

ICO TEACHERS SURVEY

Custom Research

MARCH 2022



THE
INSIGHTS
FAMILY



BACKGROUND

Objective:

To understand Teachers and Schools' level of awareness and teaching of the Children's code, online data protection and its associated resources.

Approach:

Survey to Teachers with PSHE responsibility in England, Wales, Scotland and Northern Ireland.

Sample:

England: 132	}	Total: 260
Scotland: 60		
Wales: 38		
Northern Ireland: 30		

** a mixed methodology approach was used to reach respondents i.e., through a sample panel, a newsletter and through local authorities.*





KEY TAKEAWAYS:

The majority of schools in the UK say they are currently teaching online data protection as part of their PSHE responsibility; teachers are also very confident in their own knowledge of the topic and their students understanding of the lessons.

Around 6 in 10 teachers across the UK think the responsibility for teaching data protection to children is joint between schools and parents. However, regional differences are present.

The number of online safety issues being taught in schools currently is high but certain topics need to be spotlighted more, with regional differences afoot.

Teachers are turning to a number of different sources to inform their lesson plans. However, the percentage looking to the ICO website is significantly lower.

Overall awareness of the ICO's data protection resources for schools is high in all UK nations except England, where awareness is substantially lower.

There are strong regional differences among teachers aware of the school resources, in terms of both 'opinions of' and 'usage of' the pack.



KEY ISSUES:

1

Whilst this is positive, the lower number of teachers saying their school currently teaches topics like geolocation settings and profiling suggests teachers may not understand the full breadth of data protection. The ICO should act as a facilitator here.

2

Knowing these regional differences can help the ICO to provide support to both teachers and parents through their resources.

3

The regional differences help highlight the gaps in the curriculum, whereby teachers may need more support.

4

The ICO may need to promote their resources and contextual information further, so teachers use the website more frequently.

5

Awareness raising of the resources is necessary in England to help support teachers in their lessons around data protection.

6

The ICO can use these differences to see where schools may need more information on the pack and its value and how the resources can be used to their benefit.

FINDINGS

Schools in the UK are successfully teaching online data protection / online privacy to students

England

Northern Ireland

Scotland

Wales

91%

83%

77%

87%

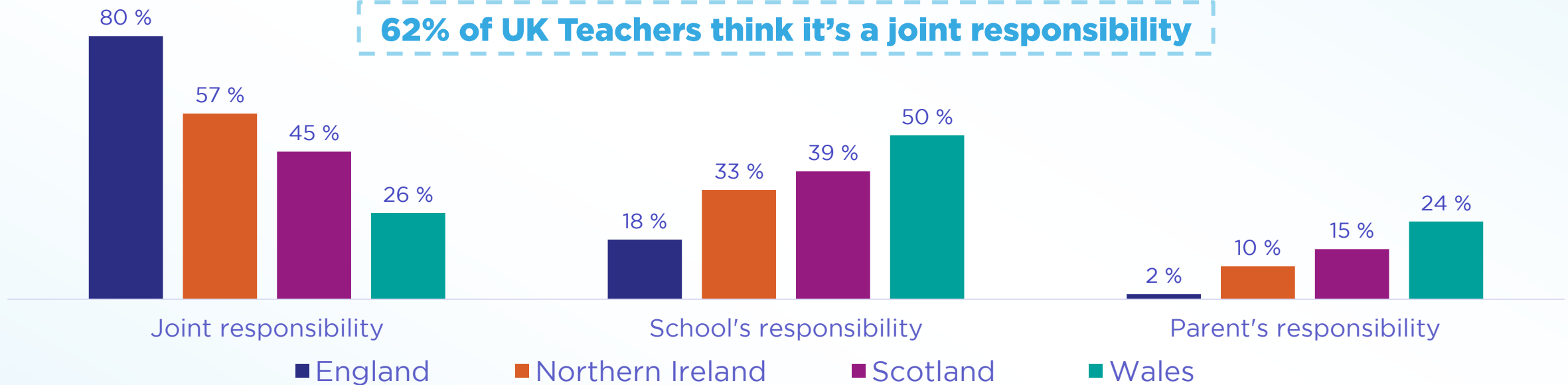
Of teachers say their school currently teaches data protection or online privacy as part of their PSHE offering

Consideration:

- Further investigation may be needed to understand what teachers think 'data protection' entails and how the ICO can facilitate / build on this understanding with future communications.

Responsibility for educating kids on online data protection varies per region

Whose responsibility is it to educate kids about the Children's code and data protection?

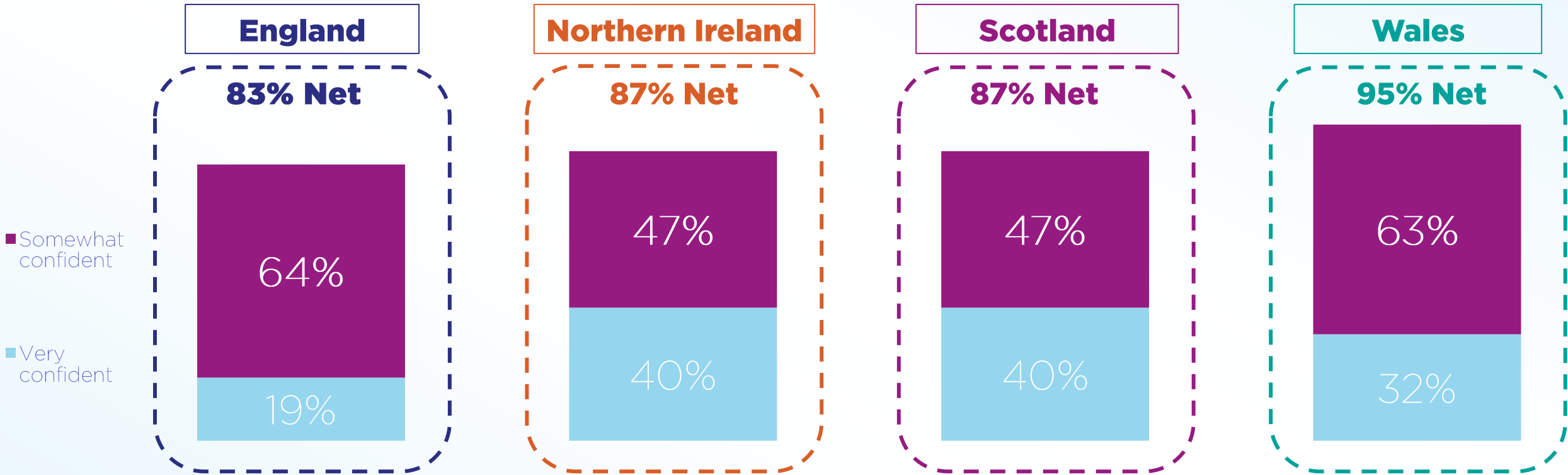


Consideration:

- Responsibility is nuanced; Teachers in England think it's a joint responsibility between the parents and schools, whilst Wales for example, puts more of an emphasis on schools. Knowing these regional differences will help with directing messaging to the appropriate bodies.

Teachers are very confident that children understand online data protection

Confidence in children understanding online data protection



Consideration:

- English teachers are slightly less confident in children's understanding of the topic compared to the other nations, however confidence ratings overall are high, showing a strong belief that what is being taught is being understood. Is this confidence warranted?

Q: How confident are you that the children you teach at your school understand online data protection? Base:

England: 132, Northern Ireland: 30, Scotland: 60, Wales: 38

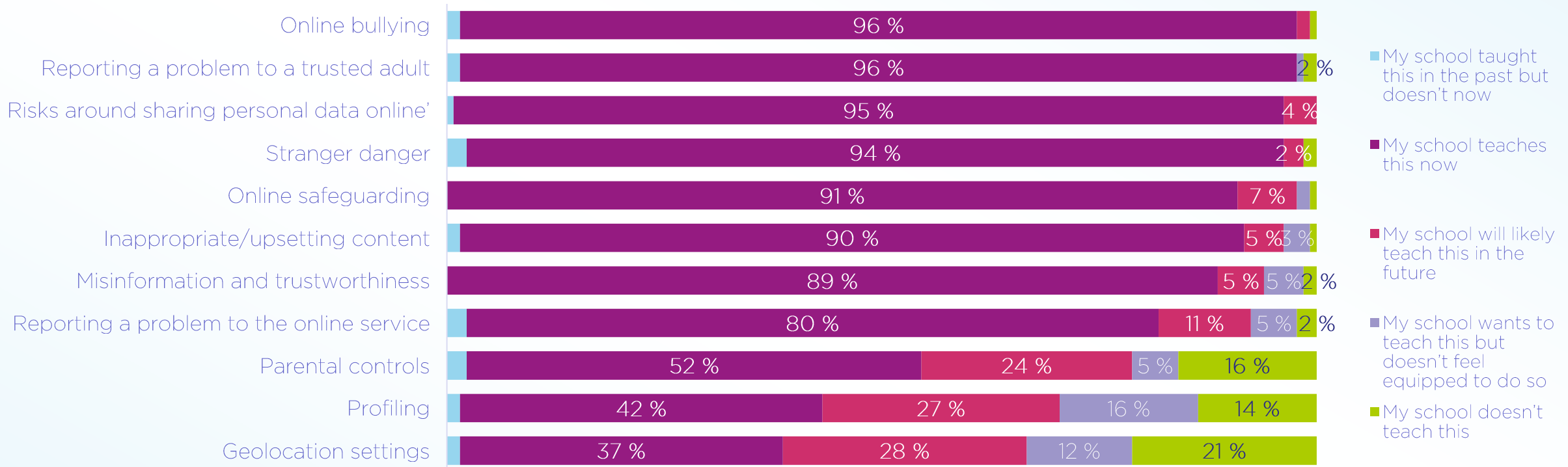
ONLINE SAFETY ISSUES

The general consensus across the UK is that online safety issues are being taught by schools 'now'.

Teachers in primary schools are more likely to be teaching about stranger danger and parental controls, whilst teachers in secondary schools are more likely to be teaching about geolocation settings and reporting a problem to the online service.

Teachers in England are confident their school is currently teaching online safety issues

English schools' stance on teaching online safety



Consideration:

- Whilst Teachers are claiming to teach these issues now, certain facets of data protection such as, geolocation settings, parental controls and profiling are not being taught as much and need to be focused on with the help of the ICO.

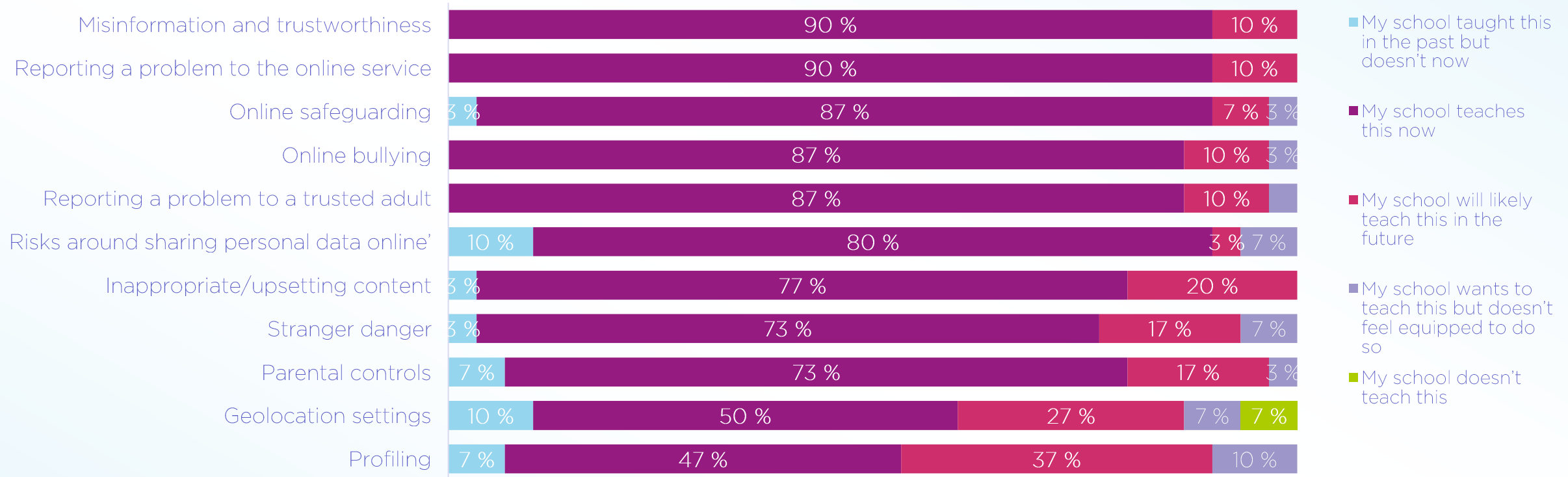
• In descending order around teaching 'now'

Q: Thinking about the following online safety issues, please tell us which statements are true to your school.

Base: England: 132

Whilst NI teachers claim their school is teaching online issues now, there are still a number that will only be taught in the future

Northern Irish schools' stance on teaching online safety



Consideration:

- Teachers in Northern Ireland are especially confident in the teaching around misinformation, reporting a problem, online safeguarding and online bullying. Gaps in teaching revolve around profiling, geolocation settings, parental controls and stranger danger.

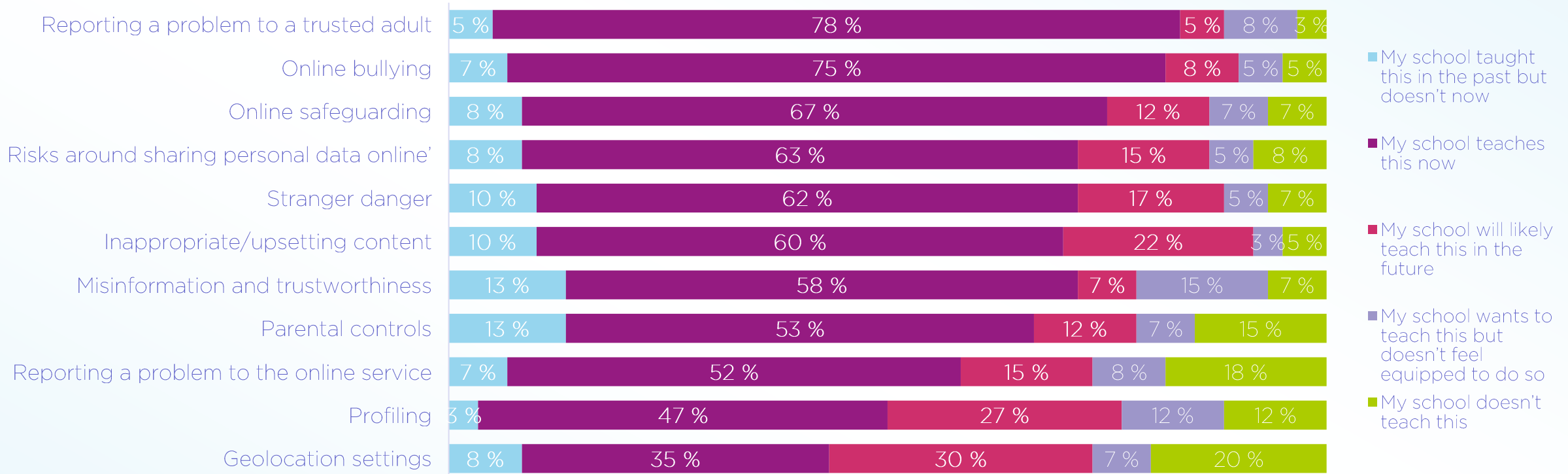
In descending order around teaching 'now'

Q: Thinking about the following online safety issues, please tell us which statements are true to your school.

Base: Northern Ireland: 30

Scottish schools' education around online issues is more fragmented, with a number of topics falling behind

Scottish schools' stance on teaching online safety



Consideration:

- Whilst many of the issues are being taught currently, i.e. reporting a problem to a trusted adult, Scottish teachers are more likely than other nations to say their school doesn't teach a number of topics. Moreover, the number of teachers saying the school wants to teach certain issues but doesn't feel equipped to do so i.e. around misinformation and reporting a problem is also higher than in other regions.

In descending order around teaching 'now'

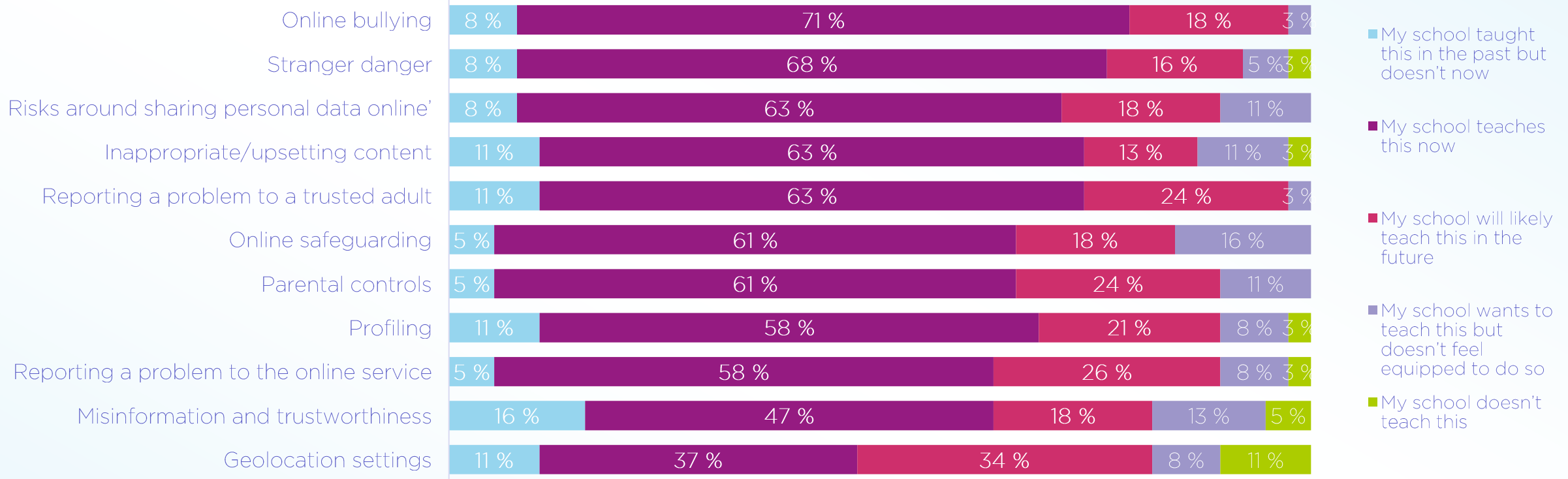
Q: Thinking about the following online safety issues, please tell us which statements are true to your school.

Base: Scotland: 60



Welsh schools are teaching many online issues now, but are slightly more likely to say certain topics are in the past or future

Welsh schools' stance on teaching online safety



Consideration:

- Again, the number of teachers saying they are teaching these issues currently is relatively high, however, many of the topics are likely to start in the future or schools need more help as they're not equipped to teach them i.e. online safeguarding and risks around sharing online data.

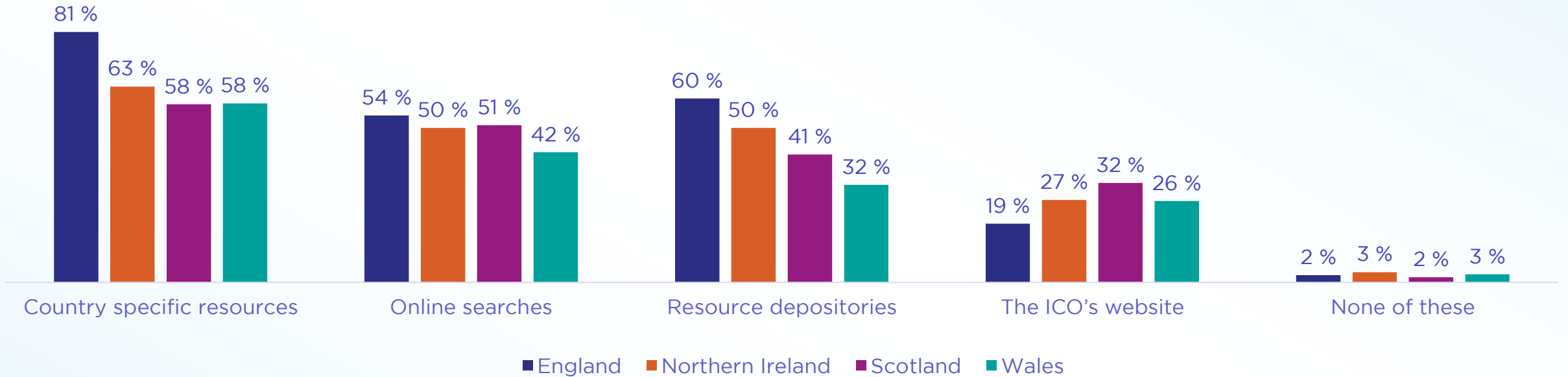
In descending order around teaching 'now'

Q: Thinking about the following online safety issues, please tell us which statements are true to your school.

Base: Wales: 30

Teachers are turning to a number of different sources to inform their lesson plans around protecting personal data

Location to obtain information on protecting personal data to inform teacher's lesson plans



Consideration:

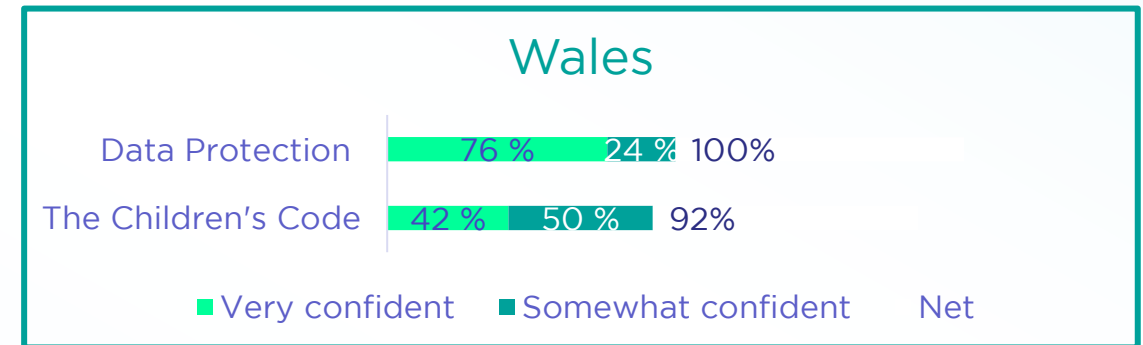
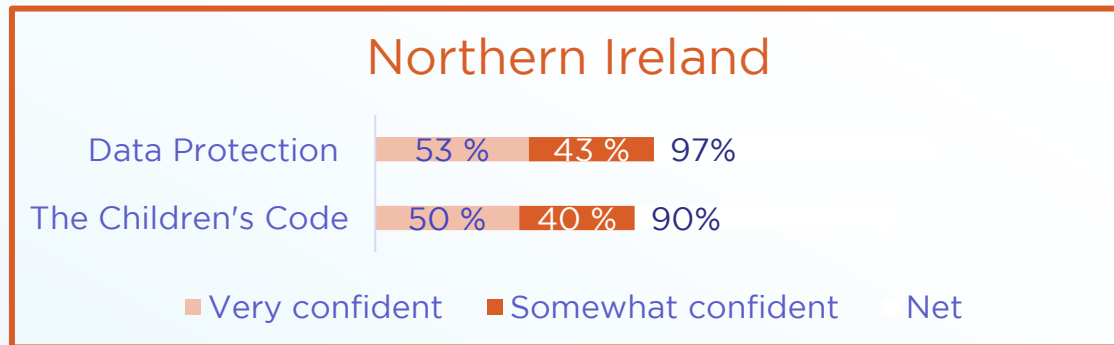
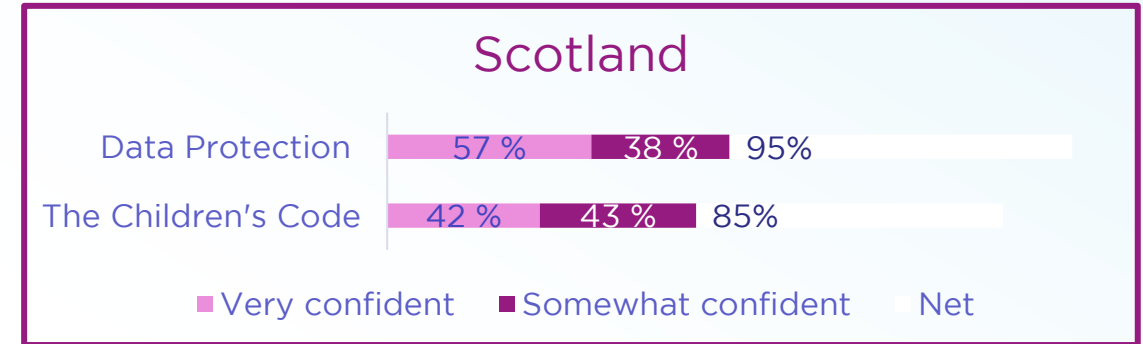
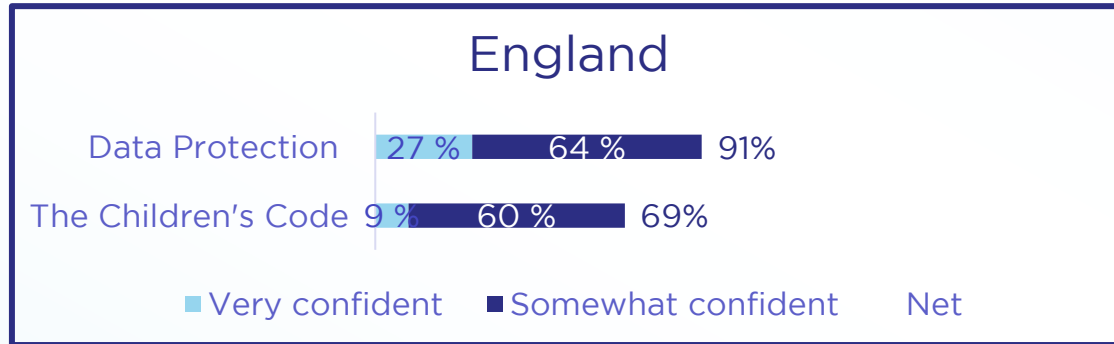
- The percentage of teachers turning to the ICO website for information on protecting personal data is relatively low; the ICO may need to market themselves and their resources more to teachers to encourage future usage.
- Teachers in secondary schools are significantly more likely to turn to the ICO's website to obtain information.

Q: Where do you obtain information on protecting personal data to inform you and your lesson plans?

Base: England: 132, Northern Ireland: 30, Scotland: 60, Wales: 38

Teachers with PSHE responsibility are extremely confident in their own knowledge of data protection

Own confidence in the Children's code



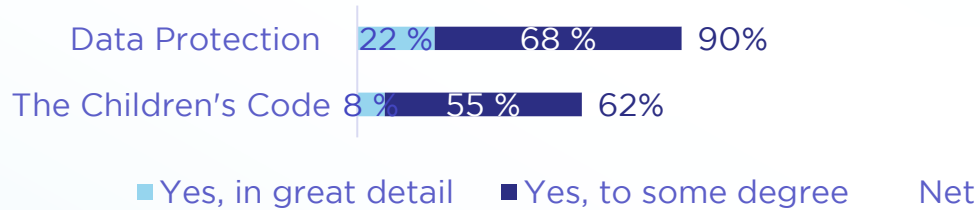
Consideration:

- Teachers in England are substantially less confident in their knowledge around the Children's code, providing an opportunity for the ICO to facilitate future understanding.

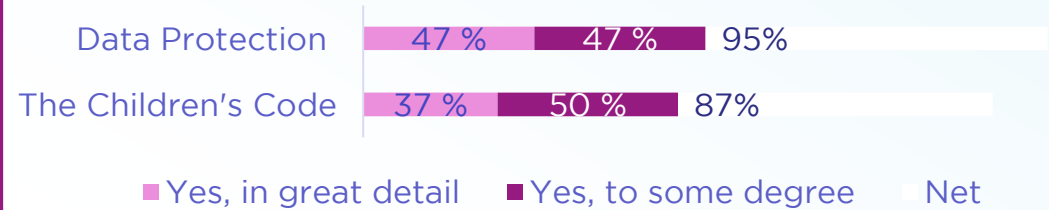
Online data protection is well-taught across the nations

School's education around topics of interest

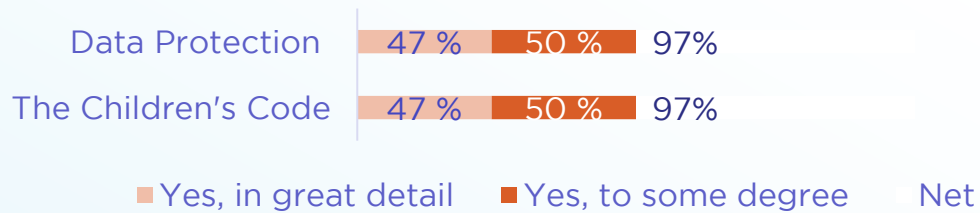
England



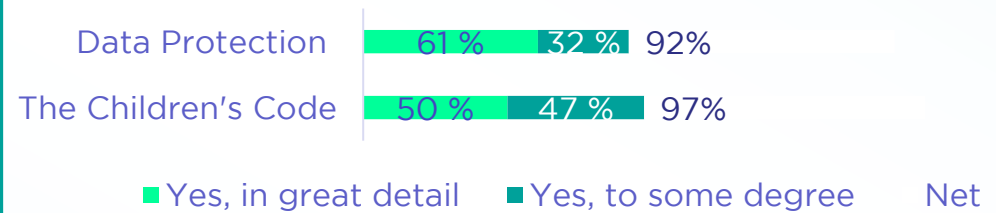
Scotland



Northern Ireland



Wales



Consideration:

- Teachers' claims that their school educates kids around the code and online data protection follows the same pattern as their own knowledge around the topics, with teachers in England less likely to teach the Children's code, showing the need for greater education around the topic.

Q: Do you or does your school talk to and educate kids about the Children's code (formally known as the Age-Appropriate design code) and or Online data protection?

Base: England: 132, Northern Ireland: 30, Scotland: 60, Wales: 38

There are strong regional differences in terms of awareness of the ICO's data protection resources

Awareness of ICO's data protection school resources

England

Northern Ireland

Scotland

Wales

27%

Are aware

79%

Are aware

73%

Are aware

84%

Are aware

Consideration:

- English teachers are significantly less aware of the ICO's data protection school resources than the other nations, showing a substantial need for the ICO to alert schools to these tools.

Teachers aware of the ICO's data protection school resources are more likely to say their school has been sent the documents

Schools being sent the data protection school resources

England

Northern Ireland

Scotland

Wales

42%

83%

80%

78%

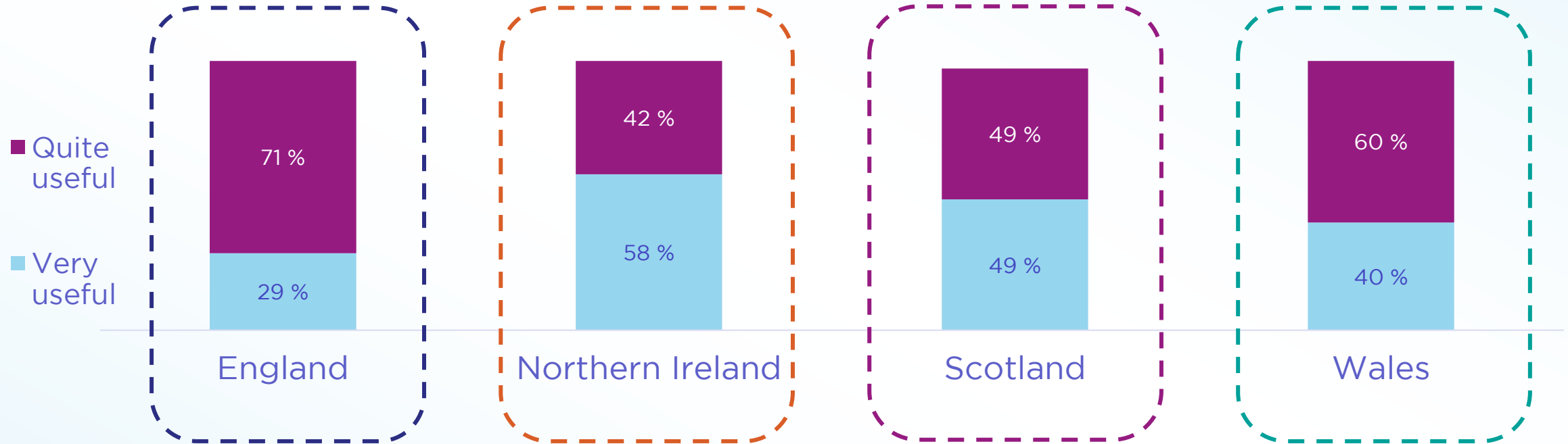
Of teachers aware of the ICO's data protection resources say their school has been sent them

Consideration:

- English schools are lacking the resources or are unaware that they have been sent them by the ICO, showing the need to promote these resources.

Opinion on the data protection resources differ per region

Utility of data protection school resources



Consideration:

- Among those schools that have been sent the ICO's data protection resources, Northern Irish teachers have found them the most useful, with English teachers seeing less use. It may be worth further investigating why this is the case.

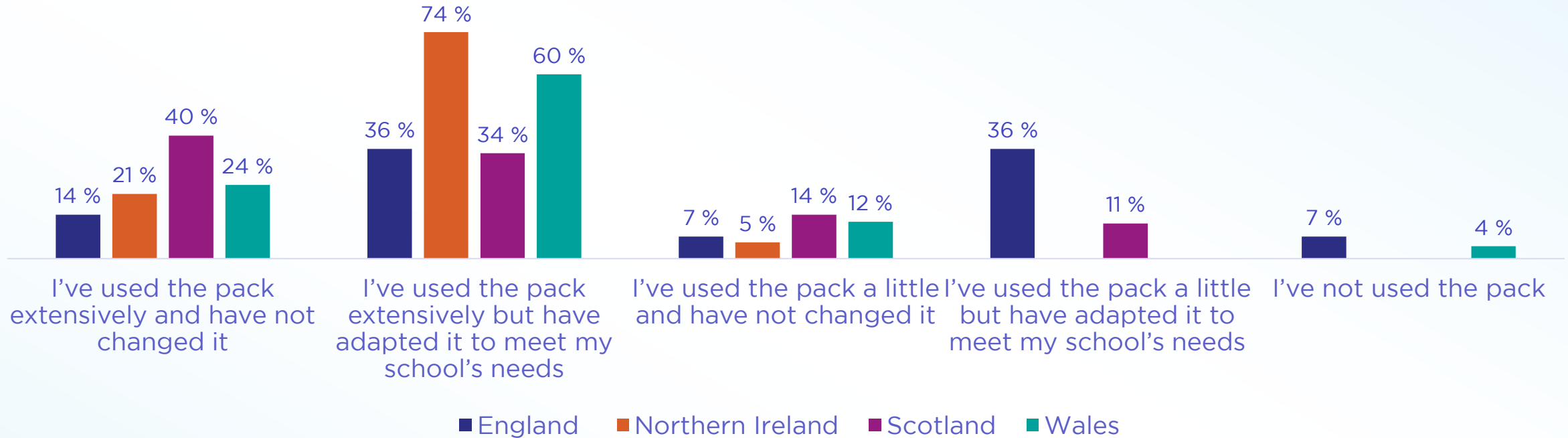
Q: How useful have you found the data protection school resources published by the ICO?

Base: England: 14, Northern Ireland: 19, Scotland: 35, Wales: 25

* Caution - low base size

Schools in the different nations vary in how they use the resources

Use of data protection school resources



Consideration:

- Among schools who have been sent the resources, teachers in England are split between using the pack a lot and a little but nevertheless, have adapted the pack to their school's needs. Teachers in Northern Ireland and Wales have used the pack extensively but adapted it, whilst teachers in Scotland are more likely to have used the pack extensively and not changed it. Knowing how schools in each region are using it will help with adapting future communications/ educating the schools on how to use the packs.

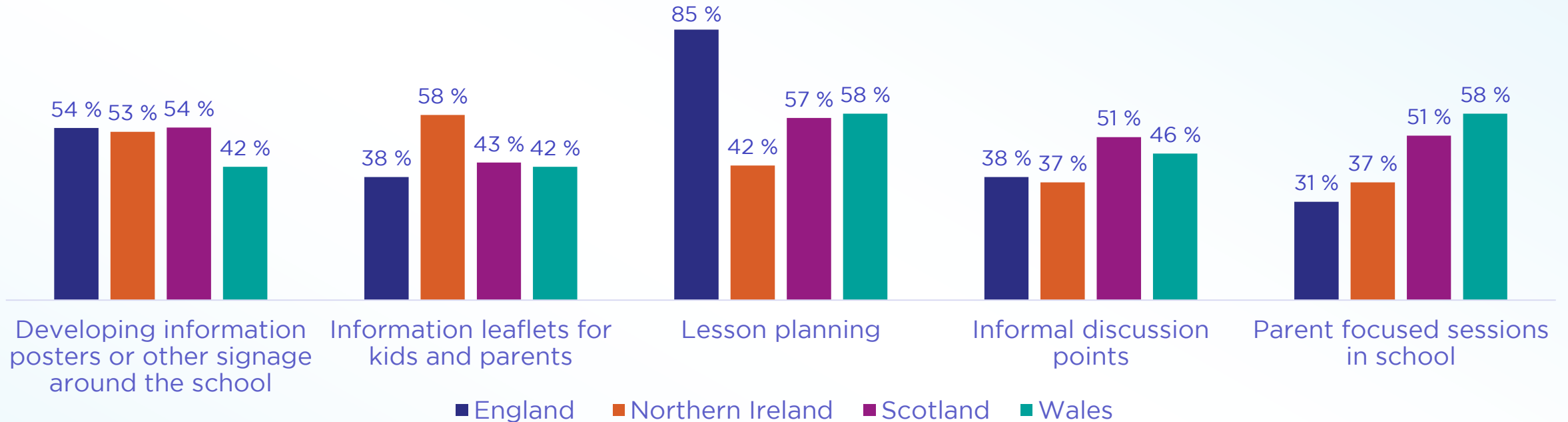
Q: To what extent have you used the data protection school resources published by the ICO?

Base: England: 14, Northern Ireland: 19, Scotland: 35, Wales: 25

* Caution - low base size

The packs have provided a number of different uses

How schools have used the packs

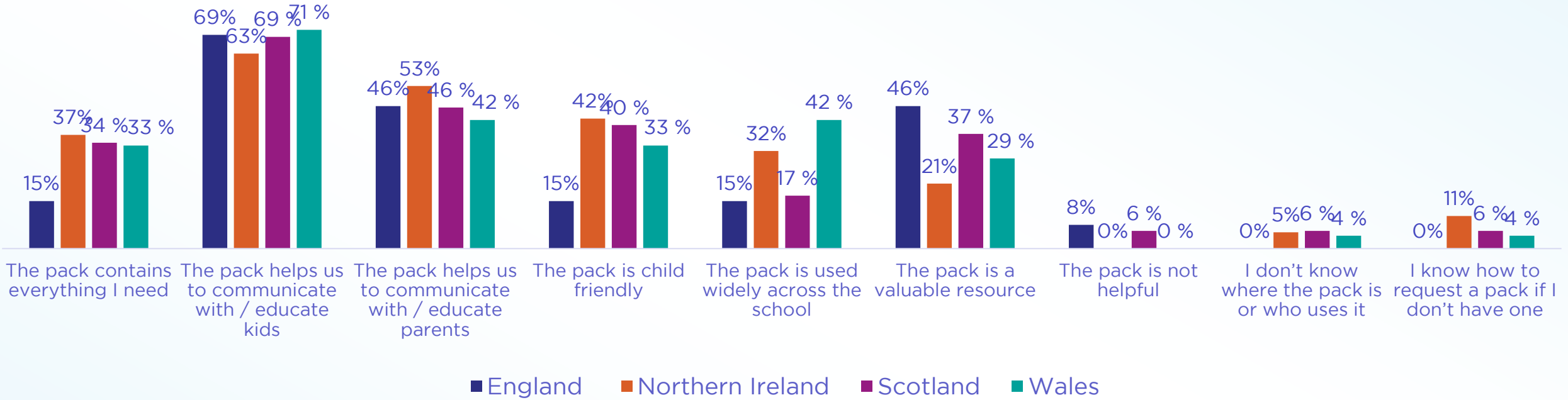


Consideration:

- Whist schools are using the packs in a variety of different ways, English teachers are particularly using the resources for lesson planning, whereas this is of less importance to teachers in Northern Ireland for example. With schools using the pack for different reasons, you can spot what is most important to the different regions.

The school resources are helping teachers to communicate with / educate kids

Sentiment around the school resources



Consideration:

➤ Among schools who have been sent the pack, teachers across the nations vary in their sentiment towards the resources. For example, teachers in England are the least likely to say the pack contains everything they need but do agree that the pack helps them to communicate with kids. Whilst, teachers in Scotland are least likely to think the pack is a valuable resource but are the most likely to think the pack is child friendly. Understanding the pack's strengths and weaknesses are in each region will inform how the ICO can help schools deliver the code's key messages.

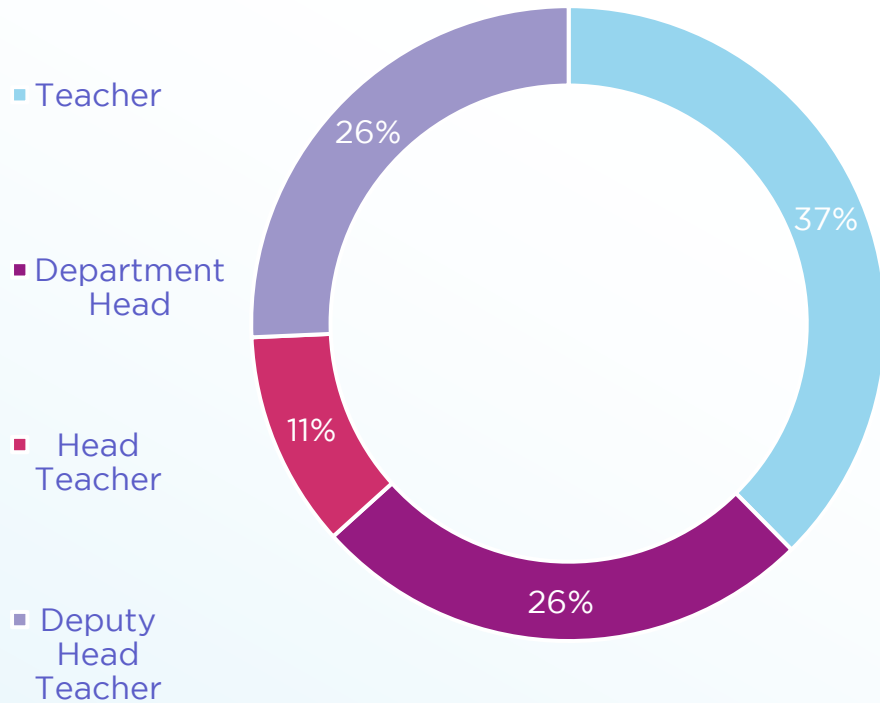
Q: And which of the following statements do you agree with about the data protection school resources from the ICO?

Base: England: 13, Northern Ireland: 19, Scotland: 35, Wales: 24

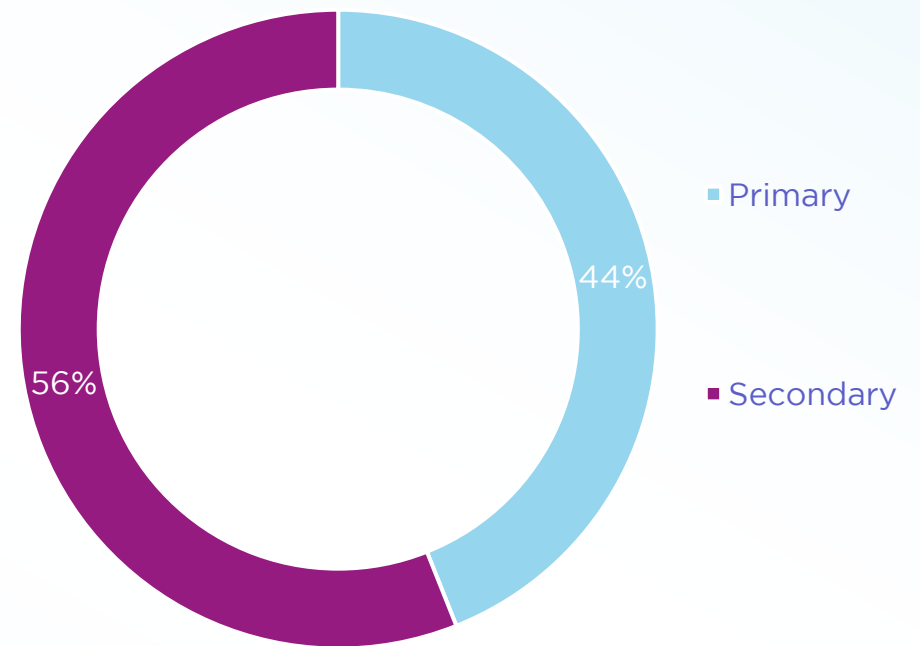
* Caution - low base size

APPENDIX: DEMOGRAPHICS

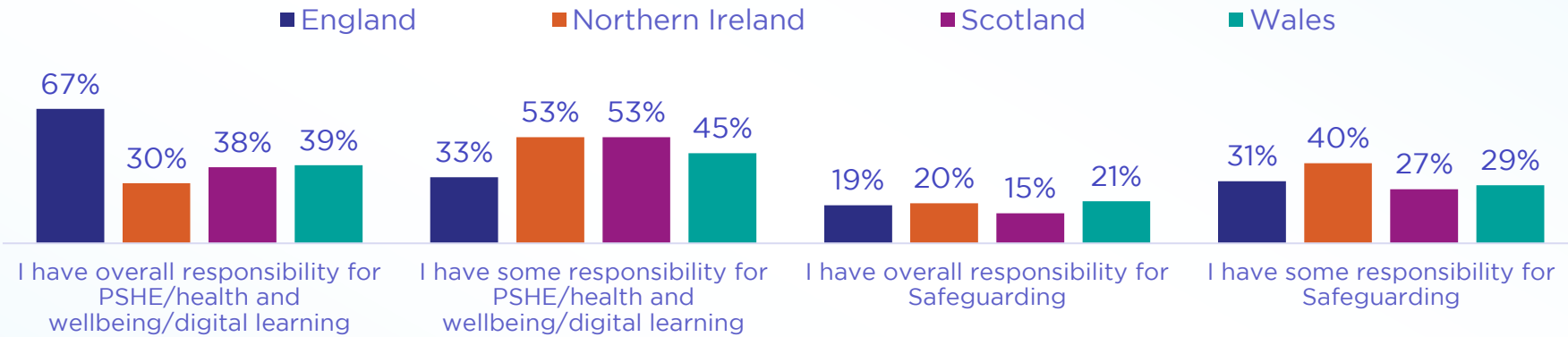
Occupation



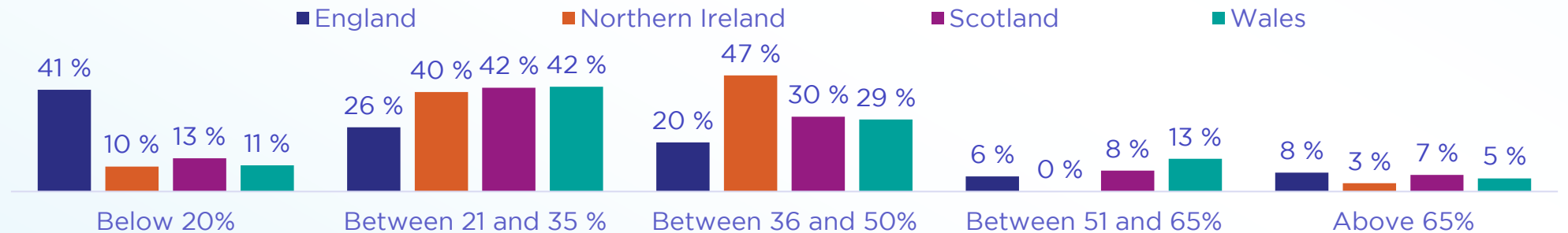
School Type



PSHE & Safeguarding Responsibility



% of Free Meal Qualification



WE HOPE TO BE A PART OF YOUR FUTURE

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