive of a child protection issue that ought to be investigated further:

- i. Q2 response a or b, Q2a response b
- ii. Q2 response a or b, Q2a response a, Q2b response c
- iii. Q2 response a or b, Q2a response a, Q2b response a, b, c or d, Q2c response e, f or g
- iv. Q3 response b, Q3a response b, Q3b response d, Q3c response c or d, Q3d response a or b, Q3e response a, Q3f response b

The table below details the response that will be taken in each of these scenarios.

<b>Question pattern</b>	<b>Severity</b>	<b>Response</b>
<b>i</b>	Respondent has been bullied by any messages or pictures they have been sent 'often' or 'many times'.  They have not told anyone	Compile all responses with this pattern and report to LGfL weekly
<b>ii</b>	Respondent has been bullied by any messages or pictures they have been sent 'often' or 'many times'.  They have told a friend but no adult	Compile all responses with this pattern and report to LGfL weekly
<b>iii</b>	Respondent has been bullied by any messages or pictures they have been sent 'often' or 'many times'.  They have told someone about this but they report it has not stopped, they were not helped or reporting made things worse.	Compile all responses with this pattern and report to LGfL at end of coding period
<b>iv</b>	Respondent has met an online friend in real life who is an adult they didn't know before that is older than them or an adult. They either met this person on their own or without an adult.	Compile all responses with this pattern and report to LGfL weekly

---

## **Ensuring schools are aware of the potential child protection issues related to the e-safety survey**

In addition to the protocols listed above, the following methods will also be taken to help LGfL, children and young people, schools and local authorities best understand issues which might require further action at a local level as outlined in the relevant organisations safeguarding and child protection policies and procedures:

- Links at the end of the survey to the 'Think U Know' website
- A sample parent permission letter for schools which can be used where a schools policy/procedure requires.



---

## Appendix C – Consent

### Information for teachers administering the LGfL e-safety survey 2015

Thank you for administering our survey. The survey is being carried out by NFER , on behalf of the London Grid for Learning (LGfL). It aims to gather children’s experience online, so that support can be better targeted. LGfL had over 18,000 responses last time in 2013, and it provided really useful data. They are keen to get just as good a response this year.

Information the survey seeks to obtain about London children include

- Internet access
- Online use
- Online bullying

**Participation in the survey is voluntary** – children can choose not to take part, if they do not want to. If a child responds in the survey that they do not want to participate then they will be directed to the ThinkUKnow website <https://www.thinkuknow.co.uk/>. If a pupil does not have Internet access outside of school then they will not need to answer all of the questions and will also be directed to the ThinkUKnow website <https://www.thinkuknow.co.uk/>.

**The survey does not identify individual pupils**, but it does ask for information about the school so that any serious safeguarding concern can be passed on. Please can you ensure your pupils know:

- The name of your school’s Local Authority
- The school’s DfE number

Your office staff will know, or you can check and find it from the DfE edubase website: <http://www.education.gov.uk/edubase/home.xhtml>.

By having the school’s DfE code also means a school can get its own ‘raw’ data, if they wish from the LGfL at a later date.

**Given the topic of the survey, there may be some sensitive issues raised.** If anything occurs whilst any pupil is doing the survey, alert your designated safeguarding/child protection lead. If NFER identify any safeguarding issues in the responses of pupils that relate to your school’s DfE code, they will inform the London Grid for Learning who in turn will contact your school.

**Before beginning the survey, please can you read the following statement to pupils** on behalf of NFER and the London Grid for Learning:

You have the option to do an online e-safety survey. The aim is to find out what London’s pupils / students experience is, so we can ensure we are doing the right
--

---

things in school.

Your answers are important and there are no right or wrong answers. Your answers to this survey are private. No one will know who said what unless someone has helped you to answer any questions.

If you are worried about anything, please do ask me / talk to me.

If you reply that you are worried about your safety, the people running the survey will need to let the school know about this, so we can try to help, but the school will still not know your name.

Your answers will be added to all of the others from this school and other schools in London. This will help us know what lots of children and young people think. A report of all the answers is going to be written for teachers across London.

We would like you to answer all the questions but if you don't want to answer a question, you don't have to.

It may take you about 20 – 30 minutes to answer everything, but please take your time and think about the questions.

If anything worries or concerns you, please talk to me.

Remember there are lots of e-safety resources on the LGfL:

<http://www.lgfl.net/esafety/Pages/education.aspx>

Remind pupils that they should always talk to a 'trusted adult' if they are ever worried. Ensure pupils know how to report any concerns and know key websites and contact numbers such as ChildLine: 0800 1111

If you have any concern about a child, don't ponder on it – tell your school's Child Protection Officer that day.

---

## Sample letter to parents

This sample letter was offered for schools to send home to parents if they so chose.

The text can be adapted.

Schools may wish to highlight that they are running the London e-safety survey with the pupils for Internet Safety Day via a newsletter or school website.

-----  
Dear parent/carer

### London e-safety survey

We are writing to inform you that the school is participating in a survey being carried out by The National Foundation for Education Research, on behalf of the London Grid for Learning. The survey aims to gather children's views related to the Internet and e-safety.

We are undertaking this as part of Internet Safety Day (February 10th). Everyone in your child's class will be asked to fill in an online questionnaire in a lesson during February 2015. Participation in this survey is voluntary – children can choose not to take part, if they do not want to. This letter is to ensure that you are happy for your child to take part in this survey and agree to his/her views being used anonymously to help us with this research.

### What will the information gathered from the survey be used for

Findings will be used to inform policy development and to improve understanding of the ways in which young people in our schools access and use the Internet at home and at school.

### This survey is confidential and anonymous.

Your child will not be asked to give their name at any stage in the online survey. However, there are two reasons why a respondent's answers may not stay private:

1. If someone (i.e. a learning support assistant) has helped the respondent to answer any questions, they may know what has been said.
2. If a completed survey contains information to indicate that someone is worried about their safety, we NFER London Grid for Learning will need to let the school know, so we can investigate further and take actions as necessary.

If you do **not** want your child to take part in the survey, please complete the slip at the end of this letter and return it to your school. **If you are happy for your child to take part, there is no need for you to complete this form.**

If you have any questions about this research, You will find information on the London Grid for Learning: <http://www.lgfl.net/esafety/Pages/E-safety-Survey.aspx>

Yours faithfully

-----  
**e-safety survey of children and young people**

I do **NOT** want my child to take part in the e-safety survey.

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Signature: \_\_\_\_\_

**Please return this slip to your school within 3 days if you do not want your child to take part.**

**NFER provides evidence for excellence through its independence and insights, the breadth of its work, its connections, and a focus on outcomes.**

- independent
- insights
- breadth
- connections
- outcomes

**NFER ref.**

**ISBN.**

**© 2015 National Foundation for Educational Research**

**National Foundation for  
Educational Research**  
The Mere, Upton Park,  
Slough, Berks SL1 2DQ

T: 01753 574123  
F: 01753 691632  
E: [enquiries@nfer.ac.uk](mailto:enquiries@nfer.ac.uk)  
[www.nfer.ac.uk](http://www.nfer.ac.uk)