COVID-19 survey of young people and parents/guardians

Research report

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Due to the impact of lockdown and school closures in response to the coronavirus pandemic on young people's education, activities and wellbeing over Spring/Summer 2020, the DfE required immediate information to help inform decision-making. To fill gaps in evidence, Ipsos MORI was commissioned to conduct research to understand young people and parents' experiences over this time.

This report summarises overall findings from two waves of surveys conducted with parents/guardians and young people over the Spring/Summer. To collect data within a short timeframe, the research was conducted using Ipsos MORI's iSay online panel. Questions were asked to the following three groups at each wave:

- Parents/guardians of pupils in Reception – Year 6 (primary)

- Parents/guardians of pupils in Years 7-11 (secondary)

- Pupils in Years 7-11 (secondary)

This report refers to findings from all secondary pupils, all primary parents/guardians and all secondary parents/guardians unless otherwise stated. It is important to note that some pupils continued to attend school in person throughout lockdown or at particular times, and others did not attend physically school at all. Headline findings from the surveys are discussed below.

Caution is advised when drawing conclusions from this research due to the panel methodology which does not use a random probability sampling approach. Comparisons over time are indicative and trends should be treated with caution.

Family context

- At wave 1, around three in ten primary and secondary parents/guardians (27% and 30% respectively) reported that they had experienced a major cut in household income due to the coronavirus outbreak.

- Around a quarter (26%) of primary parents/guardians and 21% of secondary parents/guardians were not using before/after school childcare during at wave 1 but said that they **did** need to use it.

- Nearly a quarter (23%) of primary parents/guardians said that their relationship with the other parent of their child had got better compared to the period before lockdown, whilst 16% said it had got worse. For secondary parents/guardians, 28% said the relationship had got better, and 12% felt it had got worse.

School attendance

On 23rd March 2020, following national lockdown, education and childcare settings closed to most pupils; those eligible to attend included vulnerable children and the children of key/critical workers. A phased reopening of schools began from 1st June 2020, when certain year groups including Reception, Year 1 and Year 6 were invited to attend. From 15th June, secondary schools and colleges were able to provide some face-to-face support for Year 10, Year 12, and 16-19 college students due to take key exams and assessments in the next year.

- At wave 1 when primary schools had just started to reopen, around a third (35%) of primary parents/guardians said their child was attending school on every day or some days. At wave 2, around two weeks after some primary school pupils (in early years, Reception, Year 1 and Year 6) were expected to return to school, the proportion of primary parents/guardians reporting that their child was attending school was nearly half (48%).

- At wave 1, secondary schools were still closed except for vulnerable children and the children of critical/key workers. 27% of secondary pupils and 28% of secondary parents/guardians said that they were / their child was attending school on at last some days. At wave 2, when secondary schools had started to provide some face-to-face support for pupils in Year 10 and Year 12, around a third of secondary pupils (34%) and secondary parents/guardians (32%) reported that they were / their child was attending school on at least some days. For those who had not returned to school, the most common reason was that their school was still closed for them / their child.

Home learning

- The majority of primary and secondary parents/guardians (79% and 73% respectively) felt that they had the information and resources they needed (either from school or elsewhere) to support their child's learning at home.

- The majority of both primary and secondary parents/guardians reported their child had used digital resources provided by school accessed via online learning platforms. 65% of primary parents/guardians and 60% of secondary parents/guardians said their child had used devices that they had provided themselves.

- Primary parents/guardians reported that their child was spending an average of 3 hours on learning at home during lockdown on a typical 'school day' (Monday to

Friday). Secondary pupils reported undertaking 3.5 hours of home learning[1] on average.

- For primary parents/guardians, the most common difficulty was not having the time to fully support their child's learning (29%), whilst for secondary parents/guardians it was not having the subject knowledge to fully support their child's learning (30%).

- For parents/guardians who considered their child to have SEND, the majority of primary and secondary parents/guardians (70% and 61% respectively) said their child was receiving support specifically related to their SEND, either in their school or setting or at home.

- Slightly more than half (55%) of primary parents/guardians who considered their child to have SEND felt their school or setting was supporting their child well. A sizeable minority of 41% felt that their child's school or setting was not supporting them well. For secondary parents/guardians, 58% felt that their child's school or setting was supporting their SEND well during lockdown and a third (33%) felt that their school or setting was not supporting them well.

Return to school

- The majority of primary and secondary parents/guardians were not concerned about how their child had adjusted or would adjust to the change from learning at home to learning at school.

- For parents/guardians whose child had returned to school, nearly two thirds (64%) of primary parents/guardians and 55% of secondary parents/guardians said their child was finding it easy to adjust to new coronavirus measures at school (e.g. handwashing, keeping distance from others, smaller groups, timetable changes).

- Around half (52%) of pupils in Year 11 who had decided on their plans for the next academic year (2020/21) said their plans had been directly negatively affected at least to some extent by lockdown. The most common reason was because they hadn't been able to take their exams.

Restrictions

At the time of fieldwork, coronavirus restrictions on meeting others and social distancing were in place. Working from home was encouraged where possible, and until 1st June

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[1] The term 'home learning' was used in this study to refer to learning being done at home while the pupil was not attending classes face-to-face. This includes lessons that were being delivered remotely by their school.

meeting with people outside one's own household was not permitted. From 1st June, groups of up to six people were allowed to meet outdoors in England.

- At wave 1, parents/guardians and secondary pupils were asked how often they had met up with two or more people at a time who they don't live with. 34% of primary parents/guardians said their child had met up with two or more people at a time who they don't live with during lockdown, and 28% of secondary pupils said they had done this.

- At wave 2, parents/guardians and secondary pupils were asked how often they had met up with groups of more than six people who they don't live with. 34% of primary parent/guardians reported that their child met up with more than six people at a time who they don't live with, and 27% of secondary pupils reported that they had done so.

Mental health and wellbeing

- When asked to rate how anxious their child appeared on the day before the survey on a scale of 0 – 10, where 0 is 'not at all' and 10 is 'completely', primary parents/guardians on average gave a low score of 3 out of 10. Secondary pupils had a similar average anxiousness score of 2.9 out of 10.

- When asked to rate how happy they felt the day before the survey on a scale of 0-10, where 0 is 'not at all' and 10 is 'completely', secondary pupils reported an average score of 6.9 out of 10.

- 36% of primary parents/guardians reported that they had looked for information on how to look after their child's mental health and wellbeing during lockdown. Just 12% of secondary pupils had looked for information on how to support their own mental health and wellbeing during lockdown.

- Primary parents/guardians mentioned that they would find it useful to have more information on managing their child's emotions and behaviour (37%), whilst secondary parents/guardians are most likely to want information on helping their child maintain friendships whilst socially distancing (29%).

- If they were to feel unsafe online, 82% of secondary pupils said they would report it to their parent/guardian.

Introduction

Background

Given the rapidly evolving nature of the COVID-19 pandemic and the impact of lockdown and other government measures on young people and parents/guardians, the Department for Education (DfE) commissioned two waves of fast turnaround surveys to help address gaps in evidence on how the pandemic has been affecting these groups. The surveys were not intended to be comprehensive of all issues facing young people during lockdown, but provided immediate information on a number of topics to inform government decision-making. Findings from these surveys were used alongside many other sources of information.

The research was conducted between May and July. To put the findings in context, Figure 1 below shows key dates during the fieldwork period relating to young people and parents/guardians.

Figure 1: Timeline of fieldwork and key dates relating to schools reopening

| 20 21 22 23 24 25 26 27 | 28 | WAVE 1 | 10 11 12 13 14 15 16 17 18 19 20 21 | 22 | WAVE 2 | 02 03 04 05 06 07 08 09 10 |
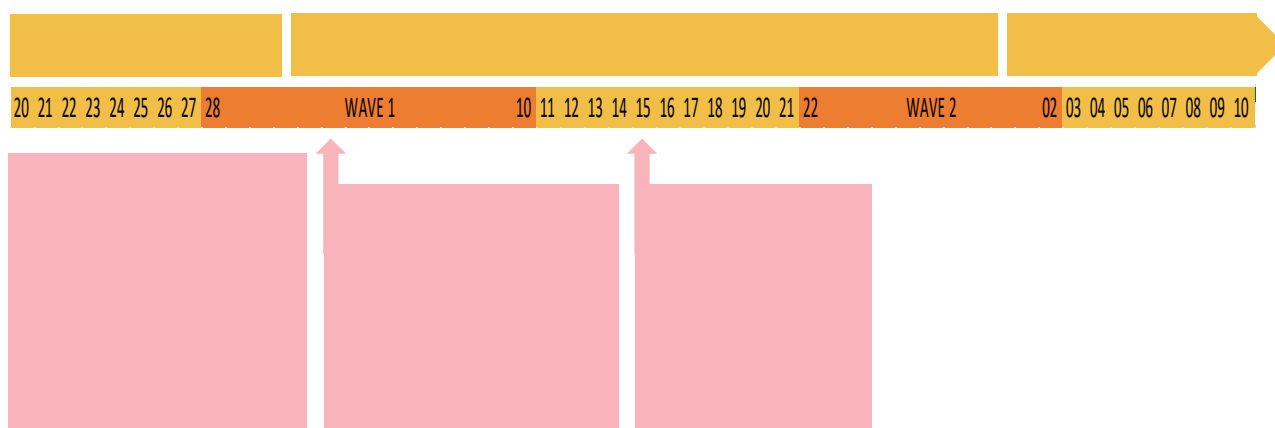
Methodology

Research design

To collect data within a short timeframe, the research was conducted using Ipsos MORI's iSay online panel. The panel consists of a large pool of members who have signed up to take part in research[2] and who are pre-selected to answer certain surveys. The surveys

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[2] The quality of the panel sample is strictly controlled, at sign up and for each individual survey, and deeply profiled to ensure we target the surveys appropriately and make them as representative as possible of our target groups. The online panel is continuously refreshed using a multi-source recruitment approach for maintaining a representative base of respondents.

are not "open access" and respondents do not know the survey content before they take part[3].

Data was collected from the following three groups:

- Parents/guardians of pupils in Reception – Year 6 (primary)

- Parents/guardians of pupils in Years 7-11 (secondary)

- Pupils in Years 7-11 (secondary)

For each group, respondents completed a 10-minute device-agnostic online survey.

Two waves of fieldwork were carried out, with the target of achieving 1,000 interviews in each group per wave. Fieldwork dates and achieved interviews are shown in Table 1.

Table 1: Fieldwork dates and achieved completions

	Wave 1	Wave 2
Fieldwork dates	28th May - 10th June 2020	22nd June - 2nd July 2020
Achieved no. primary parents/guardians	1,000	1,000
Achieved no. secondary parents/guardians	1,001	1,000
Achieved no. secondary pupils	1,001	1,000

Respondents were automatically routed to relevant questions in the survey according to their answers. For each question, respondents were required to give an answer so were given 'don't know' and/or 'don't want to answer' options where appropriate to ensure that they were not 'forced' to answer.

Parents/guardians were asked to think about a specific child for some of the questions in the survey. Where a young person in the same household took part as well, this may not be the same child that the parent was asked to think about. This means that responses

[3] Panellists receive an invitation email with survey information (including end date, survey number, survey duration, number of incentive points), a unique URL that provides access to the questionnaire, physical address for Ipsos and support email address, link to privacy notice, opt-out information.

about the child cannot be linked between parent and young person completions within the same household.

Sample

A screener was used to identify adults aged 18-65 who were a parent or guardian of a child in Reception to Year 11. Where parents/guardians had more than one child in the target year groups, they were allocated to the least filled year group.

To survey young people in Years 7 to 11, members of the panel who were parents/guardians of a child in a relevant year group were asked to provide consent for their child to take part[4].

Respondents on the panel who took part at wave 1 were not invited to take part again at wave 2.

Quotas were set to ensure a geographical spread, a roughly even split by child year group and a spread by social grade group. For secondary pupils, quotas were also set to achieve an even gender split.

The final data was weighted based on child year group, child gender and region[5]. Applying weights to the data, while making the quoted figures more representative of the population of interest, also reduces the statistical reliability of the data. Any bias in the sample inherent within non-probability surveys of existing online panel members (e.g. internet usage) could not be corrected for.

Further information on the achieved sample profile is included in the Appendix.

Notes for interpretation

In interpreting the findings, it is important to bear in mind that respondents are members of a panel who signed up to take part in research, and that this is not a random probability sample so some groups may be overrepresented or underrepresented in the findings. In particular, we know from experience that panel samples are likely to underrepresent lower income households and overrepresent those who have a degree-level qualification. As such, the figures obtained from the survey may be different to those we would have observed if the total population had completed the questions.

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[4] Young people in Year 11 who were aged 16 were contacted through their parent/guardian but the parent/guardian was not asked for consent.
[5] Data was weighted based on child characteristics according to https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/826252/Schools_Pupils_and_their_Characteristics_2019_Accompanying_Tables.xlsx.

This report refers to findings from all secondary pupils, all primary parents/guardians and all secondary parents/guardians unless otherwise stated. It is important to note that some pupils continued to attend school in person throughout lockdown or at particular times, and others did not attend physically school at all.

This report mainly focuses on overall results, but breakdowns by subgroup are available in the tables published alongside the report. When results are compared between separate groups within a sample, different results may be obtained. The difference may be "real", or it may occur by chance (because not everyone in the population has been interviewed).

Some questions from wave 1 were repeated at wave 2. As the methodology has remained consistent and the achieved sample profiles are similar between both waves, comparisons between waves have been reported for questions where the wording has remained the same and the findings are meaningful. However as the sample was not the same for both waves and some question wording was changed, comparisons over time are only indicative and trends should be treated with caution. Differences between waves may be "real", or may occur by chance.

Family context

Summary

This section covers contextual information about the primary and secondary parents/guardians who took part in the survey, including the impact of the coronavirus pandemic on their income and employment situation. This section also looks at childcare needs during lockdown, and the impact of lockdown on family relationships.

Key findings include:

- At wave 1, around three in ten primary and secondary parents/guardians (27% and 30% respectively) reported that they had experienced a major cut in household income due to the coronavirus outbreak.

- Around a quarter (26%) of primary parents/guardians and 21% of secondary parents/guardians were not using before/after school childcare during at wave 1 but said that they **did** need to use it.

- Nearly a quarter (23%) of primary parents/guardians said that their relationship with the other parent of their child had got better compared to the period before lockdown, whilst 16% said it had got worse. For secondary parents/guardians, 28% said the relationship had got better, and 12% felt it had got worse.

Parent income and employment

Parents/guardians were asked about changes to their household income and situation due to the coronavirus outbreak.

At wave 1, 27% of primary parents/guardians and 30% of secondary parents/guardians said that they had experienced a major cut in household income (e.g. due to them or their partner being furloughed or not receiving enough work). Figure 2 shows other impacts experienced by primary and secondary parents/guardians. Findings for both groups were similar at wave 2.

Figure 2: Impacts of the coronavirus outbreak on households

Have you experienced any of the following due to the coronavirus outbreak?
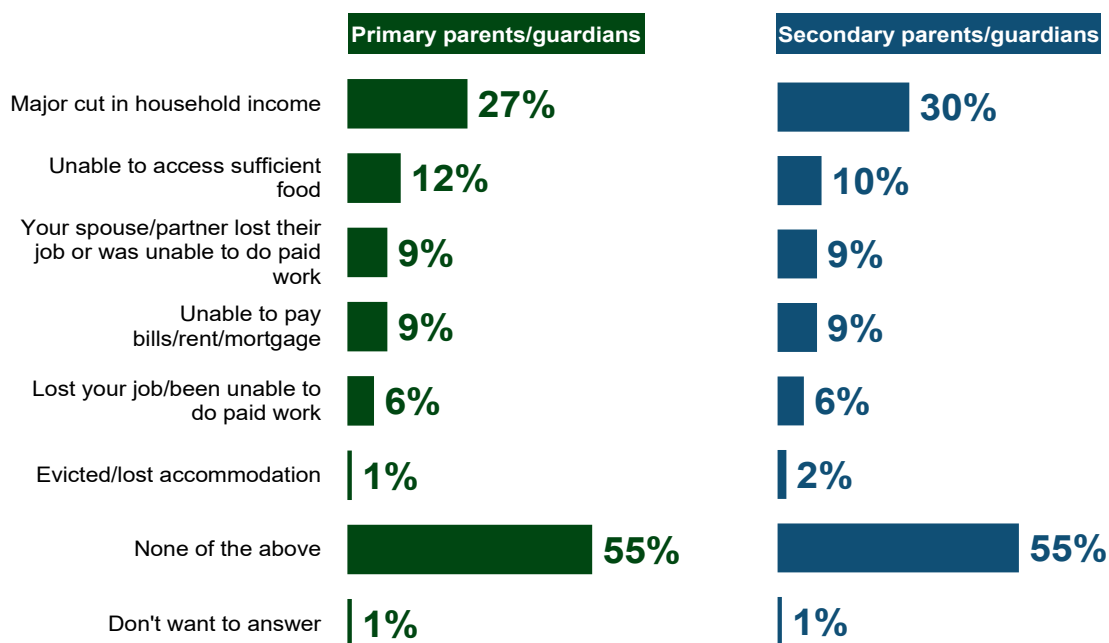
	Primary parents/guardians	Secondary parents/guardians
Major cut in household income	27%	30%
Unable to access sufficient food	12%	10%
Your spouse/partner lost their job or was unable to do paid work	9%	9%
Unable to pay bills/rent/mortgage	9%	9%
Lost your job/been unable to do paid work	6%	6%
Evicted/lost accommodation	1%	2%
None of the above	55%	55%
Don't want to answer	1%	1%

Base: All parents/guardians of children in Reception to Year 6 (1,000); All parents/guardians of children in Year 7 to Year 11 (1,001). WAVE 1.

Two fifths (40%) of both primary and secondary parents/guardians said they were working all their hours from home.

Slightly more than half of primary and secondary parents/guardians reported that there was a keyworker in their household (53% and 54% respectively). 36% of both primary and secondary parents/guardians said that they were a keyworker themselves, and around a quarter (23% primary, 25% secondary) said that another member of their household was a keyworker. Findings for both groups were similar at wave 2.

Childcare

At wave 1, the majority of primary parents/guardians (64%) said they were not using before and/or after school childcare for their children and that they did not need to use it. Around a quarter (26%) were also not using childcare during lockdown but said they that did need it.

For secondary parents/guardians, nearly three quarters (72%) were not using childcare during lockdown and didn't need it. 21% said they weren't using it but needed to.

Family relationships

Parents/guardians were asked about how their relationship with the other parent of their child (including if they were separated or divorced) had changed compared to the period before lockdown started.

Compared with the period before lockdown started, the majority of primary parents/guardians (55%) felt that their relationship with the other parent had stayed the same. Nearly a quarter (23%) said that the relationship had got better, whilst 16% said it had got worse. The breakdown of responses is shown in Figure 3.

Figure 3: Change in relationships between parents of primary pupils

Compared with the period before lockdown started, has the relationship between you and the other parent of your child ...

Primary parents/guardians
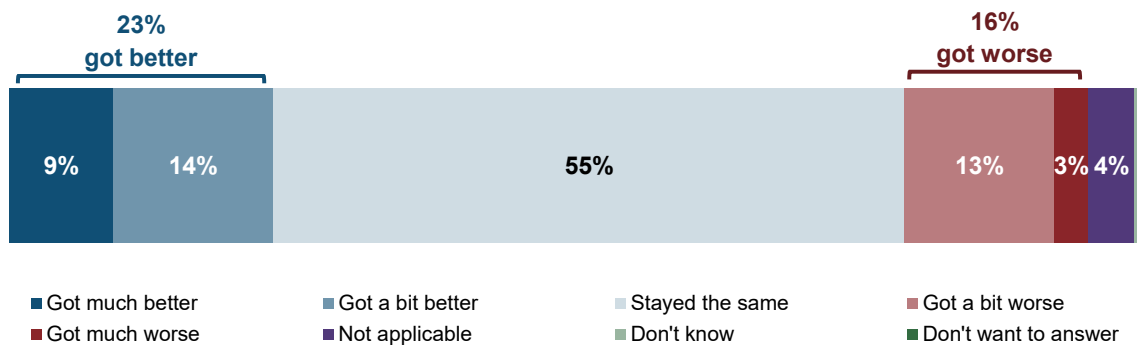
Base: All parents/guardians of children in Reception to Year 6 (1,000). WAVE 1.

As shown in Figure 4, findings for secondary parents/guardians followed a very similar pattern, with 54% who said the relationship hadn't changed, 28% who said it had got better, and 12% who felt it had got worse.

Figure 4: Change in relationships between parents of secondary pupils

Compared with the period before lockdown started, has the relationship between you and the other parent of your child ...

28% got better

12% got worse

11%	18%	54%	10%	2%	4%	

- ■ Got much better
- ■ Got a bit better
- ■ Stayed the same
- ■ Got a bit worse
- ■ Got much worse
- ■ Not applicable
- ■ Don't know
- ■ Don't want to answer
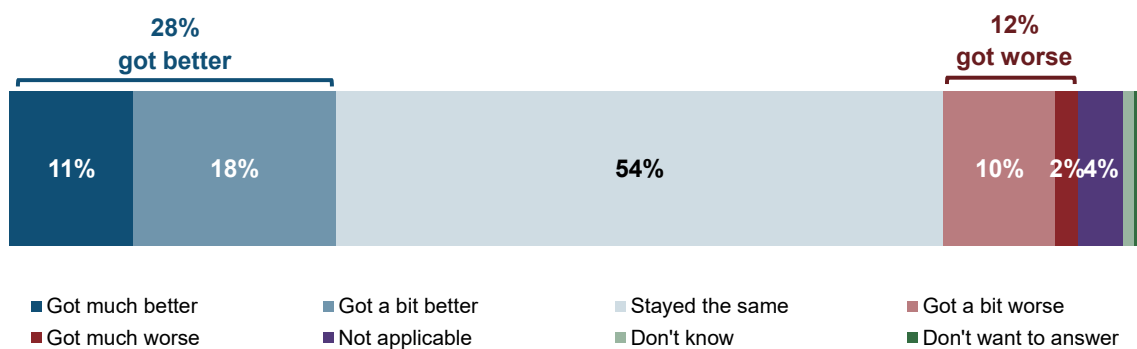
Base: All parents/guardians of children in Year 7 to Year 11 (1,001). WAVE 1.

School attendance

Summary

This section looks at school attendance of primary and secondary pupils at wave 1 (28th May - 10th June 2020) and wave 2 (22nd June – 2nd July) whilst lockdown restrictions were in place.

As detailed in Figure 1 (Introduction), on 23rd March 2020, following national lockdown, education and childcare settings closed except for those classed as priority groups (vulnerable children and children of keyworkers). From 1st of June, wider opening of schools began for primary school pupils, with children in early years, Reception, Year 1 and Year 6 encouraged to attend. From 15th June, secondary schools and colleges were able to provide some face-to-face support for pupils in Year 10 and Year 12, and college students (aged 16-19) due to take key exams and assessments in the next year. Attendance was not mandatory in the summer term, with shielding guidance still in place.

Wider opening of schools for all year groups and a return to the usual attendance expectations for all pupil groups began in September 2020, after the end of fieldwork.

It is also important to note that some pupils continued to attend school in person throughout or at times during lockdown. This this section refers to findings from all pupils and parents/guardians.

Key findings from the survey include:

- At wave 1 when primary schools had just started to reopen, around a third (35%) of primary parents/guardians said their child was attending school on every day or some days. At wave 2, around two weeks after primary schools had started to reopen for the year groups detailed above, the proportion of parents/guardians reporting that their child was attending school was nearly half (48%).

- At wave 1, secondary schools were still closed except for priority groups. 27% of secondary pupils and 28% of secondary parents/guardians said that they were / their child was attending school on at last some days. At wave 2 when secondary schools had started to provide some face-to-face support for pupils in Year 10 and Year 12, around a third of secondary pupils (34%) and secondary parents/guardians (32%) reported that they were attending school on at least some days. For those who had not returned to school, the most common reason was that school was still closed for them / their child.

Primary

At wave 1, nearly two thirds (65%) of primary parents/guardians reported that their child was **not** attending school. Among these parents/guardians, the most common reason was that school was closed for their child (64%). More than a quarter (27%) of these parents/guardians included not wanting their child to go to school in the reasons(s) for them not attending. Other reasons are shown in Figure 5.

Figure 5: Primary parents/guardians' reasons for why their child was not physically attending school at wave 1

Primary parents/guardians

WAVE 1

65%

of primary parents / guardians said their child was not physically attending school at all during term time.

There are different reasons why some children may not be currently physically attending school. Why are you not at school?

Top reasons:

Reason	
School is closed for my child	64%
I don't want them to go	27%
They are high risk in terms of their health	7%
They don't want to go	5%
Parents are working from home / furloughed / at home to look after them	4%

Base: Parents/guardians of children in Reception to Year 6 who are not physically attending school (653). WAVE 1

Just over a third (35%) of primary school parents/guardians said their child was attending school on every day or some days. 61% of those who said their child was attending school had a keyworker in their household.

At wave 2, the proportion of parents/guardians reporting that their child **was** physically attending school was nearly half (48%, compared with 35% at wave 1), with a third of parents/guardians (33%) reporting that their child was attending every day.

For those who said their child was not physically attending school (52%) at wave 2, the most common reason was again that school was closed for their child (63%). Other top reasons are shown in Figure 6.

Figure 6: Primary parents/guardians' reasons for why their child was not physically attending school at wave 2

Primary parents/guardians

WAVE 2

52%

of primary parents / guardians said their child was not physically attending school at all during term time.

There are different reasons why some children may not be currently physically attending school. Why are you not at school?

Top reasons:

Reason	Percentage
School is closed for my child	63%
I don't want them to go	28%
They are high risk in terms of their health	8%
They don't want to go	7%
School won't have them for another reason	3%
Member/s of the household are at risk / shielding	3%
Parents are working from home / furloughed / at home to look after them	2%
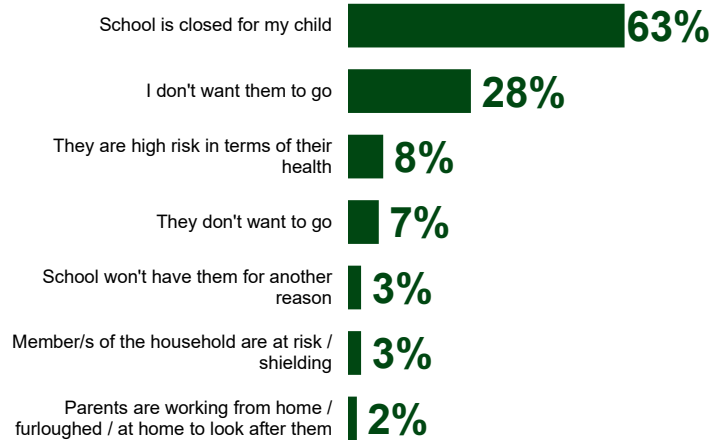
Base: Parents/guardians of children in Reception to Year 6 who are not physically attending school (521). WAVE 2

Secondary

Nearly three quarters (73%) of secondary pupils reported that they were **not** physically attending school at wave 1. As shown in Figure 7, the most common reason for this was that school was closed for them (83%).

Figure 7: Secondary pupils' reasons for not physically attending school at wave 1

Secondary pupils

WAVE 1

73%

of secondary pupils said they were not physically attending school at all during term time.

There are different reasons why some children may not be currently physically attending school. Why are you not at school?

Top reasons:

Reason	Percentage
School is closed for me	83%
My parents/carers don't want me to go	11%
I don't want to go	8%
I am high risk in terms of my health	3%
I have special educational needs or disabilities	2%
Travel is too difficult	2%
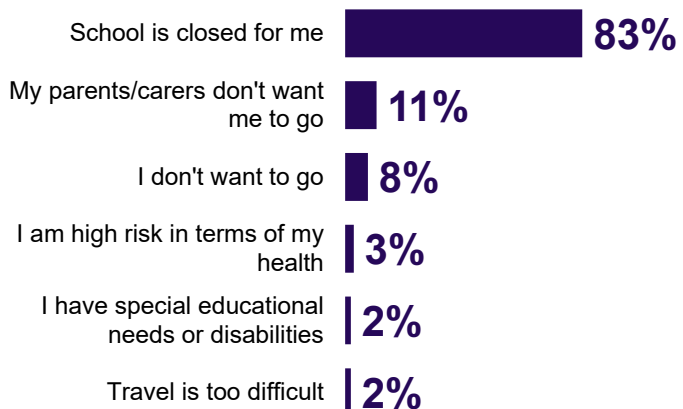
Base: Secondary pupils in Year 7 to Year 11 who are not physically attending school (725). WAVE 1

Nearly three quarters (72%) of secondary parents/guardians also reported that their child was not physical attending school. The main reasons for **not** attending school reported by secondary parents/guardians included that school was closed for their child (78%), that they didn't want their child to go (16%), that their child didn't want to go (5%), that their child is high risk in terms of their health (4%), and that their child has SEND (3%).

At wave 1, 27% of secondary pupils reported that they were attending school on at least some days. Similarly, 28% of secondary parents/guardians at wave 1 said their child was attending school on at least some days. Among these parents/guardians who said their child was attending school, 60% had a keyworker in their household.

At wave 2, the proportion of secondary pupils who were not attending school was 66%[6]. The main reasons for not physical attending school at wave 2 are shown in Figure 8.

The response was again similar amongst secondary parents/guardians, with 68% reporting that their child was not physically attending school at all at wave 2. Reasons reported by parents/guardians for not attending school were consistent with wave 1.

Figure 8: Secondary pupils' reasons for why they were not physically attending school at wave 2

Secondary pupils

WAVE 2

66%

of secondary pupils said they were not physically attending school at all during term time.

There are different reasons why some children may not be currently physically attending school. Why are you not at school?

Top reasons:

School is closed for me	**77%**
My parents/carers don't want me to go	**14%**
I don't want to go	**9%**
I am high risk in terms of my health	**3%**
I have special educational needs or disabilities	**2%**
Travel is too difficult	**1%**

Base: Secondary pupils in Year 7 to Year 11 who are not physically attending school (661). WAVE 2

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[6] From June 15th 2020, covering the time of this fieldwork, secondary schools started provide some face-to-face support for pupils in Year 10 and Year 12 in addition to being open to those who met the eligibility criteria.

Home learning

This section covers secondary pupils' and parents/guardians' experiences of home learning, including the resources they used and their views on support from school. It also looks at difficulties parents/guardians and pupils may have experienced with learning from home. As previously mentioned, it is important to note that some pupils continued to attend school in person throughout or at times during lockdown. This section refers to findings from all pupils and parents/guardians.

Key findings include:

- The majority of primary and secondary parents/guardians (79% and 73% respectively) felt that they had the information and resources they needed (either from school or elsewhere) to support their child's learning at home.

- The majority of both primary and secondary parents/guardians reported their child had used digital resources provided by school accessed via online learning platforms. 65% of primary parents/guardians and 60% of secondary parents/guardians said their child had used devices that they had provided themselves.

- Primary parents/guardians reported that their child was spending an average of 3 hours on learning at home during lockdown on a typical 'school day' (Monday to Friday). Secondary pupils reported undertaking 3.5 hours of home learning on average.

- For primary parents/guardians, the most common difficulty experienced was not having the time to fully support their child's learning (29%), whilst for secondary parents/guardians it was not having the subject knowledge to fully support their child's learning (30%).

- For parents/guardians who considered their child to have SEND, the majority of primary and secondary parents/guardians (70% and 61% respectively) said their child was receiving support specifically related to their SEND, either in their school or setting or at home.

- Slightly more than half (55%) of primary parents/guardians who considered their child to have SEND felt their school or setting was supporting their child well. A sizeable minority of 41% felt that their child's school or setting was not supporting them well. For secondary parents/guardians, 58% felt that their child's school or setting was supporting their SEND well during lockdown and a third (33%) felt that their school or setting was not supporting them well.

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Resources and information for home learning

The majority of primary parents/guardians (79%) felt that they had the information and resources they needed (either from school or elsewhere) to support their child's learning at home. However, around one in five (19%) felt that they didn't have what they needed.

Secondary parents/guardians showed a very similar pattern of response, with 73% who felt that they had the information and resources they needed and 22% who felt that they did not.

Parent/guardians were also asked which resources from school and other sources their child had used for home learning during lockdown. As shown in Figure 9, primary parents/guardians were most likely to say that their child had used digital resources provided by school via online learning platforms (71%), and devices that they had provided themselves for their child (65%).

Figure 9: Sources used for home learning by primary parents/guardians

Primary parents/guardians

Which, if any, of the following school resources has your child used for their home learning during lockdown?

Resource	%
School provided digital resources accessed via online learning platforms	71%
School provided non-digital resources	45%
School provided real-time interactive online learning	20%
School provided devices	5%
Other	1%
None of the above	7%
Don't know	1%

Which, if any, of the following other resources has your child used for their home learning during lockdown?

Resource	%
Devices provided by yourself	65%
Other digital online learning resources that you have found	62%
Non-digital resources that you have found	51%
Oak National Academy website	13%
Resources listed on GOV.UK website	12%
Other	1%
None of the above	7%
Don't know	2%
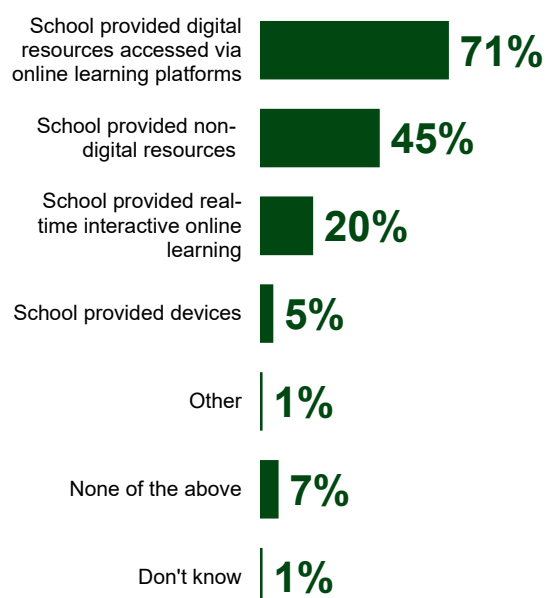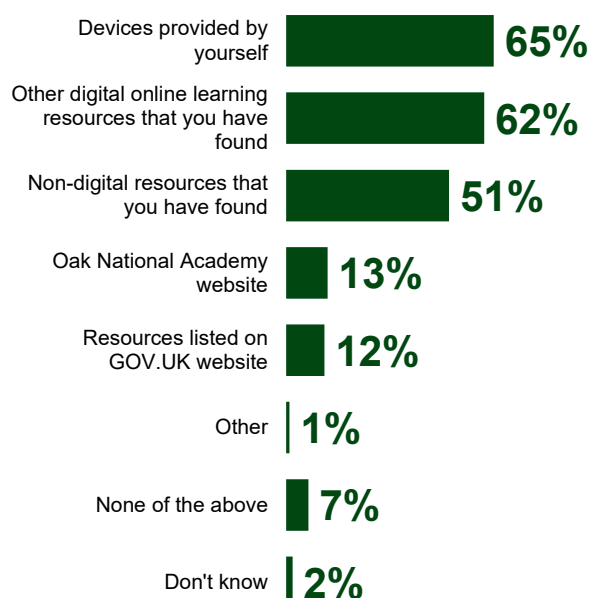
Base: All parents/guardians of children in Reception to Year 6 (1,000). WAVE 1.

Secondary parents/guardians gave similar responses, as shown in Figure 10.

Figure 10: Sources used for home learning by secondary parents/guardians

Secondary parents/guardians

Which, if any, of the following school resources has your child used for their home learning during lockdown?

School provided digital resources accessed via online learning platforms	70%
School provided real-time interactive online learning	30%
School provided non-digital resources	28%
School provided devices	9%
Other	1%
None of the above	10%
Don't know	2%

Which, if any, of the following other resources has your child used for their home learning during lockdown?

Devices provided by yourself	60%
Other digital online learning resources that you have found	48%
Non-digital resources that you have found	30%
Resources listed on GOV.UK website	12%
Oak National Academy website	7%
Other	2%
None of the above	14%
Don't know	4%
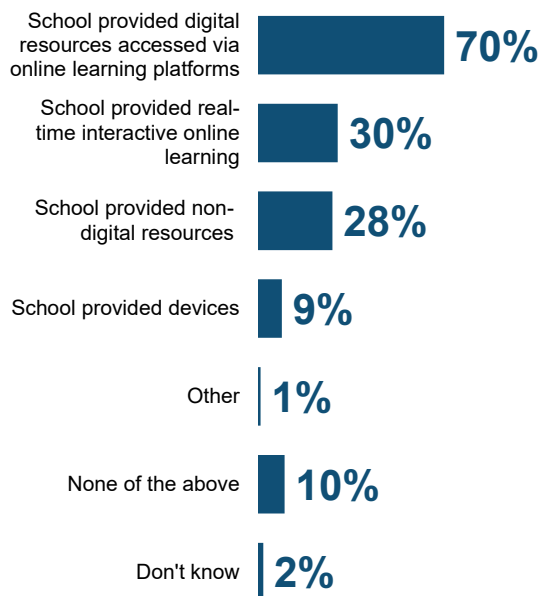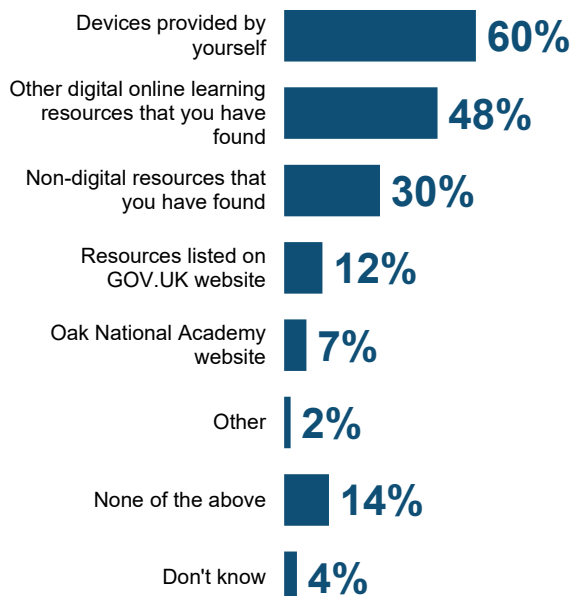
Base: All parents/guardians of children in Year 7 to Year 11 (1,001). WAVE 1.

School support

At wave 1, three in five (61%) primary parents/guardians were satisfied with the learning support their child received from their school whilst schools were closed. Among secondary parents/guardians, a similar proportion (56%) felt satisfied with the learning support from their child's school during lockdown. For secondary pupils, around half (52%) felt satisfied. Satisfaction with schools' learning support remained similar for all three groups at wave 2.

At wave 2, parents/guardians were asked if there had been a change in the amount of support for home learning that their child's school was providing, compared with four weeks earlier. Around half (55%) of primary parents/guardians reported that their child's school was providing the same amount of support, and equal proportions responded that school was providing more support (19%) and less support (18%).

Findings were similar among secondary parents/guardians, with around half saying there had been no change compared with four weeks earlier (54%), 21% saying their child's school was providing more support, and for 16% school was providing less support.

Support for pupils with SEND

At wave 1, parents/guardians who consider their child to have special educational needs or disabilities (SEND) were asked if their child was receiving any support specifically related to their SEND from their school or setting. 70% of primary parents/guardians and 61% of secondary parents/guardians said their child was receiving support, either in their school or setting or at home.

Parents/guardians were also asked how well they felt their child's school or setting was supporting their SEND during lockdown. Among primary parents/guardians, there was a fairly even split between the proportion who felt their school or setting was supporting their child well (55%) and not well (41%).

For secondary parents/guardians, 58% felt that their child's school or setting was supporting their SEND well during lockdown and a third (33%) felt that their school or setting was not supporting them well.

Findings for primary and secondary parents/guardians were similar at wave 2.

Experiences of home learning

Primary

As shown in Figure 11, primary parents/guardians were asked how many hours of learning their child was undertaking on a typical 'school day'. At wave 1, parents/guardians were asked to think about a typical day during lockdown, whilst at wave 2 they were asked to think about the previous week. Whilst the two questions are not directly comparable, the findings indicate a similar pattern. On average at both waves, primary parents/guardians reported that their child was undertaking 3 hours of learning on a typical 'school day'.

Figure 11: Hours of home learning reported by primary parents/guardians

WAVE 1: **During lockdown**, how many hours of home learning is your child undertaking on a typical 'school day' (Monday to Friday)?

Hours	0	1-2	3-4	5-6	7+	Don't know
	3%	36%	37%	16%	1%	7%

WAVE 2: **Last week**, how many hours of home learning is your child undertaking on a typical 'school day' (Monday to Friday)?

Hours	0	1-2	3-4	5-6	7+	Don't know
	7%	34%	33%	17%	2%	7%

Base: All parents/guardians of children in Year 7 to Year 11 (WAVE 1: 1,000; WAVE 2: 1,000).

In addition to work set by school, parents/guardians at wave 2 were asked if they (or another parent/guardian) had done the learning activities shown in Figure 12 with their child during lockdown. Nearly three quarters (72%) had done extra-curricular reading with their child, and nearly two thirds (64%) had done physical education/exercise.

Figure 12: Extracurricular activities primary parents/guardians have done with their child

During lockdown, have you (or another parent/guardian of your child) done any of the following learning activities with your child in addition to any work set by their school?

Primary parents/guardians

Activity	Percentage
Reading	72%
Physical education/exercise	64%
Used online education sources (e.g. BBC Bitesize)	56%
Creative arts activities (e.g. art, music, drama)	52%
Used physical workbooks that you have bought	42%
Used educational computer games	41%
Used educational apps on a tablet (e.g. DuoLingo)	37%
Practiced learning a language	18%
Other	2%
None of the above	5%
Don't want to answer	1%

Base: All parents/guardians of children in Reception to Year 6 (1,000). WAVE 2.

Secondary

Two thirds (67%) of secondary pupils reported that their school set them compulsory work to complete at home, and 42% said their school set optional work. Some also had work set by their parents/guardians (20%) and/or set work for themselves (11%).

Thinking about the week before they took part in the survey, those with set work to complete had generally completed all or most of it (40% and 36% respectively).

The number of hours secondary pupils reported having spent on learning on a typical 'school day' at wave 1 and wave 2 are shown in Figure 13. As explained for primary parents/guardians above, the questions are not comparable due to the different wording. On average at both waves, secondary pupils reported spending 3.5 hours on home learning on a typical 'school day'.

Figure 13: Hours of home learning done by secondary pupils

WAVE 1: **During lockdown**, how many hours of home learning are you undertaking on a typical 'school day' (Monday to Friday)?

Hours	0	1-2	3-4	5-6	7+	Don't know
	6%	21%	34%	25%	2%	12%

WAVE 2: **Last week**, how many hours of home learning is your child undertaking on a typical 'school day' (Monday to Friday)?
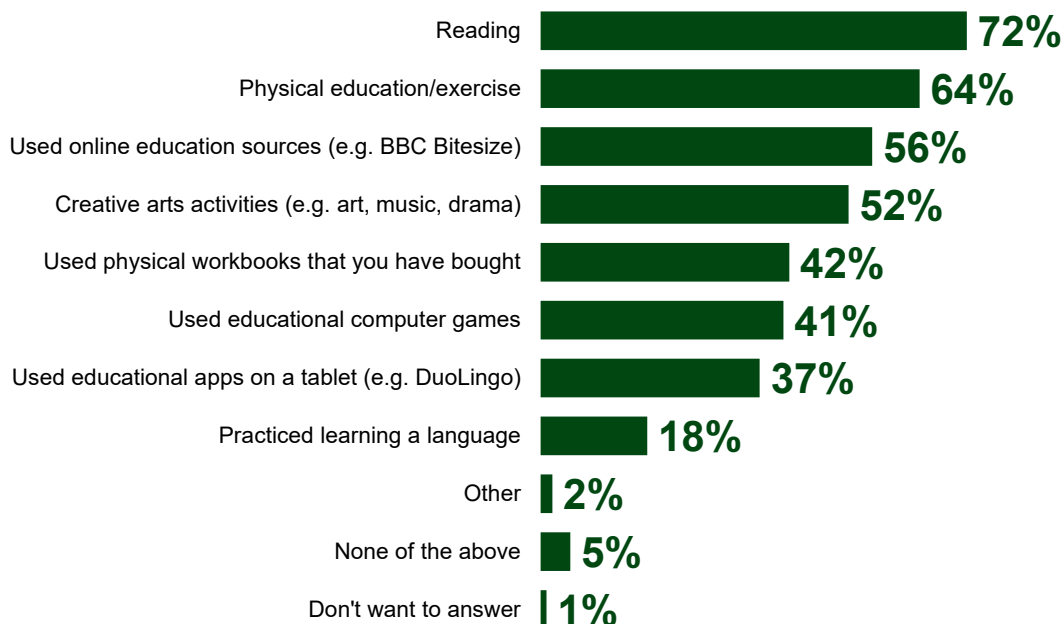
Hours	0	1-2	3-4	5-6	7+	Don't know
	8%	21%	34%	25%	2%	10%

Base: All secondary pupils in Year 7 to Year 11 (WAVE 1: 1,001; WAVE 2: 1,000).

When doing schoolwork at home during lockdown, nearly half (44%) of secondary pupils said they put in about the same amount of effort as they would do at school. However, nearly two in five (38%) said they put in less effort than at school.

Difficulties with home learning

Parents/guardians were asked about difficulties with home learning that they could be experiencing. At wave 1, around a third of primary and secondary parents/guardians (33% and 34% respectively) said that they weren't experiencing difficulties with their child's home learning.

For primary parents/guardians, the most common difficulty was not having the time to fully support their child's learning (29%), whilst for secondary parents/guardians it was not having the subject knowledge to fully support their child's learning (30%).

Figure 14: Difficulties with home learning experienced by primary parents/guardians

Thinking about your child, which, if any, of the following have you been experiencing?

Response	Percentage
I don't have the time to fully support my child's learning	29%
I don't have the subject knowledge to fully support my child's learning	25%
I want to provide support, but my child does not want it	18%
I'm not sure what work they are supposed to do	14%
My mental health means I am unable to fully support my child	6%
I don't have the digital skills to provide full support with online learning	6%
My physical health means I am unable to fully support my child	5%
Other	4%
I am not experiencing difficulties with my child's home learning	33%
Not applicable - my child is not doing home learning	3%
Don't want to answer	2%

Base: All parents/guardians of children in Reception to Year 6 (1,000). WAVE 1.

Figure 15: Difficulties with home learning experienced by secondary parents/guardians

Thinking about your child, which, if any, of the following have you been experiencing?

Secondary parents/guardians

Category	Percentage
I don't have the subject knowledge to fully support my child's learning	30%
I don't have the time to fully support my child's learning	17%
I want to provide support, but my child does not want it	16%
I'm not sure what work they are supposed to do	13%
I don't have the digital skills to provide full support with online learning	7%
My mental health means I am unable to fully support my child	5%
My physical health means I am unable to fully support my child	5%
Other	3%
I am not experiencing difficulties with my child's home learning	34%
Not applicable - my child is not doing home learning	8%
Don't want to answer	2%

Base: All parents/guardians of children in Year 7 to Year 11 (1,001). WAVE 1.

Parents/guardians were also asked about difficulties with home learning that their child could be experiencing. The most common difficulty reported by both primary and secondary parents/guardians was that their child struggled with motivation (46% and 35% respectively). Around a third of both parent/guardian groups said that their child was not experiencing difficulties with home learning (30% primary; 36% secondary).

Return to school

This section explores pupils' and parents/guardians' attitudes towards returning to school. As mentioned in previous sections, it is important to note that some pupils continued to attend school in person throughout or at times during lockdown, and this section refers to findings from all pupils and parents/guardians. Findings cover how pupils have adjusted or expect to adjust to the change from learning at home and the introduction of new measures at school to help prevent the spread of coronavirus. Lastly, this section looks at how primary and secondary pupils are able to travel to school.

Key findings include:

- The majority of primary and secondary parents/guardians (57%-61%) were not concerned about how their child had adjusted or would adjust to the change from learning at home to learning at school.

- Nearly two thirds (64%) of primary parents/guardians and 55% of secondary parents/guardians said their child was finding it easy to adjust to new coronavirus measures at school (e.g. handwashing, keeping distance from others, smaller groups, timetable changes).

Concerns about returning to school

Primary

Among primary parents/guardians who were concerned about their child or children being asked to attend school before the summer holidays, the most common concern at wave 1 was that their child could potentially contract coronavirus (63%), followed by not being able to practice social distancing (43%). Their child's mental health and wellbeing was also a key concern at wave 1 (38%) and was an even more common concern at wave 2 (43%).

At wave 2, parents/guardians were also asked to think about how their child would respond to the change from learning at home to attending classes face-to-face or how their child had responded if they had already returned to school. The majority of primary parents/guardians were **not** concerned: for those whose child had returned to school, 61% were not concerned, whilst for those whose child hadn't returned to school 57% weren't concerned.

Those who **were** concerned mentioned worries about the change of environment or routine (20%), the impact on their learning (16%), the impact on their child's mental

health (10%), and some mentioned the benefits of learning at home rather than returning to school (10%).

Secondary

The pattern of response among secondary parents/guardians who were concerned about their child or children being asked to attend school before the summer holidays was similar to that of primary parents/guardians. At wave 1, around two thirds (66%) were concerned about their child potentially contracting coronavirus, 36% about their child being unable to practice social distancing, and 32% about their child's mental health and wellbeing. Findings at wave 2 were consistent.

At wave 2, secondary parents/guardians were also asked to think about how their child would respond to the change from learning at home to attending classes face-to-face, or how their child had responded if they had already returned to school. For those both those who had returned to school, 47% were not concerned about the change. For those who hadn't returned, the majority were not concerned (67%).

Those who were concerned mentioned similar worries to primary parents/guardians, including worries about the change of environment or routine (15%), the impact on their learning (16%), the impact on their child's mental health (10%), and concerns about their child's concentration or behaviour (10%).

At wave 1, secondary pupils were also asked about their greatest concerns when thinking about school being closed over the previous weeks. The most common response was concern about their lack of social time spent with friends or others (60%). Secondary pupils were also worried about being behind on their learning (38%) and the impact on their exam or test results (38%).

School measures

Parents/guardians were asked to what extent they would support their child's school taking disciplinary action where children deliberately disobey strict behaviour management policies that may be introduced to promote safety and personal hygiene when schools re-open (e.g. policies on hand washing, distancing, coughing).

Amongst primary parents/guardians at wave 1, 70% supported to some extent or to a great extent their child's school taking disciplinary action if rules are not followed. At wave 2, 77% of primary parents/guardians supported this approach to at least some extent.

The majority (81%) of secondary parents/guardians at wave 1 also supported this disciplinary action to at least some extent. A similar proportion (83%) of secondary

parents/guardians at wave 2 supported schools taking disciplinary action if rules are not followed.

At wave 2, parents/guardians of a child who was attending school at the time were asked how easy or difficult their child was finding it to adjust to new coronavirus measures at school (e.g. handwashing, keeping distance from others, smaller groups, timetable changes). Nearly two thirds (64%) of primary parents/guardians and 55% of secondary parents/guardians said their child was finding it easy.

Around one in ten (12%) of primary parents/guardians and nearly two in five (18%) secondary parents/guardians said their child was finding it difficult to follow the new measures. Reasons included because their child would forget and need to be reminded, because it wasn't always possible to follow the rules (e.g. not enough space, actions of others), or because their child didn't understand what was expected[7].

Travelling to school

Parents/guardians were asked what modes of travel their child could use to get to school in September.

The majority of primary parents/guardians (69%) said their child could walk to school, with the next most common option being by driving by car/van (48%).

For secondary parents/guardians, around half (52%) reported that their child could walk to school. 40% said that they could go by car/van, and nearly a quarter (24%) could use local public buses.

For secondary parents/guardians who responded that their child could only use public transport to get to school, the main reason was that it was too far to walk or cycle (70%). 41% also mentioned that there was no available adult in their household to drive, and 23% had no available car/van in their household.

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[7] Percentages not reported for this question as the base size is too small.

Post-16 plans

This section covers the impact of lockdown on Year 11 pupils' plans for the next academic year (2020/21). Around half (52%) of pupils in Year 11 who had decided on their plans said they have been directly negatively affected to at least some extent.

Pupils in Year 11 who had decided on their plans for the next academic year before the coronavirus pandemic were asked to what extent these plans have been negatively impacted by lockdown. Around half (52%) of these pupils said their plans have been directly negatively affected to at least some extent, with 15% who said the extent of this impact was large.

Those who said their plans have been impacted at all were asked how their plans have been negatively impacted. As shown in Figure 16, the most common reason for this impact was because secondary pupils hadn't been able to take their exams (18%) and the uncertainty around their grades (17%). A small number of pupils also had concerns about the practicalities of starting their qualification or training, including concerns about how lessons would be taught and the lack of induction, as well as how online teaching and social distancing would work.

Figure 16: Top reasons why post-16 plans have been negatively impacted

77% of pupils in Year 11 said their plans to start their chosen qualification / training have been directly negatively impacted at all by lockdown.

Please describe how lockdown has negatively impacted your plans to start your chosen qualification in the next academic year (starting in September 2020).

Top reasons:

Reason	
I haven`t been able to take my exams / GCSEs	**18%**
Uncertainty about my grades / results / only predicted grades	**17%**
Concerns about how lessons will be taught / online / social distancing	**6%**
Not being at school for so long / falling behind with work	**6%**
Lack of contact / support / teaching from school	**5%**
No induction	**4%**
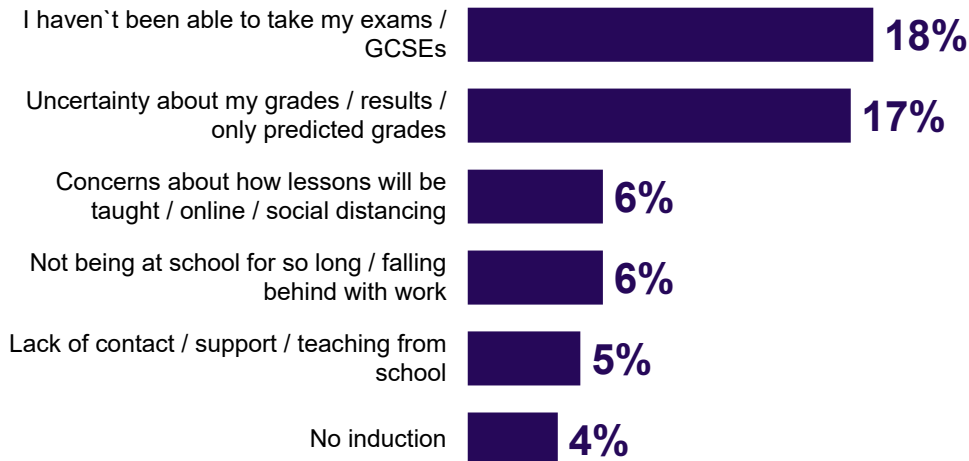
Base: Secondary pupils in Year 11 who say lockdown has negatively impacted their plans to start their chosen qualification / training in the next academic year (112). WAVE 2

Restrictions

This section looks at how often primary and secondary pupils met up with others outside their household during lockdown and the reasons why.

At the time of fieldwork, coronavirus restrictions on meeting others and social distancing were in place. Working from home was encouraged where possible, and until 1st June meeting with people outside one's own household was not permitted. From 1st June, groups of up to six people were allowed to meet outdoors in England.

Key findings include:

- At wave 1, 34% of primary parents/guardians said their child had met up with two or more people at a time who they don't live with during lockdown, and 28% of secondary pupils said they had done this.

- At wave 2, 34% of primary parent/guardians reported that their child met up with more than six people at a time who they don't live with, and 27% of secondary pupils reported that they had done so.

Primary

At wave 1, around a third (34%) of primary parents/guardians said their child had met up with two or more people at a time or a group of people who they don't live with during lockdown. This was largely reported as a few meetings in total (20%), but for 13% it was once a week or more often.

The most common reason for their child meeting people outside the household was that they were seeing family (33%). A similar proportion (31%) said that the meeting wasn't planned and had just happened. A full breakdown of the reasons given is shown in Figure 17.

Figure 17: Reasons why primary parents/guardians say their child met up with two or more people at a time who they don't live with

Primary parents/guardians

WAVE 1

34%

of primary parents / guardians said their child had met up with two or more people at a time who they don't live with since schools closed.

Can you say why your child has met up with two or more people at a time that they don't live with?

They were seeing family	**33%**
They didn't plan to meet - it just happened	**31%**
They were bored	**13%**
I'm not worried about my child catching or spreading coronavirus	**9%**
They accompanied me volunteering / caregiving	**8%**
Their friends are doing it / they didn't want to miss out	**8%**
Our home is too small/busy	**8%**
I don't agree with the restrictions	**6%**
My child doesn't get on with family members	**5%**
I asked them to go out	**4%**
I didn't realise they shouldn't meet groups of people	**4%**
Other	**15%**

Respondents could also select 'don't know' or 'don't want to answer'.
Base: Parents/guardians of children in Reception to Year 6 who say their child has met with two or more people at a time who they don't live with since schools closed (335). WAVE 1

The question was updated at wave 2 to ask about whether respondents had met up with more than six people at a time who they don't live with (since 1st June). 34% of primary parent/guardians reported that their child met up with a group of people, with 16% saying they had done so at least once a week. Figure 18 shows a breakdown of the reasons given.

Figure 18: Reasons why primary parents/guardians say their child met up with more than six people at a time who they don't live with
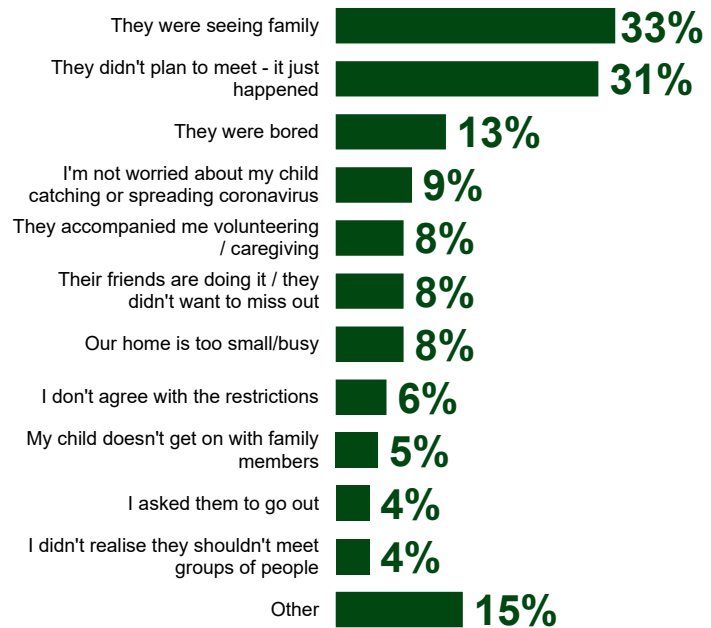
Primary parents/guardians

WAVE 2

34%

of primary parents / guardians said their child had met up with more than 6 people at a time who they don't live with since 1st June 2020.

Can you say why your child has met up with more than six people at a time that they don't live with?
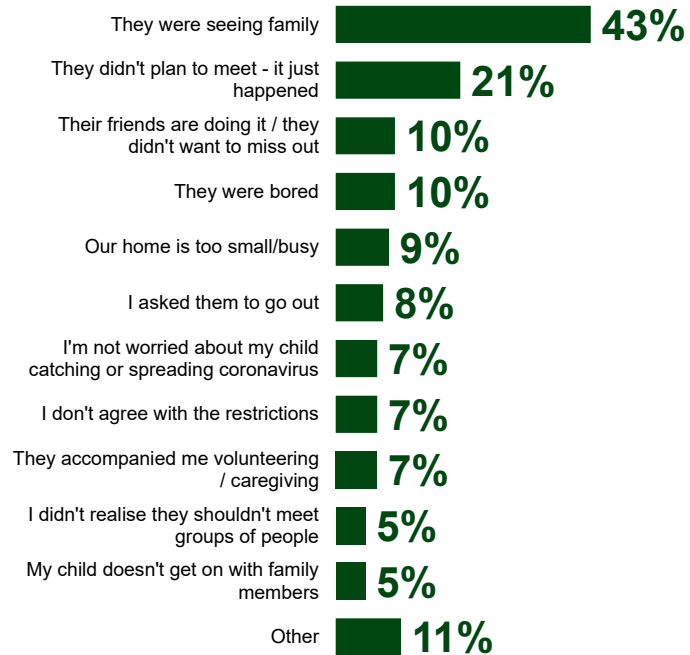
Reason	%
They were seeing family	43%
They didn't plan to meet - it just happened	21%
Their friends are doing it / they didn't want to miss out	10%
They were bored	10%
Our home is too small/busy	9%
I asked them to go out	8%
I'm not worried about my child catching or spreading coronavirus	7%
I don't agree with the restrictions	7%
They accompanied me volunteering / caregiving	7%
I didn't realise they shouldn't meet groups of people	5%
My child doesn't get on with family members	5%
Other	11%

Respondents could also select 'don't know' or 'don't want to answer'.
Base: Parents/guardians of children in Reception to Year 6 who say their child has met with more than six people at a time who they don't live with since 1st June (340). WAVE 2

Secondary

At wave 1, slightly more than a quarter (28%) of secondary pupils said they had met up with two or more people at a time or a group of people who they don't live with during lockdown. 17% had met up a few times in total, and 11% said they met multiple people once a week or more often.

As shown in Figure 19, the most common reason among secondary pupils for meeting people outside the household was that the meeting wasn't planned (26%). Similar proportions mentioned that they met people because they were bored (23%) or they were seeing family (22%).

Figure 19: Reasons why secondary pupils say they met up with two or more people at a time who they don't live with

Secondary pupils

WAVE 1

28%

of secondary pupils said they had met up with two or more people at a time who they don't live with since schools closed.

Can you say why you have met up with two or more people at a time that you don't live with?

Reason	%
We didn't plan to meet - it just happened	26%
I was bored	23%
I was seeing family	22%
My friends are doing it / I didn't want to miss out	13%
My parent/carer asked me to go out	10%
I'm not worried about catching or spreading coronavirus	9%
I accompanied my parent/carer volunteering / caregiving	9%
I don't like being at home	7%
My home is too small/busy	6%
I don't agree with the restrictions	6%
I didn't realise I shouldn't meet groups of people	5%
I don't get on with family members	3%
Other	14%

Respondents could also select 'don't know' or 'don't want to answer'.
Base: Secondary pupils in Year 7 to Year 11 who have met with two or more people who they don't live with since schools closed (274). WAVE 1

At wave 2, 27% of secondary pupils reported that they had met up with more than six people at a time who they don't live with (since 1st June), with 12% saying they had done so on a weekly or more basis. A breakdown of the reasons given is shown in Figure 20.

Figure 20: Reasons why secondary pupils say they met up with more than six people at a time who they don't live with
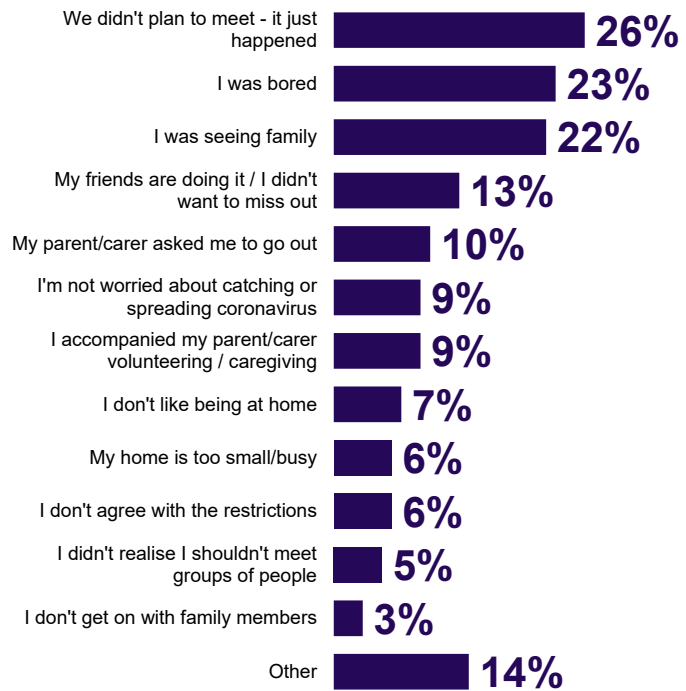
Secondary pupils

WAVE 2

27%

of secondary pupils said they had met up with more than 6 people at a time who they don't live with since 1st June 2020.

Can you say why you have met up with more than six people at a time that you don't live with?
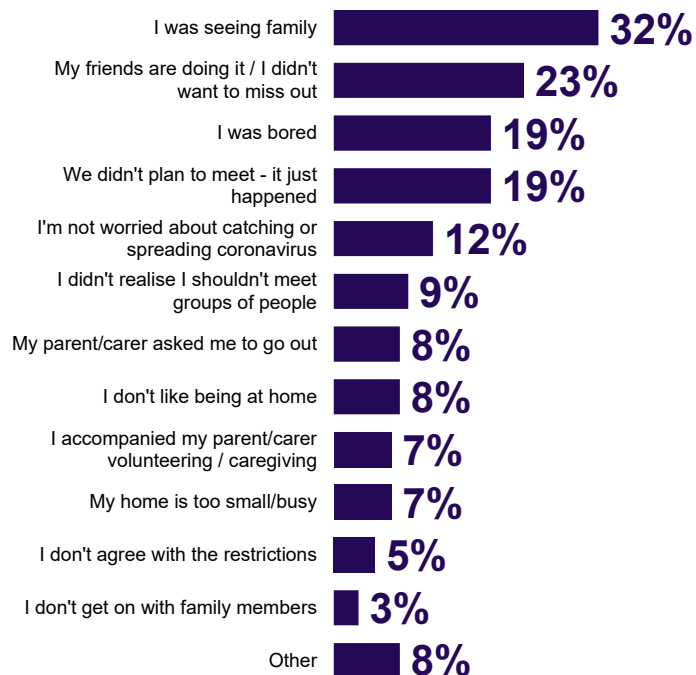
Reason	Percentage
I was seeing family	32%
My friends are doing it / I didn't want to miss out	23%
I was bored	19%
We didn't plan to meet - it just happened	19%
I'm not worried about catching or spreading coronavirus	12%
I didn't realise I shouldn't meet groups of people	9%
My parent/carer asked me to go out	8%
I don't like being at home	8%
I accompanied my parent/carer volunteering / caregiving	7%
My home is too small/busy	7%
I don't agree with the restrictions	5%
I don't get on with family members	3%
Other	8%

Respondents could also select 'don't know' or 'don't want to answer'.
Base: Secondary pupils in Year 7 to Year 11 who have met with more than six people at a time who they don't live with since 1st June (268). WAVE 2

Mental health and wellbeing

This section covers young people's metal health and wellbeing during lockdown, including the information both secondary pupils and parents/guardians need to look after their mental health as well as online safety.

Key findings include:

- When asked to rate how anxious their child appeared on the day before the survey on a scale of 0 – 10, where 0 is 'not at all' and 10 is 'completely', primary parents/guardians on average gave a low score of 3 out of 10. Secondary pupils had a similar average anxiousness score of 2.9 out of 10.

- When asked to rate how happy they felt the day before the survey on a scale of 0-10, where 0 is 'not at all' and 10 is 'completely', secondary pupils reported an average score of 6.9 out of 10.

- 36% of primary parents/guardians reported that they had looked for information on how to look after their child's mental health and wellbeing during lockdown. Just 12% of secondary pupils had looked for information on how to support their own mental health and wellbeing during lockdown.

- Primary parents/guardians would find it useful to have more information on managing their child's emotions and behaviour, whilst secondary parents/guardians are most likely to want information on helping their child maintain friendships whilst socially distancing.

- 82% of secondary pupils say they would report feeling unsafe online to their parent/guardian.

Anxiousness

At wave 1, parents/guardians were asked to rate on a scale of 0 – 10, where 0 is 'not at all' and 10 is 'completely', how anxious their child appeared the day before. On average, primary parents/guardians gave a low score of 3 out of 10. However, there was a wide variety of responses and around a quarter (24%) of primary parents/guardians rated their child as having seemed highly anxious on the previous day[8].

Secondary pupils were also asked to report their own level of feeling anxious on the previous day. On average secondary pupils had a low anxiousness score of 2.9 out of

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[8] A score of 6 or more out of 10 on a scale of 0 (not at all) to 10 (completely).

10. Almost a quarter (23%) of the secondary pupils reported feeling highly anxious on the day before their survey.

Happiness

Secondary pupils were asked to rate their overall happiness for the previous day on a scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely'. The average score was 6.9 out of 10, and 12% reported low happiness[9].

Support for young people's mental health and wellbeing

Primary

At wave 2, slightly more than a third (36%) of primary parents/guardians reported that they had looked for information on how to look after their child's mental health and wellbeing during lockdown.

Parents/guardians who had looked for this information were most likely to look on social media (37%), an NHS or other health service website (32%), or a mental health or youth support charity website (31%). Some parents/guardians had also contacted their child's school (28%) or had used wellbeing apps (27%).

For those who had looked for information, nearly half (45%) said they had found all the information they were looking for. However, around two in five (42%) didn't find all or any of the information they were seeking. The most common reason for this was that the information was not focussed on what they wanted to know (53%).

Secondary

Secondary pupils were also asked if they had looked for information to support their mental health and wellbeing during lockdown. The majority (85%) said that they **hadn't** looked for information on the topic, with only around one in ten (12%) who said that they had.

Those who had looked for information on how to support their mental health and wellbeing were most like to have looked on social media (43%). Wellbeing apps and mental health or youth support charity websites were also sources some had used (28% and 27% respectively). Nearly a quarter (23%) had contacted their school for information.

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[9] A score of 0-4 out of 10 on a scale of 0 (not at all) to 10 (completely).
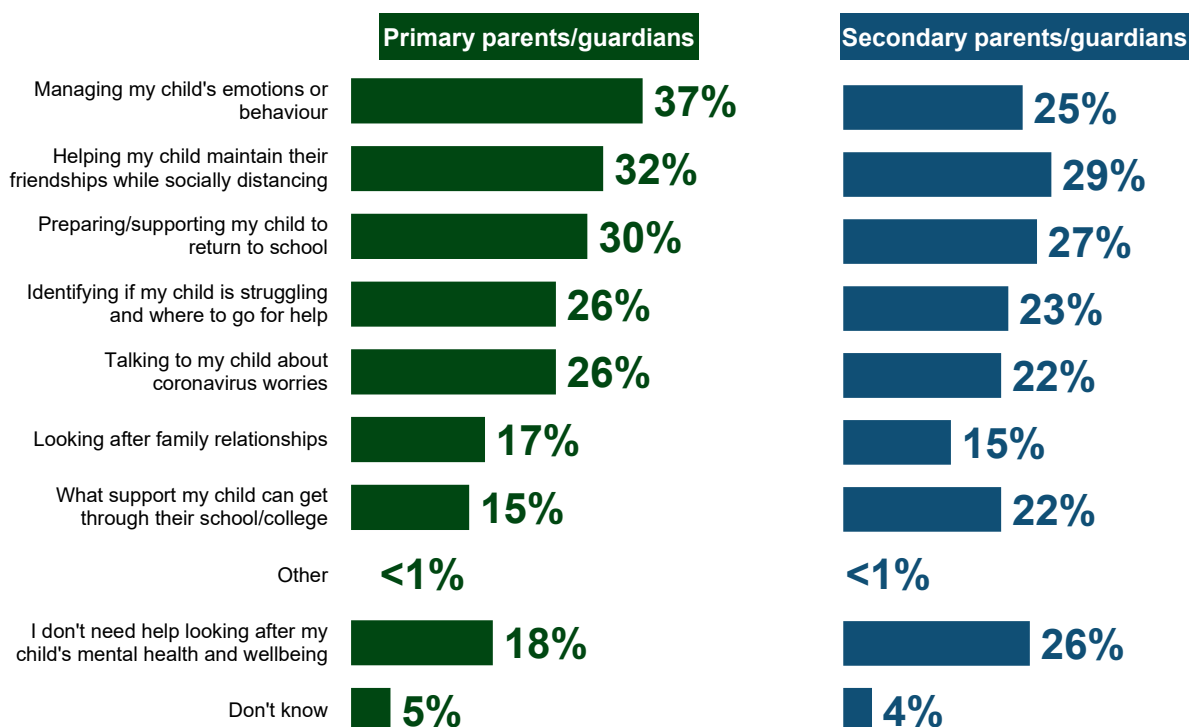
Of those who looked for information on mental health and wellbeing, most (82%) found some or all the information they were looking for. However, 35% found only some of the information they needed and 5% didn't find any of the information they were looking for.

Further information and support

As shown in Figure 21, parents/guardians were asked what they would find most useful to have more information on to help them look after their child's mental health and wellbeing. The most common response among primary parents/guardians was more information on managing their child's emotions and behaviour (37%), whilst secondary parents/guardians were most likely to say they would like information on helping their child maintain friendships whilst socially distancing (29%).

Figure 21: Topics parents/guardians would like information on to help look after their child's mental health and wellbeing

Which of the following, if any, would you find most useful to have more information on to help you look after your child's mental health and wellbeing?

	Primary parents/guardians	Secondary parents/guardians
Managing my child's emotions or behaviour	37%	25%
Helping my child maintain their friendships while socially distancing	32%	29%
Preparing/supporting my child to return to school	30%	27%
Identifying if my child is struggling and where to go for help	26%	23%
Talking to my child about coronavirus worries	26%	22%
Looking after family relationships	17%	15%
What support my child can get through their school/college	15%	22%
Other	<1%	<1%
I don't need help looking after my child's mental health and wellbeing	18%	26%
Don't know	5%	4%

Base: All parents/guardians of children in Reception to Year 6 (1,000); All parents/guardians of children in Year 7 to Year 11 (1,001). WAVE 1.

Secondary pupils were most interested in having more information on maintaining friendships while social distancing (30%) and preparing to return to school (25%). Smaller proportions also said they would find it useful to have more information on identifying if they are struggling and where to go for help (17%), activities to support good
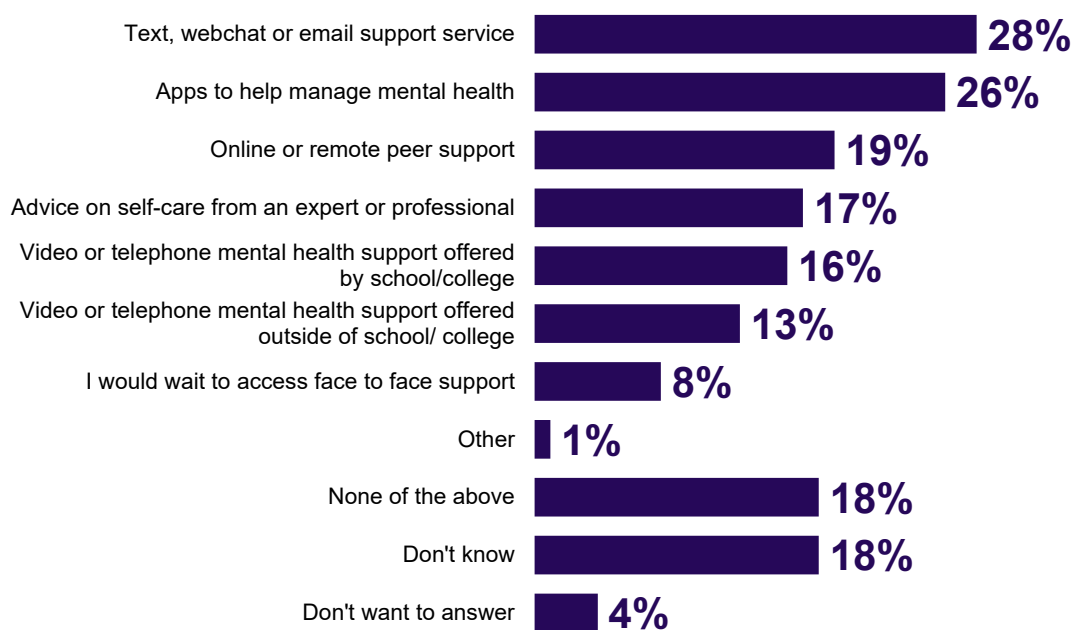
mental health and wellbeing (16%) and what support they can get through their school/college (16%).

At wave 2, secondary pupils were also asked which types of support they would feel comfortable using if they needed help with their mental health whilst access to face-to-face services is limited. Around three in five (59%) said that they would feel comfortable accessing at least one of the types of support included in the question (shown in Figure 22), with preferred options being a text, webchat or email support service (28%) and apps to help manage mental health being (26%).

Figure 22: Services secondary pupils would feel comfortable accessing if they needed support with their mental health

While access to face-to-face services is limited, which, if any, of the following services would you be comfortable using if you needed support for your mental health?

Secondary pupils

Service	Percentage
Text, webchat or email support service	28%
Apps to help manage mental health	26%
Online or remote peer support	19%
Advice on self-care from an expert or professional	17%
Video or telephone mental health support offered by school/college	16%
Video or telephone mental health support offered outside of school/ college	13%
I would wait to access face to face support	8%
Other	1%
None of the above	18%
Don't know	18%
Don't want to answer	4%

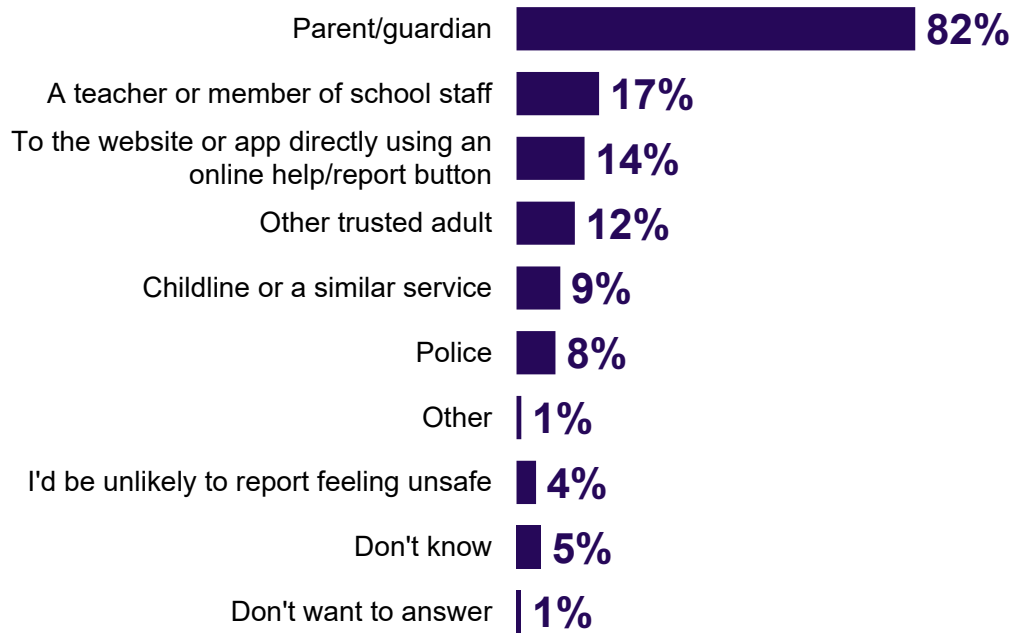Base: All secondary pupils in Year 7 to Year 11 (1,000). WAVE 2

Online safety

Secondary pupils were asked who, if anyone, they would speak to if they were to feel unsafe online. The most common response by far was that they would report it to their parent/guardian (82%). Just 4% said they would be unlikely to report feeling unsafe online to anyone. A full breakdown of response is shown in Figure 23.

Figure 23: Who secondary pupils would report feeling unsafe online to

If you were to feel unsafe online, who, if anyone, would you report it to?

Secondary pupils

Category	Percentage
Parent/guardian	82%
A teacher or member of school staff	17%
To the website or app directly using an online help/report button	14%
Other trusted adult	12%
Childline or a similar service	9%
Police	8%
Other	1%
I'd be unlikely to report feeling unsafe	4%
Don't know	5%
Don't want to answer	1%

Base: All secondary pupils in Year 7 to Year 11 (1,000). WAVE 2

Appendix

Comparing the sample profile across waves

The tables below show the profile of the achieved samples at wave 1 and wave 2[10,11].

Table 2: Profile of primary parents/guardians by wave

	Wave 1 (%)	Wave 2 (%)
	n = 1,000	n = 1,000
Child year group		
Reception	14	14
Year 1	14	14
Year 2	15	15
Year 3	15	15
Year 4	14	14
Year 5	14	14
Year 6	14	14
Region		
North East & Yorkshire	14	14
North West	13	13
Midlands	19	19
South West	9	9
South East & Anglia	27	27
Greater London	16	16
Child gender		
Female	49	49
Male	51	51
Social grade		
ABC1	69	**70**
C2DE	31	**30**
Parent ethnicity		
Asian or Asian British	**8**	**8**
Black/African/Caribbean/Black British	**3**	**2**
Mixed/multiple ethnic groups	**2**	**2**
White	**85**	**87**
Other ethnic group	**1**	*****
FSM		
Yes	**32**	**32**

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[10] The profile percentages are the figures after weighting on child gender, region and year group has been applied.
[11] Where responses do not sum to 100% this is due to rounding or some respondents choosing not to answer the question.

No	**65**	**66**
Urban/rural		
Urban	**75**	**76**
Rural	**14**	**15**
Parent employment status		
Employed	**79**	**80**
Unemployed	**21**	**20**
Keyworker in household		
Yes	**53**	**55**
No	**46**	**44**
Parent highest qualification		
No formal qualifications	**1**	**2**
NVQ 1-3	**47**	**41**
NVQ 4+	**50**	**55**

Table 3: Profile of secondary parents/guardians by wave

	Wave 1 (%)	**Wave 2 (%)**
	n = 1,001	n = 1,000
Child year group		
Year 7	21	21
Year 8	20	20
Year 9	20	20
Year 10	20	20
Year 11	19	19
Region		
North East & Yorkshire	14	14
North West	13	13
Midlands	20	20
South West	9	9
South East & Anglia	28	28
Greater London	15	15
Child gender		
Female	49	49
Male	51	51
Social grade		
ABC1	69	76
C2DE	31	24
Parent ethnicity		
Asian or Asian British	6	7
Black/African/Caribbean/Black British	2	2
Mixed/multiple ethnic groups	2	2

White	89	88
Other ethnic group	*	*
FSM		
Yes	19	16
No	79	83
Urban/rural		
Urban	77	77
Rural	15	15
Parent employment status		
Employed	80	80
Unemployed	20	20
Keyworker in household		
Yes	54	56
No	44	43
Parent highest qualification		
No formal qualifications	3	3
NVQ 1-3	50	50
NVQ 4+	45	45

Table 4: Profile of secondary pupils by wave

	Wave 1 (%)	Wave 2 (%)
	n = 1,001	n = 1,000
Child year group		
Year 7	21	21
Year 8	20	20
Year 9	20	20
Year 10	20	20
Year 11	19	19
Region		
North East & Yorkshire	14	14
North West	13	13
Midlands	20	20
South West	9	9
South East & Anglia	28	28
Greater London	15	15
Child gender		
Female	49	49
Male	51	51
Social grade		
ABC1	70	75
C2DE	30	25
Parent ethnicity		

Asian or Asian British	6	7
Black/African/Caribbean/Black British	2	2
Mixed/multiple ethnic groups	1	2
White	89	87
Other ethnic group	*	1
FSM		
Yes	17	16
No	81	82
Urban/rural		
Urban	78	76
Rural	14	16
Parent employment status		
Employed	79	82
Unemployed	21	18
Keyworker in household		
Yes	55	57
No	43	43