School and College Panel – November 2022

Research report

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Authors: IFF Research

Contents

List of figures

Executive Summary

This report presents findings from the November 2022 wave of the School and College Panel. Findings in this report are based on responses from 1,447 school leaders, 35 college leaders, 1,938 classroom teachers and 93 college teachers.

School budget

The majority (91%) of schools had taken at least one measure to reduce spending in the last 12 months, with the most common steps being to reduce spending on learning resources (73%) and to reduce spending on building/maintenance (63%). Most schools that had taken steps to reduce spending felt this had had an impact on their pupils or staff, most commonly reducing staff morale (71%) and/or increasing teacher workload (69%).

Over the next 12 months, the vast majority of schools anticipated they were likely to need to take actions to further reduce costs, most commonly (further) reducing spending on learning resources (85%) and/or reducing spend on building and maintenance (84%).

Virtual School Heads and Pupils with Children in Need Status

Around one-in-six school leaders and teachers were aware of changes made to the responsibilities of Virtual School Heads (18%), this was more common among leaders than teachers (54% vs. 12%). School leaders were also much more likely to be aware of Virtual School Heads (85% vs. 29% of teachers).

Since September 2021, over half (55%) of all schools and three-quarters (75%) of colleges had made changes to their behaviour and exclusion policy to make it more inclusive of pupils with Children in Need (CiN) status.

Equalities and support on transgender matters

Among those who felt that providing support to pupils about transgender matters was part of their job role, three-quarters (75%) of school leaders and just over two-fifths (43%) of school teachers were either 'very' or 'fairly' confident in doing so.

Among this same group, more than half (59%) reported accessing at least one source to help them provide support to pupils about transgender matters. A quarter (25%) used charity resources and just under a quarter (23%) sought information from the Senior Leadership Team.

Among college teachers that support pupils as part of their job role, 58% were either 'very' or 'fairly' confident that they could provide support to pupils about transgender matters. Around three-quarters (76%) of college teachers that support pupils as part of their job role had accessed any sources to help them to provide support to pupils about transgender matters. The sources most likely to be used by college teachers were other colleagues (38%), school/ college counsellor (32%) and formal training (30%).

UK Government resources were used by 10% of school leaders and teachers and 11% of college teachers: the majority of teachers who had used them found these resources helpful (80% of school leaders, 73% of school teachers and 80% of college teachers).

Safeguarding

Almost nine-in-ten (86%) school leaders were aware of the Ofsted review of sexual abuse, compared to just under two-thirds (65%) of school teachers. Two-thirds of schools aware of the review (66%) had already changed their policies in response to it. Among college leaders, around nine-in-ten (89%) were aware of the review, compared to just over two-thirds (67%) of college teachers, and 90% of colleges aware of the review had already made changes to their policies.

Schools and colleges were asked whether the number of reports of sexual harassment and/or abuse from pupils in the past year had changed. Most schools reported no change (77%), while 14% had seen an increase. Over a third (34%) of colleges had seen an increase, while half (50%) reported no change.

Nearly all school and college leaders and teachers (just under 100%) felt they knew who to speak to if approached by a child with a report of sexual abuse or harassment; and confidence in knowing what to say to these pupils was high among both leaders and teachers in schools (95% confident) and colleges (95% confident).

Perceived teacher support to deliver Relationships, Sex and Health Education (RSHE)

Six-in-ten (62%) of the teachers who teach some RSHE agreed that lesson planning time is adequately prioritised by their Senior Leadership Team, 31% disagreed. Secondary RSHE teachers were more likely to disagree that lesson planning time is adequately prioritised (42%). Six-in-ten (63%) teachers agreed that they had sufficient time to cover RSHE well, 30% disagreed.

Access to and experience of early help services

Three-quarters of schools (75%) and six-in-10 (59%) colleges felt that it was not easy to access family support services for their pupils and families. The most common barrier to access by schools and colleges was long waiting times for referrals. Half of schools funded (50%) and around half hosted (54%) their own family support services.

Use of reasonable force and physical restraint in schools

Half of schools (50%) reported use of reasonable force or physical restraint at least once per term. Around a quarter (23%) said neither had been used at all in the past 12 months. Nearly nine-in-ten (85%) schools reported having ever used reasonable force or physical restraint. For over eight-in-ten (84%) this was to protect a pupil from harming themselves or others.

Nine-in-ten (90%) schools reported having a policy on when, where and how reasonable force and physical restraint are used, with over half (51%) of all schools having this information available on their website. The vast majority of schools (92%) reported that instances of reasonable force or physical restraint being used would be reported to a pupil's parent/guardian every time.

Around a third (36%) of school leaders and teachers reported having received training on using reasonable force or physical restraint within the last 5 years, with this much higher among school leaders (63%) than teachers (31%). Most of those that received training reported feeling confident using reasonable force or physical restraint as safely as possible (81%).

Approach to teaching media literacy

Nearly all (97%) primary schools covered at least one of the seven media literacy topics listed in the questionnaire, most commonly that pupils should not provide material to others online that they would not want shared further (95%) and/or that pupils should not share personal material which is sent to them online (87%). These topics were usually covered during Computing/IT lessons, or RSHE.

Around six-in-ten (58%) primary and secondary teachers personally taught media literacy to their pupils, and the vast majority (92%) of teachers delivering media literacy topics felt confident in doing so.

Remote education during emergencies

Around one-in-ten (11%) primary schools[1] had delivered remote education this academic year. Typically, this was due to cases of individual absence due to a physical health condition (71%).

Seven-in-ten (70%) primary and secondary schools felt prepared for delivering remote education later in the 2022/23 academic year, with a further 16% currently unsure or undecided. There were similar findings reported by colleges: almost three-quarters (72%) felt they were prepared for delivering remote education later in the 2022/23 academic year with a further 19% currently unsure or undecided.

Among schools and colleges prepared to deliver remote education in the 2022/23 academic year, this was most commonly expected to be delivered in emergency circumstances such as unplanned school/college closures (93% among schools and 22 out of 23 colleges asked).

Outreach support from alternative provision settings in mainstream primary schools

Over half of primary schools (52%) reported that pupils in their schools need outreach support. Among these schools, 7% reported that support was received by all pupils who need it. The majority (93%) of primary schools requiring outreach support had at least one pupil who was not receiving it.

The main barrier to receiving support is demand exceeding supply, with 41% of primary schools with pupils who need outreach support but are not receiving it stating this was due to lack of local availability, and a further 35% stating that they had pupils on a waiting list for outreach support.

For those receiving outreach support, this was most often in the form of one-to-one behavioural support for pupils (69%), but the report shows that a range of different types of outreach support is being provided, including training for school staff on specialised behavioural support (23%) and 'on-call' advice for school staff (21%). In the majority of cases (67%) the outreach support is being provided by state funded alternative provision, with 29% of respondents receiving support from special schools.

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[1] This question was asked to primary school leaders only.

Cost-of-living and energy prices

Two-thirds (66%) of schools and around half (56%) of colleges reported that the number of pupils/students arriving hungry at their school or college had increased since the start of the academic year.

Since the start of the academic year, 75% of schools reported an increase in the number of pupils who have not being able to pay for school trips, and 70% had seen an increase in pupils unable to buy or replace uniform or sports kit.

In November 2022, the most common challenge reported by schools in the coming months due to the rising cost of living was increased energy bills for the school (93%) and increased mental health concerns amongst pupils and/or parents (89%). Increased mental health concerns amongst pupils and/or parents was also a primary concern reported by colleges (97%), followed by lack of funding for the college (94%).

Support for learners with Special Educational Needs and Disabilities (SEND)

Post-16 support for learners with SEND

Colleges were asked the extent to which they agreed or disagreed that they can currently effectively support students aged 16 to 25 with SEND/LDD. Overall, three-quarters (75%) agreed they could effectively support students aged 16 to 25 with SEND/LDD. The majority of college teachers (70%) also felt that they were personally equipped to support SEND/LDD students. Despite this confidence, 84% of colleges and 80% of college teachers felt there were currently barriers preventing them effectively providing this support. Among colleges, the most commonly reported barrier was lack of access to specialist services or professionals (59%) whereas among college teachers the most commonly reported barrier was not having enough time (55%).

 The majority of colleges (75%) felt their college/sixth form can support students with SEND/LDD to transition out of FE provision into a suitable destination, e.g., into employment or higher education well, and 65% of college teachers felt able to support this transition well. However, again, many cited barriers to doing so. Almost all (88%) of colleges faced barriers to supporting students with SEND/LDD to transition into suitable destinations. Lack of suitable destinations was the most common barrier (66%), followed by lack of access to specialist support (56%) and lack of opportunities for young people with SEND to go into apprenticeships/internships (56%). Similar barriers were reported by college teachers. Over three-quarters (82%) felt there were barriers; half (51%) felt that a lack of suitable destinations was the main barrier. Likewise the majority of colleges (88%) and college teachers (73%) felt able to support pupils with SEND to transition from

school into their post-16 setting 'fairly' or 'very' well. However, again, many cited challenges. Among colleges, the most common barrier to providing support was late applications from young people unsure of what they wanted to do this year (69%). Among college teachers the most common barrier was a lack of information on the SEND needs of students (44%).

Information and training for school staff to support learners with SEND

The most common source used by leaders and teachers for information and/or training about supporting children and young people in their setting who have SEND were internal training courses delivered by their school (85%) and SENCO support (84%).

The most common barriers currently preventing or limiting school leaders and teachers from accessing information and training about SEND were lack of time (77%) and the cost being too high (36%).

Wraparound childcare

In line with findings from March 2022, the majority (65%) of primary schools offered both before and after school wraparound childcare. The proportion of primary schools not offering any childcare continues to fall directionally (from 20% in March 2022 to 17% in November 2022). Most commonly schools felt that support with costs of set-up or expansion would be the most helpful Government action to encourage them to offer further wraparound provision.

Tutoring

Around three-quarters (78%) of schools were currently using, or planning to use, at least one National Tutoring Programme (NTP) route this year. School Led Tutoring was the most commonly used route with half (50%) currently doing so. Two-thirds of schools reported offering tutoring through the NTP 'only' (5%) or 'mainly' (61%) to Pupil Premium-eligible pupils.

Introduction

This report presents findings from the November 2022 wave of the School and College Panel, a panel of leaders and teachers designed to provide rapid feedback to the Department for Education on topical educational issues from the provider perspective.

The short survey (taking 5 to 7 minutes to complete) covered a range of topical education issues including school budgets, pupil behaviour and safeguarding. A total of 1,447 school leaders, 35 college leaders, 2,691 classroom teachers and 93 college teachers participated in the November 2022 wave.

Methodology

The School and College Panel consists of a group of leaders and teachers that have agreed to participate in short regular research surveys on topical education issues.

The survey was administered online, with fieldwork lasting from 7th – 14th November 2022. Respondents received an email invite, two reminder emails and one text reminder (where mobile numbers had previously been provided by respondents).

Further details on methodology can be found in the technical report.[2]

The following table shows the number of responses for the November survey by key group.

Table 1. Number of responses by key group

	Primary Leaders	Secondary Leaders	Primary Teachers	Secondary Teachers	College leaders	College teachers
Completed responses	888	559	1,307	1,384	35	93

Weighting

Two types of weighting were applied to school leader data, depending on whether questions were asking for school-level or individual-level answers from these respondents. All school teacher data was weighted to individual-level.

No weighting was applied to the college leader or teacher sample.

Further details on weighting can be found in the technical report.[3]

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[3] The 2022 School and College Panel technical reports can be found here: School and college panel: omnibus surveys for 2021 to 2022 - GOV.UK (www.gov.uk)

Interpreting the findings

Where leader responses are weighted to school-level, these findings are reported as a percentage of 'schools'. Charts showing data weighted to school-level have a 'schools weighting' flag in the top left.

Where leader data is weighted to individual-level, these findings are reported as a percentage of 'leaders'. Charts showing data weighted to individual-level have an 'individual weighting' flag in the top left.

For questions asked at a college level, one leader response has been allowed per institution. In these instances, findings are reported as a percentage of 'colleges' rather than 'college leaders' (e.g. 75% of colleges…). Findings reported as a percentage of 'college leaders' or 'college teachers' (e.g. 50% of college leaders…) may represent multiple respondents from the same institution.

Please note the relatively low base size on questions asked to college leaders (35 colleges leaders across 32 colleges).

Differences between sub-groups and between this and previous waves are only commented on in the text if they are statistically significant at the 95% confidence level, i.e., statistically we can be 95% confident that the differences are 'real' differences and not a result of the fact that the findings are based on a sample of schools rather than a census of all schools.

Due to rounding to the nearest whole number, percentages may not total to exactly 100% or precisely reflect statistics provided in the data tables.

Where averages are reported, the mean average is used as standard, unless otherwise specified.

In this report there is occasional reference to findings from previous School Snapshot Surveys (including the COVID-19 School Snapshot Survey run in May 2020). It should be noted that due to differences in methodology between the School Snapshot Survey and the School and College Panel, direct comparisons should be treated with caution. Further detail on methodology can be found in the technical report.

School budget

Schools were asked if they had taken any steps in the last 12 months to reduce school spending. As shown in Figure 1, the vast majority (91%) had taken at least one measure to reduce spending, with the most common being to reduce spending on learning resources.

Figure 1. Steps taken in the last 12 months to reduce school spending

Schools weighting

Step	%
Reduced spending on learning resources	73%
Reduced spending on building/maintenance	63%
Reduced energy costs (such as changing providers or reducing energy use)	51%
Reduced the number of teaching assistants (or their hours)	50%
Reduced the number of other support staff (or their hours)	40%
Reduced the number of teachers (or their hours)	23%
Other	4%
Not taken any steps	9%
SUM: Any actions	91%
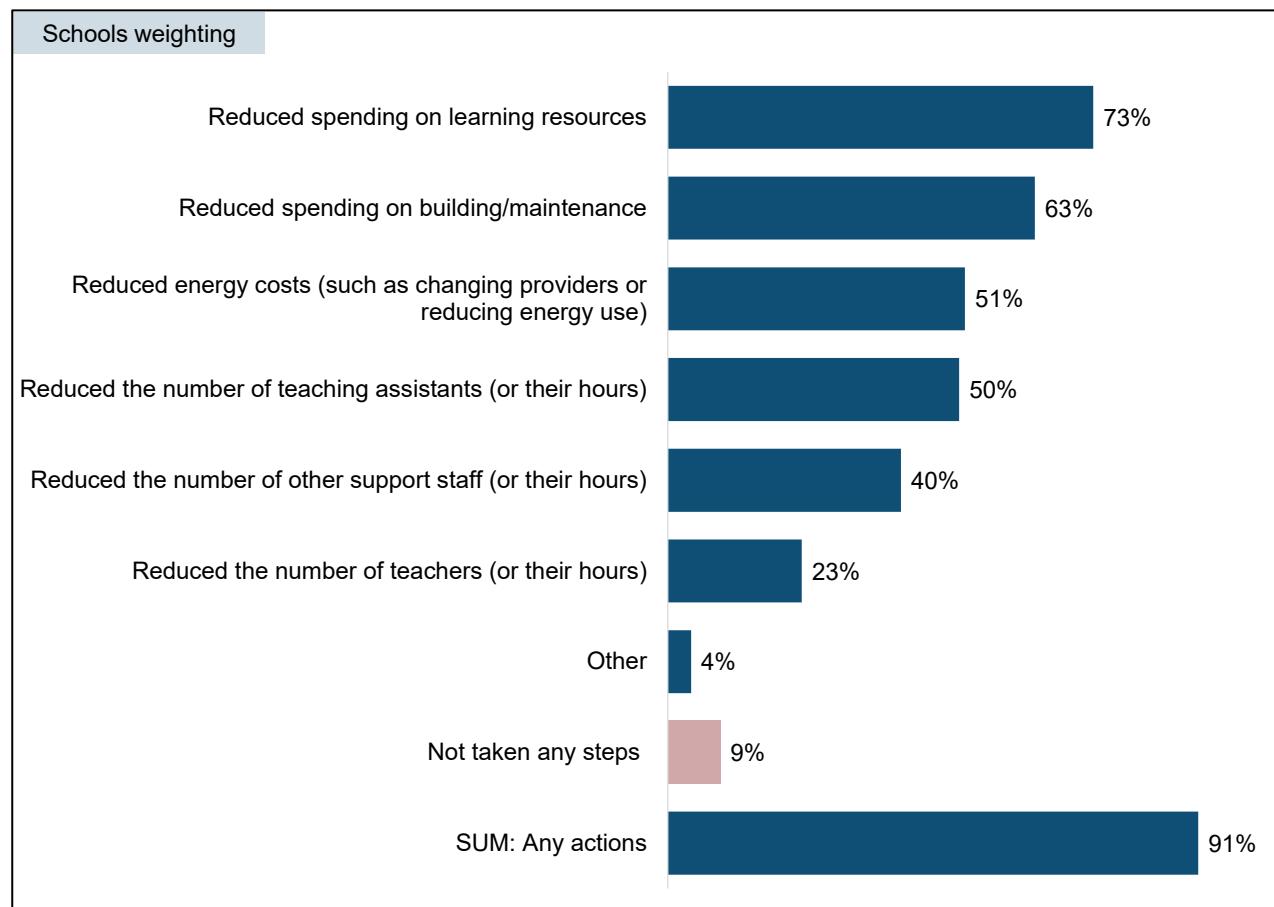
Source: School and College Panel, November survey. B1: Panel A Leaders (n=717).

There was some difference by phase in the steps taken. Primary schools were more likely to have reduced spending on learning resources (76% vs. 57% among secondary schools) and/or reduced the number of teaching assistants (or their hours) (54% vs. 30%). Secondary schools were more likely to have reduced the number of teachers (or their hours) (30% vs. 22% of primary schools). Differences could also be seen by region, with schools in London the most likely to have reduced the number of other support staff or their hours (53% vs. 40% overall), and/or to have reduced the number of teachers (or their hours) (34% vs. 23% overall). Schools in rural areas were more likely to have reduced spending on learning resources (81% vs. 70% of schools in urban areas) and to have taken steps to reduce energy costs (59% vs. 48%).

Overall, 9% of schools had not taken any steps to reduce spending over the last 12 months. Whilst there was no overall difference by phase, secondary non-academies were more likely not have taken any steps to reduce spending in the last 12 months (20%) than secondary academies (9%).

The majority (88%) of schools that had taken any steps to reduce spending felt this had had an impact on their pupils or staff. Most commonly they felt the steps had reduced staff morale, increased teacher workload, and reduced support for pupils with additional needs.

Figure 2. The impact that measures to reduce school spending have had on pupils and staff

Schools weighting

Category	All	Primary	Secondary
Reduced staff morale	71%	72%*	61%
Increased teacher workload	69%	70%	63%
Reduced support for pupils with additional needs	59%	62%*	45%
Increased staff turnover	23%	23%	26%
Increased class sizes	21%	16%	46%*
Reduced teacher contact time with pupils	18%	20%*	12%
Changed the curriculum offer	11%	9%	22%*
None of these	10%	10%	12%
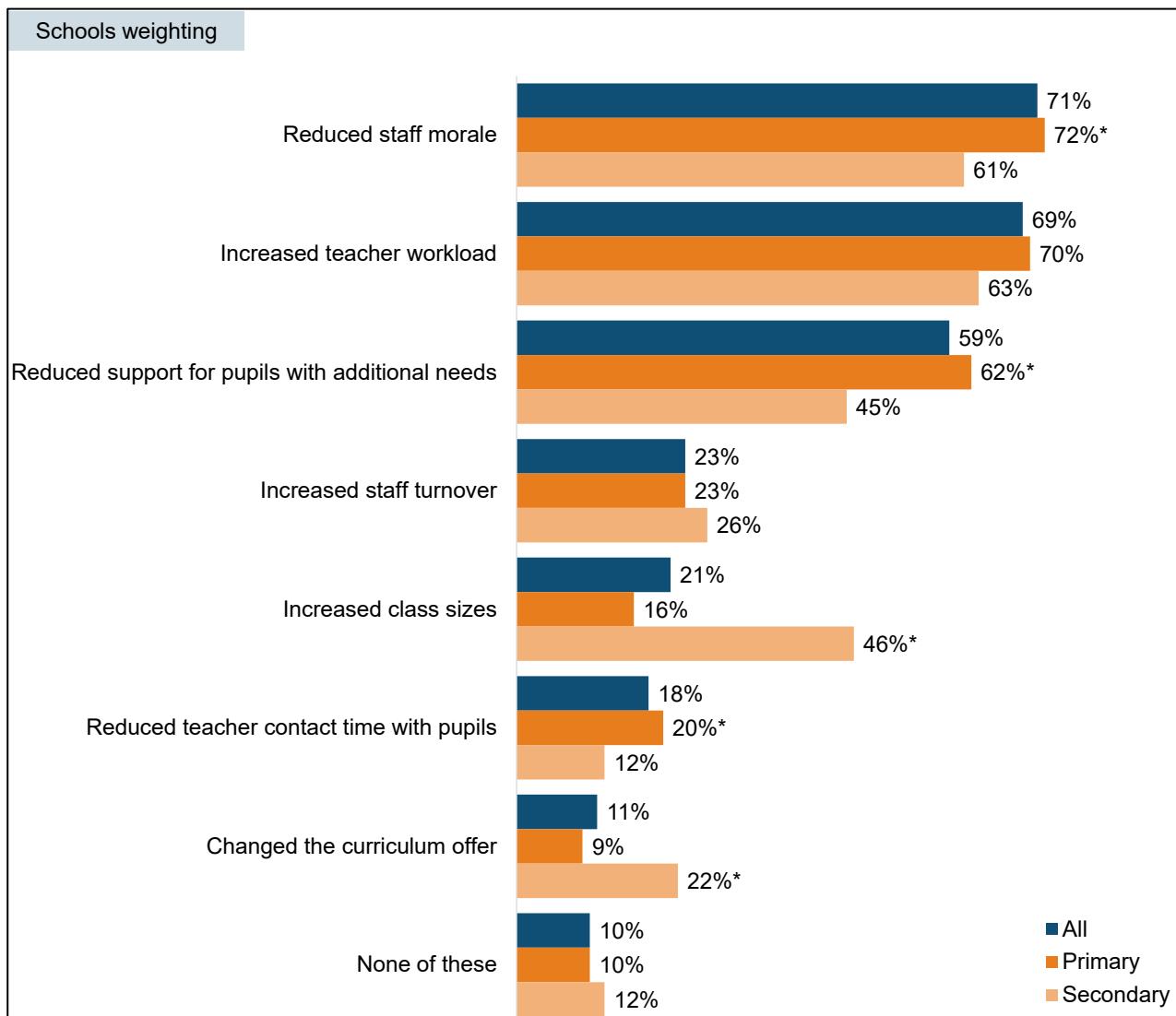
Source: School and College Panel, November survey. B2: Panel A Leaders who have taken steps to reduce school spending (n=642). 'Other please specify' (8%) and don't know (2%) not charted. *Indicates a significant difference between primary and secondary schools.

As shown in Figure 2, primary schools who had taken action to reduce spending were more likely than secondary schools to report this had led to;

- Reduced staff morale (72% vs. 61% of secondary schools),

- Reduced support for pupils with additional needs (62% vs. 45%).

Secondary schools were more likely to report;

- Increased class sizes (46% vs. 16% of primary schools),

- Changes to the curriculum offer (e.g. reduction in the range of subjects offered) (22% vs. 9%).

Fairly limited difference in the impacts could be seen by region, though schools in the East of England were the most likely to report that cost-saving measures has resulted in increased staff turnover (33% vs. 23% overall). Schools in urban areas were also more likely to report this impact (26% vs. 16% of schools in rural areas).

Measures schools expect to take over the next 12 months

Schools were asked, considering the current financial context, if they expect their school to take any of the cost-reducing measures listed in Figure 3 below in the next 12 months. It should be noted that survey fieldwork was carried out prior to the announcement of additional funding for schools.

Most commonly, schools felt they would be 'very' or 'fairly' likely to need to reduce spending on learning resources and/or reduce spending on building and maintenance over the next 12 months (85% and 84% respectively).

Figure 3. Steps schools expect to take in the next 12 months, considering the current financial context
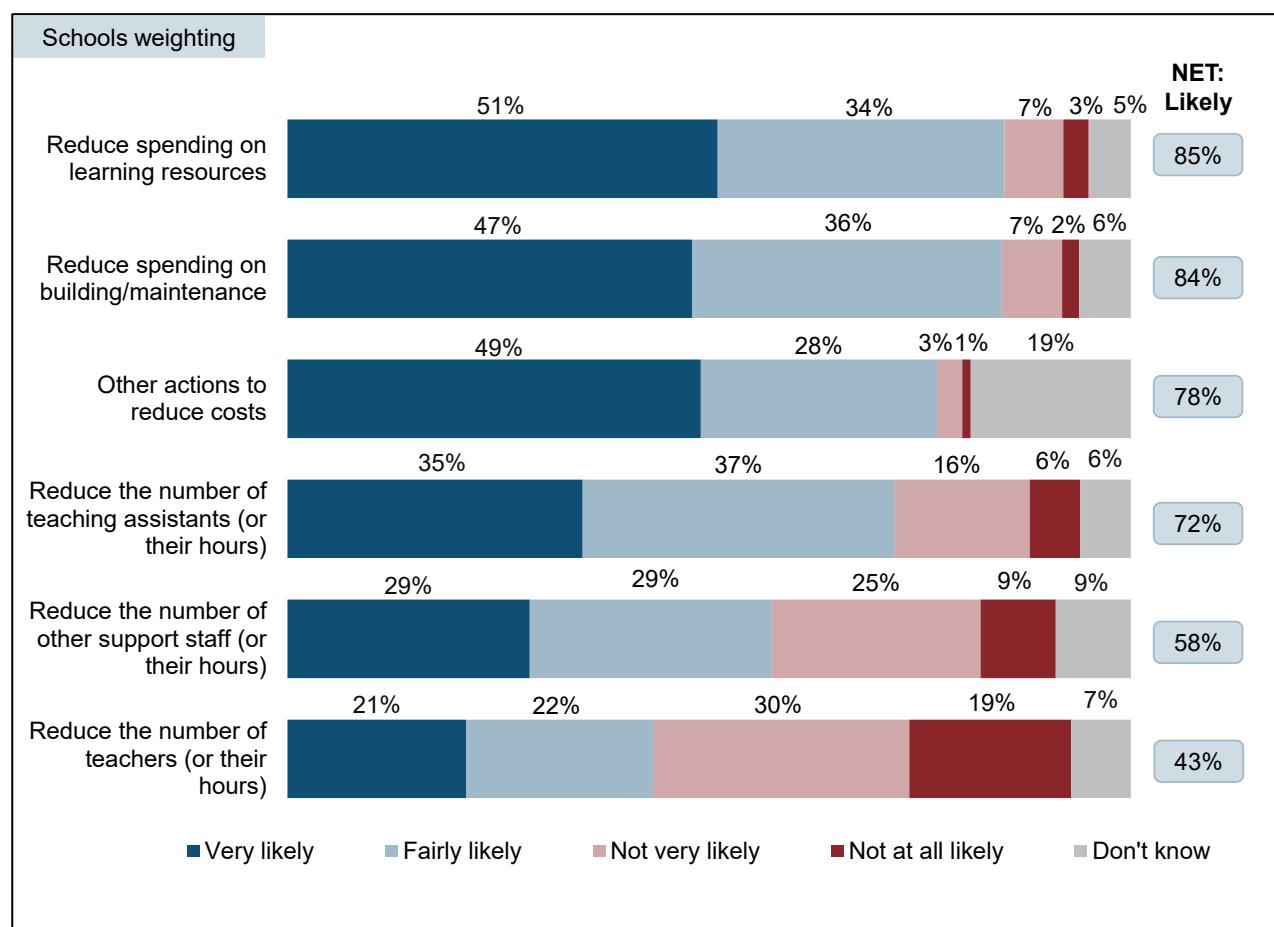
Among the 78% of schools who indicated they were likely to take 'other actions' to reduce costs, this was most commonly a reduction in enrichment activities offered to pupils or taking steps to reduce energy usage and costs.

Limited difference could be seen by phase, though primary schools were more likely to anticipate reducing spending on learning resource over the next 12 months (86% vs. 79% among secondary schools).

Within phase, academies were less likely to expect to reduce spending on learning resources: 82% of primary academies and 77% of secondary academies expected to reduce this spending (compared to 89% of primary and 89% of secondary non-academies).

Virtual School Heads and Pupils with Children in Need Status

Virtual School Heads are in charge of promoting the educational achievement of all children looked after by their local authority. In September 2021, changes were made to extend the responsibilities of Virtual School Heads to promote the education of all children with a social worker.

School leaders and teachers were asked if, prior to this survey, they had heard of changes made to the responsibilities of Virtual School Heads. Around one-in-six were aware of these changes, as shown in Figure 4 (18%). Most had not heard of Virtual School Heads prior to this survey (63%).

Figure 4. Awareness of changes made to extend the responsibilities of Virtual School Heads
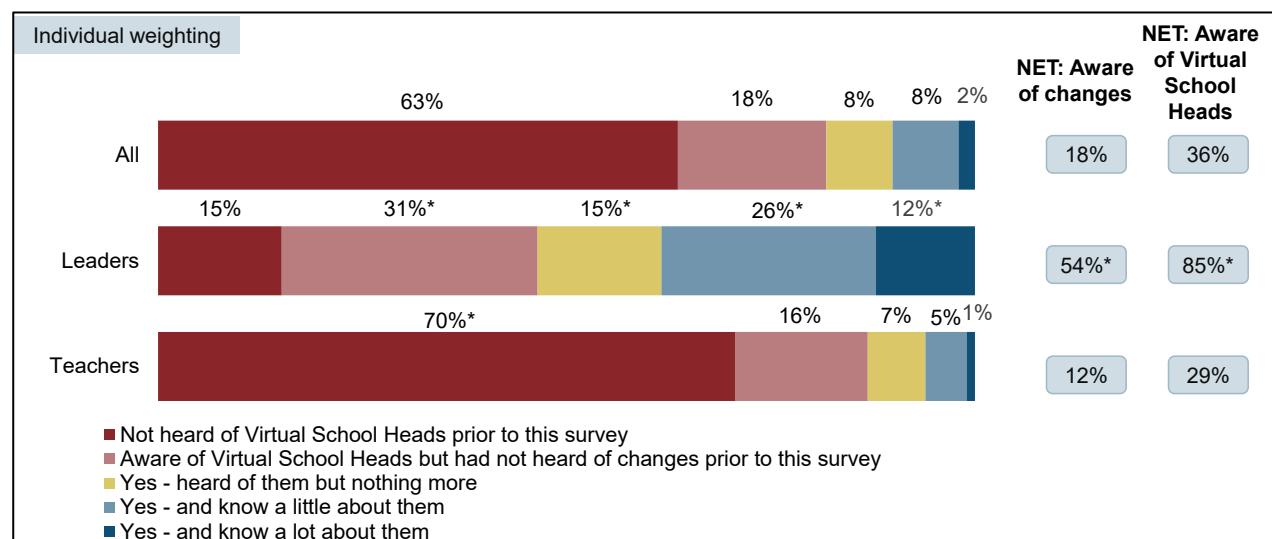
Source: School College Panel, November 2022 survey. J1: Panel A leaders and teachers (n=2,065). Don't know response not charted (<1%). *Indicates a significant difference between leaders and teachers.

School leaders were far more likely than teachers to report being aware of Virtual School Heads (85% vs. 29%) and being aware of the changes in their responsibilities (54% compared with 12%).

Leaders and teachers from primary schools were more likely to be aware of Virtual School Heads than those from secondary schools (40% vs. 32%).

Those working in schools with the highest proportion of FSM-eligible pupils were more likely to be aware of Virtual School Heads compared to the average (40% vs. 36% overall) and to be aware of changes in their responsibilities (21% vs. 18% overall).

A fifth (21%) of college leaders and teachers were aware of changes made to extend the responsibilities of Virtual School Heads to promote the education of all children with a social worker; most had not heard of Virtual School Heads prior to this survey (63%). College leaders were more likely to have heard of the changes than college teachers (40% vs. 14%).

Inclusivity of pupils with Children in Need status

School leaders were asked to what extent, since September 2021, they had made changes to their behaviour and exclusion policy to make it more inclusive of pupils with Children in Need (CiN) status. Over half (55%) of all schools had made some changes; 7% reported making changes to a great extent.

Figure 5. The extent to which changes have been made to school behaviour and exclusion policy since September 2021 to make it more inclusive of pupils with CiN status
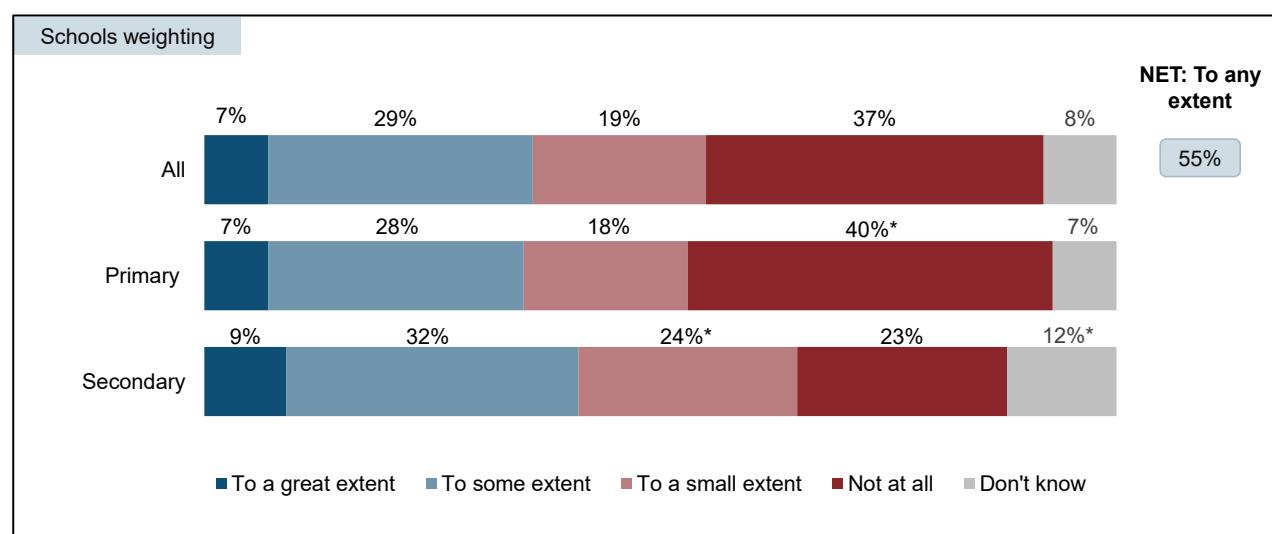
Source: School College Panel, November 2022 survey. J3: Panel A leaders (n=717). *Indicates a significant difference between primary and secondary.

As shown in Figure 5, secondary schools were more likely to have made changes (65% vs. 54% of primary schools).

Three-quarters (75%) of colleges reported making changes since September 2021 to their behaviour and exclusion policy to make it more inclusive of pupils with CiN status (19% felt changes had been made to a great extent).

Equalities and support on transgender matters

School leaders and teachers were asked how confident they felt providing support to pupils about transgender matters. Among those who felt that this support was part of their job role, three-quarters of leaders (75%) and just over two-fifths (43%) of teachers were either 'very' or 'fairly' confident.

Figure 6. Confidence in providing support to pupils about transgender matters
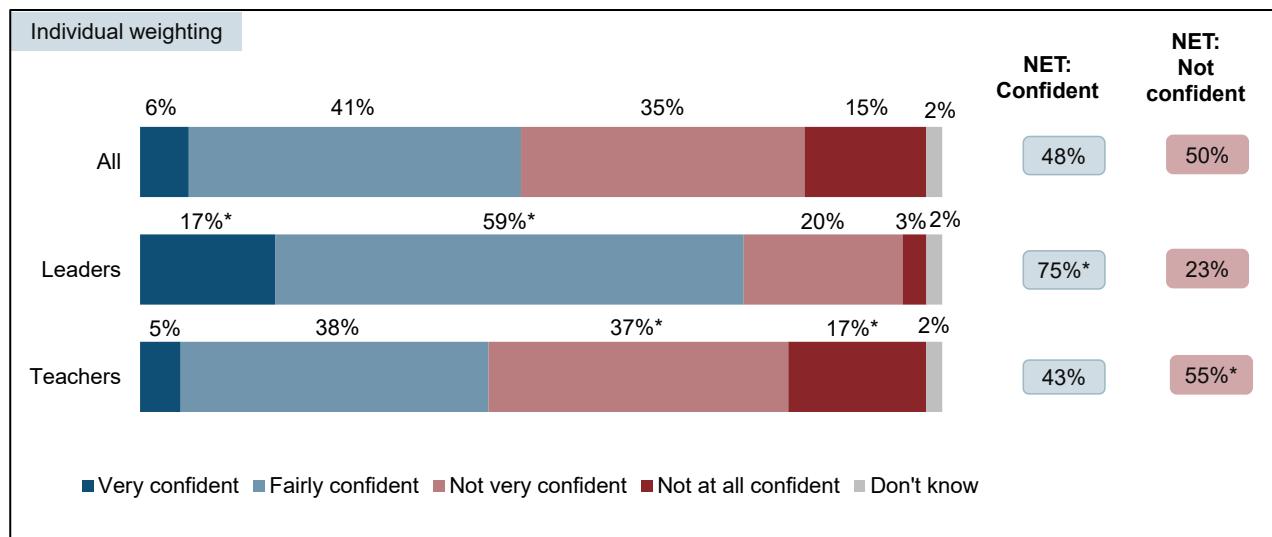
Source: School College Panel, November 2022 survey. F1_rebased: Panel A leaders and teachers who provide support as part of their job role (n=2,028). *Indicates a significant difference between leaders and teachers.

Secondary leaders and teachers were more likely to feel confident, compared to their primary counterparts (54% vs. 42% primary), and were more likely to be 'very confident' (8% vs. 5%).

Among college teachers that support pupils as part of their job role, 58% were either 'very' or 'fairly' confident that they could provide support to pupils about transgender matters.

Sources used to access information to help provide support to pupils about transgender matters

Leaders and teachers who support pupils about transgender matters as part of their job role were asked from which sources, if any, they have accessed information to help them do so. Overall, more than half (59%) of all leaders and teachers reported accessing at least one source, with leaders more likely to do so than teachers (78% vs. 56%). As shown in Figure 7 below, the most common sources of information were charity resources and the Senior Leadership Team.

Figure 7. Sources used to access information to help provide support to pupils about transgender matters
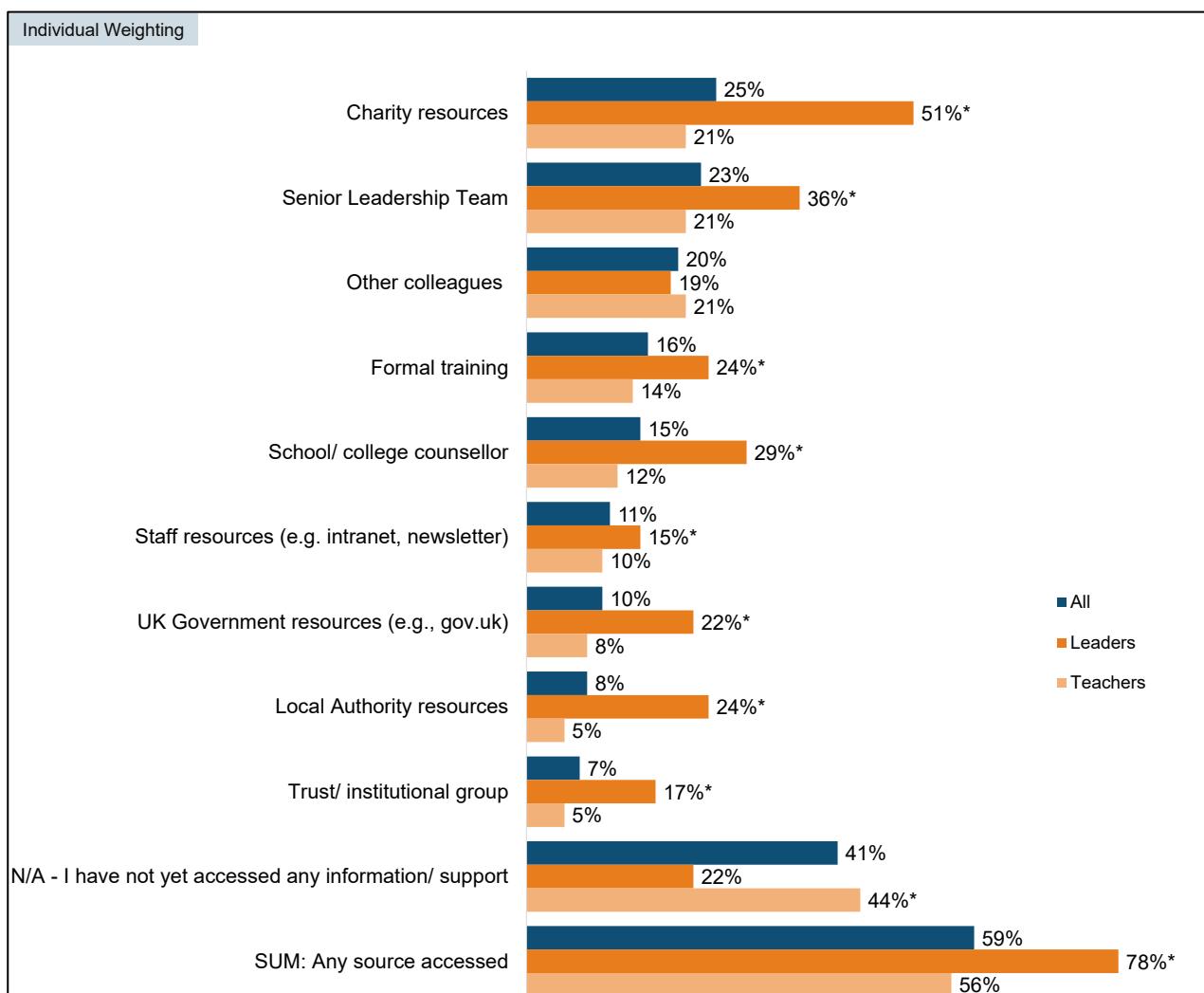
Source: School College Panel, November 2022 survey. F2: Panel A leaders and teachers that provide support to pupils about transgender matters as part of their job role (n=2,028). 'Other' response not charted (6%); *Indicates a significant difference between leaders and teachers.

Secondary leaders and teachers were more likely than primary to access information from at least one source (72% vs. 47% respectively); including their Senior Leadership Team, other colleagues, charity resources, formal training, school/college counsellors, staff resources and their Trust or institutional group.

Around three-quarters (76%) of college teachers that support pupils as part of their job role had accessed information to help them provide support to pupils about transgender matters. The sources most likely to have been used by college teachers were other colleagues (38%), school/ college counsellor (32%) and formal training (30%).

Whether information from the UK Government is helpful in providing support to pupils on transgender matters

The Equality Act 2010, extended and harmonised equality law. It states that it is unlawful to discriminate against anyone because of certain characteristics (including gender reassignment).[4] In September 2020, the UK Government published guidance on the care and management of individuals who are transgender.[5] Primary and secondary teachers were asked how helpful they have found information from the UK Government in providing support to pupils about transgender matters.

UK Government resources had been used by 10% of school leaders and teachers to help them to provide support to pupils about transgender matters. Three-quarters (75%) of these leaders and teachers found this information helpful.

Figure 8. Whether information from the UK Government is helpful in providing support to pupils on transgender matters
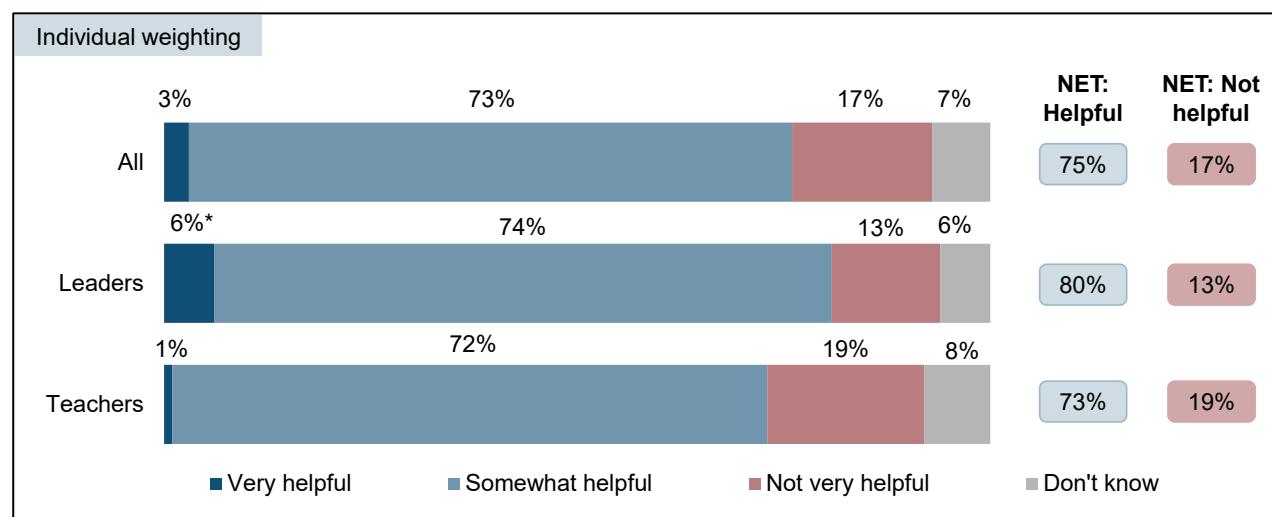
Source: School College Panel, November 2022 survey. F3: Panel A leaders and teachers that have used UK Government resources to help provide support to pupils about transgender matters (n=261). 'Not at all helpful' not charted (<0.5%).

UK Government resources had been used by 11% of college teachers to help provide support to pupils about transgender matters: the majority (80%) found it 'very' or 'somewhat' helpful (20% found it very helpful).

44 Equality Act 2010 (updated 16th June 2015), GOV.UK
5 Plan your relationships, sex and health curriculum; Department for Education

Safeguarding

In June 2021, Ofsted published a rapid review of sexual abuse in schools and colleges. This chapter outlines awareness of the review and whether schools or colleges amended their policies in response. It also explores the number of reports of sexual abuse and/or harassment in schools and colleges, and confidence in responding to these reports.

Leader and teacher awareness of Ofsted's review

Two-thirds of school leaders and teachers (68%) were aware of the Ofsted review of sexual abuse,[6] with leaders more likely to be aware than teachers (86% vs. 65%). Leaders and teachers in secondary schools were more aware than those working in primary schools (72% vs. 64%).

Findings were similar among colleges, with 89% of leaders and 67% of tutors aware of the review.

Whether policies have changed as a result of the review

Leaders aware of the review were asked whether their school had changed its policies in response to the review's findings. As shown in Figure 9, two-thirds of these schools (66%) had already changed their policies, and in addition around one in ten (11%) had not yet made changes but were planning to. Around one fifth (18%) of schools aware of the review thought that their policies did not require any changes.

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[6] [Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk)](www.gov.uk)

Figure 9. Whether schools have changed policies in response to sexual abuse review
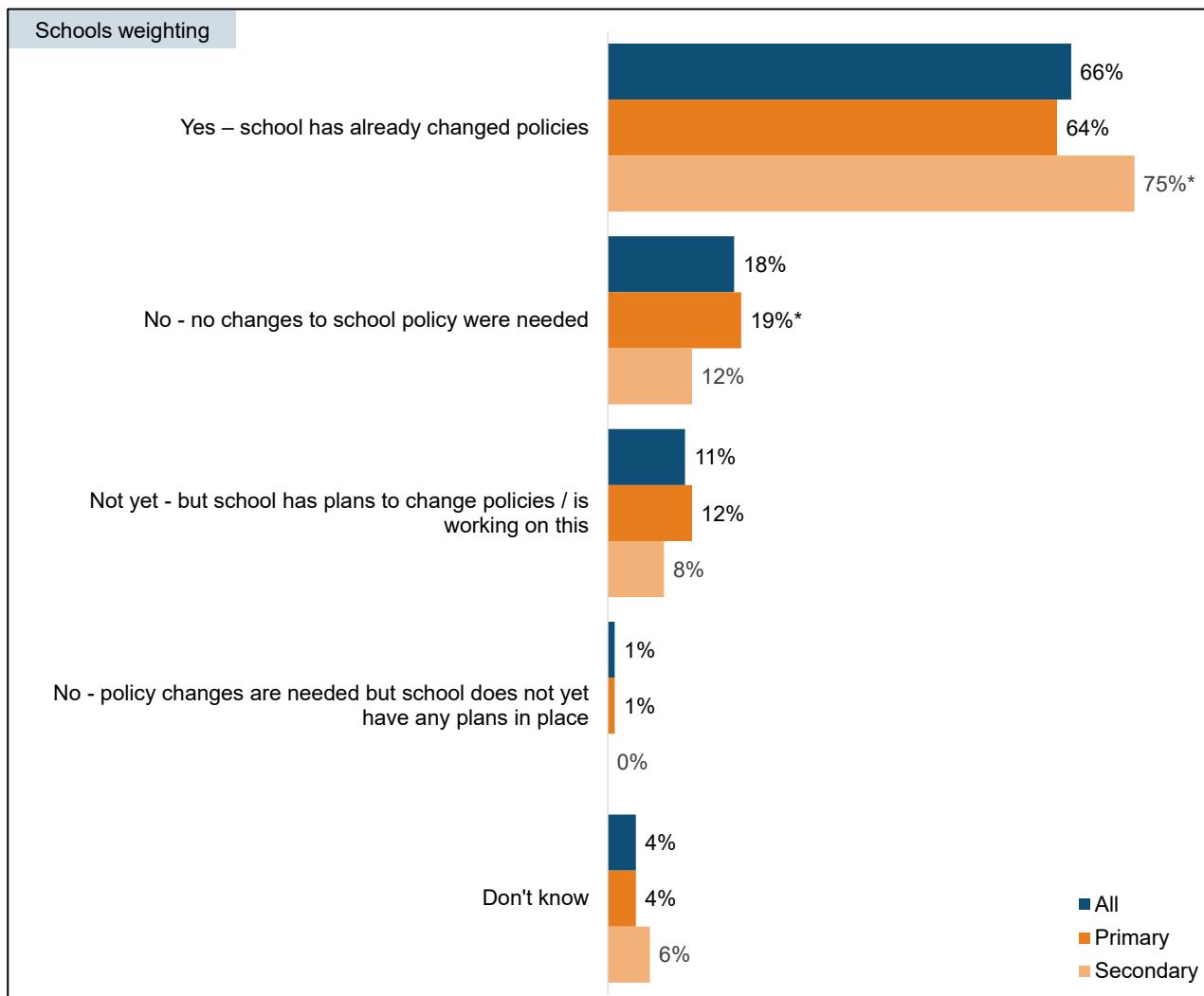
Source: School and College Panel, November 2022 survey. S2: Panel A leaders aware of Ofsted Review of Sexual abuse in schools (n=621). *Indicates significant difference between primary and secondary.

Secondary schools were more likely to have changed their policies than primary schools (75% vs. 64% respectively), while primary schools were more likely not to have deemed any changes necessary (19% vs. 12%).

Among colleges aware of the review, nine-in-ten (90%) had already changed their policies, 3% had plans to change them and 7% did not feel any changes were necessary.

Reports of sexual harassment and/or abuse

When asked whether there had been a change in the number of reports of sexual harassment and/or abuse in the past year from pupils, schools most commonly felt there

had been no change (77%); among the remainder more reported an increase (14%) than a decrease (2%) (see Figure 10).

Figure 10. Whether there had been a change in the reports of sexual harassment and/or abuse in the past year
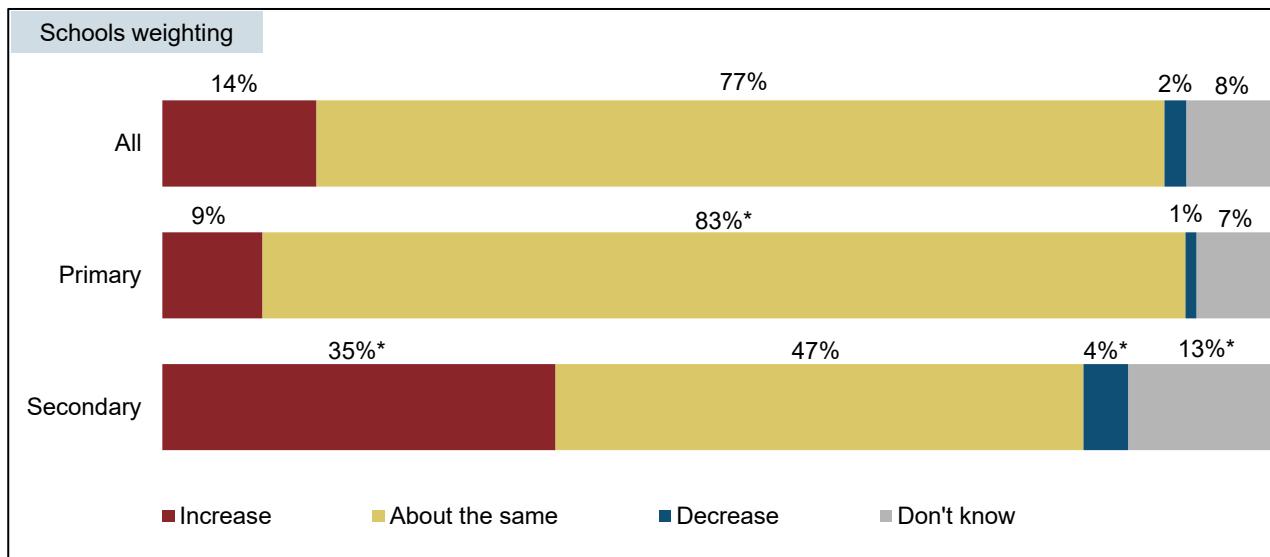
Source: School and College Panel, November 2022 survey. S3: Panel A leaders (n=717).
*Indicates significant difference between primary and secondary.

As shown in Figure 10, secondary schools were more likely than primaries to report an increase in sexual harassment and/or abuse in the past year (35% vs. 9%). Primary schools were more likely to report that there had been no change.

Most teachers either didn't know (43%) whether there had been a change in reports of sexual harassment or thought that there had been no change (44%); of the remainder more reported an increase (11%) than a decrease (2%).

Over a third (34%) of colleges had experienced an increase in the number of reports of sexual harassment and/or abuse in the last 12 months, while half (50%) experienced no change. The remainder didn't know if it had changed or not. Results were broadly similar among college teachers: a quarter (25%) reported an increase, 3% a decrease, with the remainder reporting no change (42%) or unsure (30%).

Leaders' and teachers' confidence in responding to sexual abuse and/or harassment reports

Leaders and teachers were asked whether they would know who to speak to if a child approached them with a report of sexual abuse or harassment. Nearly all leaders and

teachers (just under 100%), including college leaders and teachers, reported knowing who to speak to within their school/college or the wider safeguarding system.

The vast majority (95%) of school leaders and teachers were confident in knowing what to say to a child reporting sexual abuse/harassment. As shown in Figure 11, leaders were more likely to be 'very' confident than teachers (66% vs. 36%).

Figure 11. Confidence in knowing what to say to the child reporting sexual abuse/harassment, by level and phase
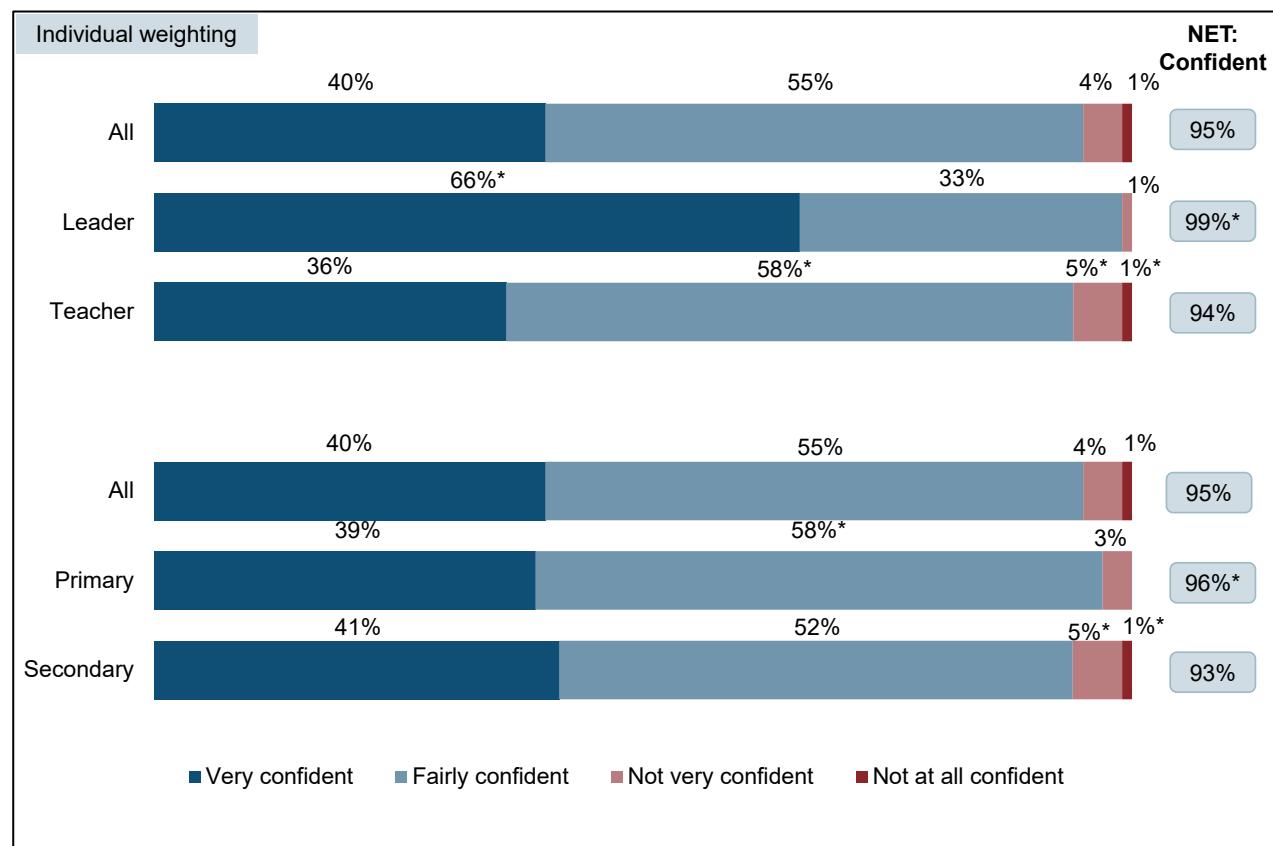
Source: School and College Panel, November 2022 survey. S5: Panel A leaders and teachers (n=2,065). *Indicates significant difference between leader and teacher or between primary and secondary.

Leaders and teachers from primary schools were more likely to be confident in knowing what to say than those from secondary schools (96% vs. 93%).

Almost all college leaders and teachers (95%) were confident in knowing what to say to a young person reporting sexual abuse/harassment, with 39% being 'very' confident. College leaders were more likely to feel 'very' confident than college teachers (63% vs. 30%).

Perceived teacher support to deliver Relationships, Sex and Health Education (RSHE)

The Department for Education recognises that high quality RSHE, which is credible and relevant to pupils' lives, requires careful planning and support from senior leaders. With Senior Leadership Team support, teachers will be adequately trained to deliver these sensitive subjects, and will have appropriate time for curriculum planning, lesson planning and delivery.

Overall, 70% of teachers were involved in teaching RSHE lessons in some capacity. A greater proportion of primary teachers teach some RSHE than secondary teachers (83% vs. 57% of secondary teachers).

This chapter explores these teachers' perceptions of whether adequate time is given to lesson planning for RSHE, and whether there is sufficient time to deliver these lessons well.

Whether planning time for RSHE lessons is sufficient

Across both primary and secondary schools, six-in-ten (62%) of those teaching RSHE felt that their school's Senior Leadership Team adequately prioritises time to plan RSHE lessons. In secondary schools, however, 42% of teachers who cover RSHE said that prioritisation of lesson planning time was inadequate, as shown in Figure 12, compared to 24% in primary.

Whether there is sufficient time to cover RSHE well

As shown in Figure 12, 63% of teachers across primary and secondary agreed that they had sufficient lesson time to cover RSHE well. Again, secondary RSHE teachers were less likely than in primary RSHE teachers to disagree that they had sufficient lesson time, with 34% disagreeing in secondary and 27% in primary.

Figure 12. Whether RSHE planning time is prioritised and whether there is time to cover RSHE well
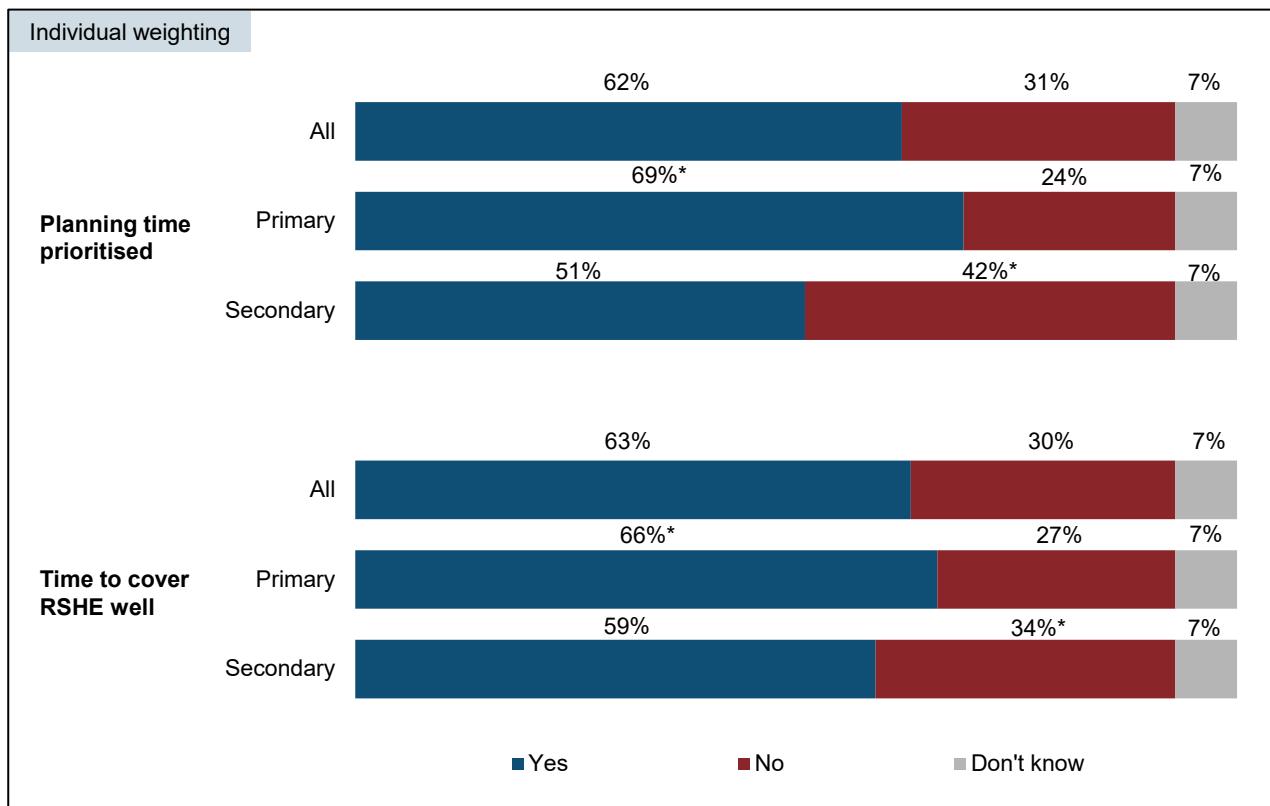
Source: School and College Panel, November 2022 survey. G1/2: Panel B teachers of RSHE (n=936). *Indicates significant difference between primary and secondary.

Access to and experience of Early Help services

This chapter explores school and college access to and experience of family support services for their pupils and students.

Ease of access to family support services

Most schools (75%) thought it was not easy to access family support services for their pupils and families, with over a third (34%) describing it as not at all easy (see Figure 13 below).

Figure 13. How easy schools find accessing family support services
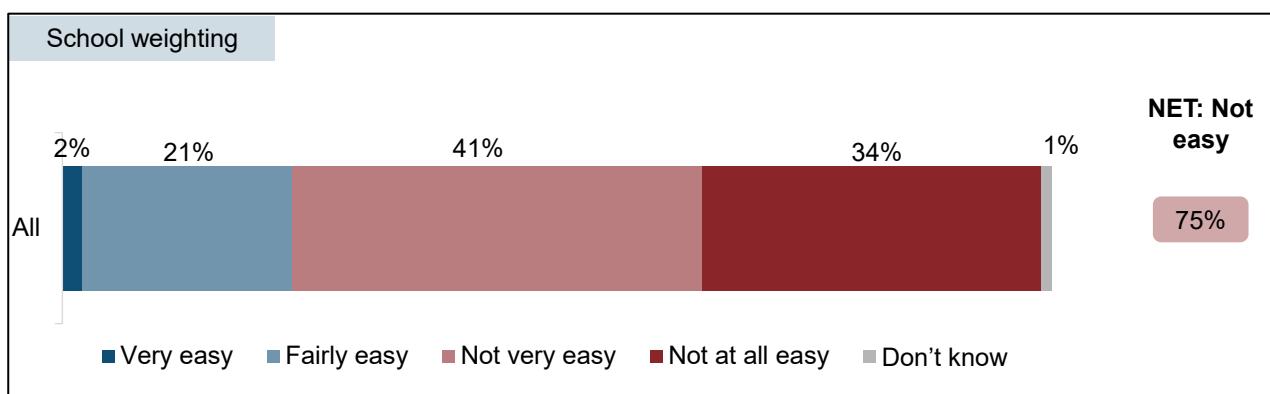
Source: School and College Panel, November 2022 survey. K1: Panel B leaders (n=730).

As found among schools, most colleges described accessing family support as not easy (59%), with 34% describing it as 'not very easy' and 25% describing it as 'not at all easy'. A minority of colleges described accessing family support services as easy (31%).

Barriers to accessing support

Almost all schools (99%) were experiencing at least one significant barrier to accessing family support services. As shown in Figure 14, the most common barriers were long wait times for referrals (84%), reluctance from the families of pupils to engage with support services (57%) and referrals being rejected by the local authority or provider (55%).

Figure 14. Significant barriers to schools accessing family support services

School weighting

Barrier	Percentage
Long waiting times for referrals	84%
Reluctance from families to engage with support services	57%
Referrals rejected by the local authority or provider	55%
No available or appropriate local services	44%
No time to make referrals	20%
Don't know how to find the right services	6%
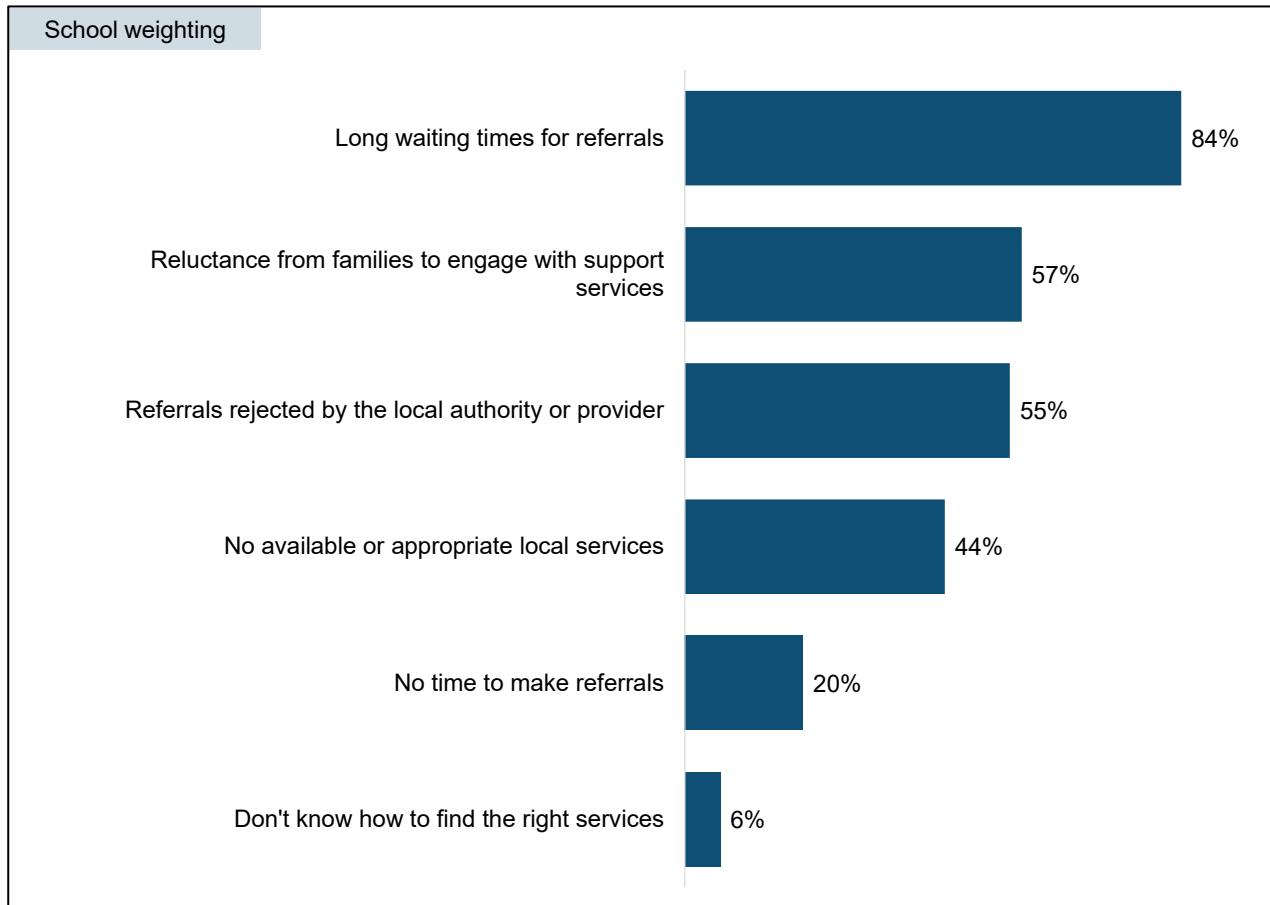
Source: School and College Panel, November 2022 survey. K2: Panel B leaders (n=730).
Responses <5% have not been charted.

There were no differences in the barriers faced by primary and secondary schools, however there was a difference by FSM quintile. Schools with the highest proportion of FSM-eligible pupils were more likely than those with the lowest proportion to face reluctance from families to engage (67% vs. 41%) and referrals being rejected by the local authority or provider (57% vs. 44%) as barriers to accessing family support services.

The vast majority of colleges (97%) faced at least one significant barrier to accessing family support services. The most common barriers to accessing family support services included long waiting times for referrals (81% of all colleges), lacking available or appropriate local services (44%), and referrals being rejected by the local authority or provider (38%).

Whether schools fund or host their own family support services

As shown in Figure 15, around half of schools either funded (50%) or hosted (54%) family support services. Approaching one-in-ten did not currently fund (7%) or host (9%) these services but had plans to. Schools were more likely to have no plans to *fund* family support (43%), than to have no plans to *host* family support (36%).

Figure 15. Whether schools fund or host their own family support services
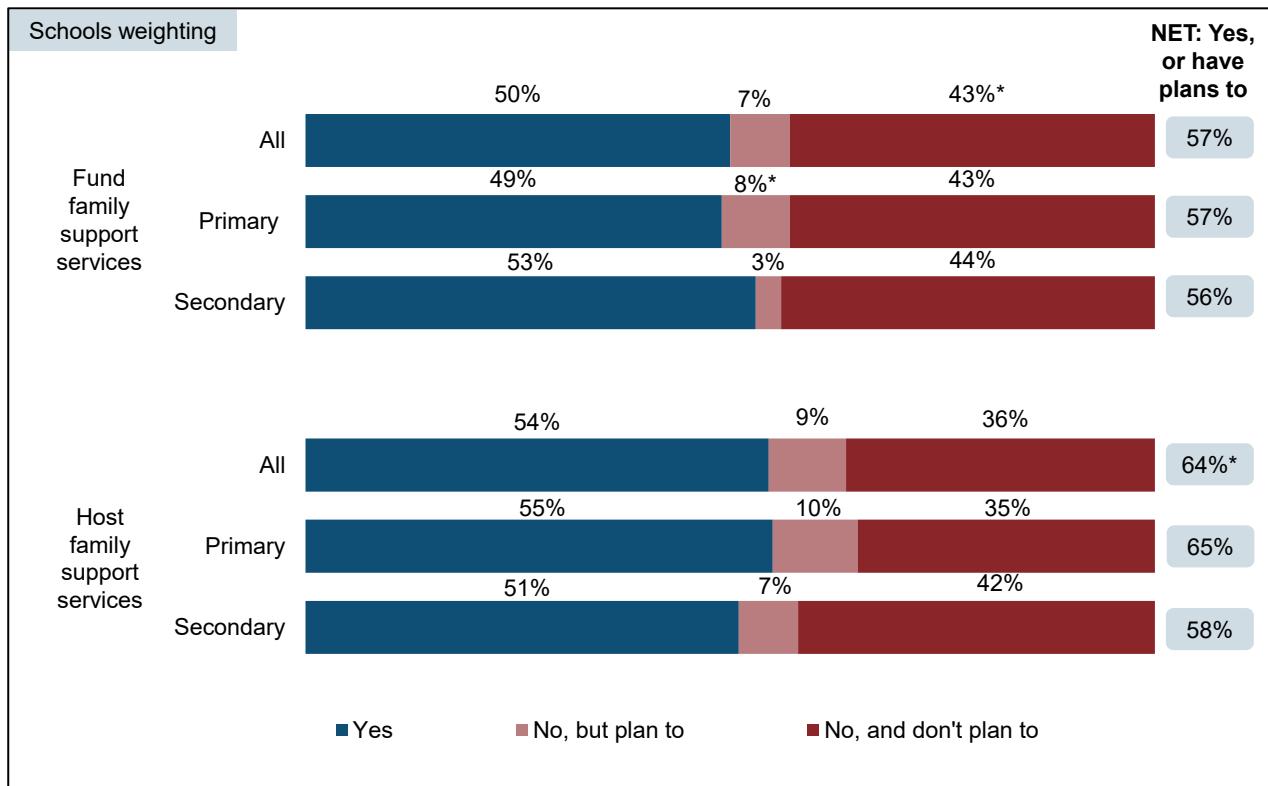
Source: School and College Panel, November 2022 survey. K3/4: Panel B leaders (n=730). *Indicates significant difference between funding family support services and hosting family support services. *Indicates difference between primary and secondary.

There were no differences by phase in the proportion funding or hosting (or planning to fund or host) family support services. However, schools with the highest proportion of FSM-eligible pupils were more likely than those with the lowest proportion to *fund* or have plans to fund (62% vs. 47%) and *host* or have plans to host (74% vs. 51%) their own family support.

Use of reasonable force and physical restraint in schools

School leaders and teachers were asked about the use of reasonable force, physical restraint, or other restrictive practices with pupils in their school. Reasonable force was defined as 'physical contact by a member of staff to control a pupil's actions', and physical restraint as 'the use of force to restrict a pupil's movement, liberty, or freedom to act independently'.

Frequency and reason for usage

Frequency

Schools were asked how often, on average, reasonable force or physical restraint had been used over the last 12 months. Half of schools reported either as being used at least once per term, with 15% reporting usage at least once per week, as shown in Figure 16. Around a quarter (23%) reported neither had been used at all in the last 12 months.

Figure 16. **How often reasonable force or physical restraint has been used in the last 12 months, on average**
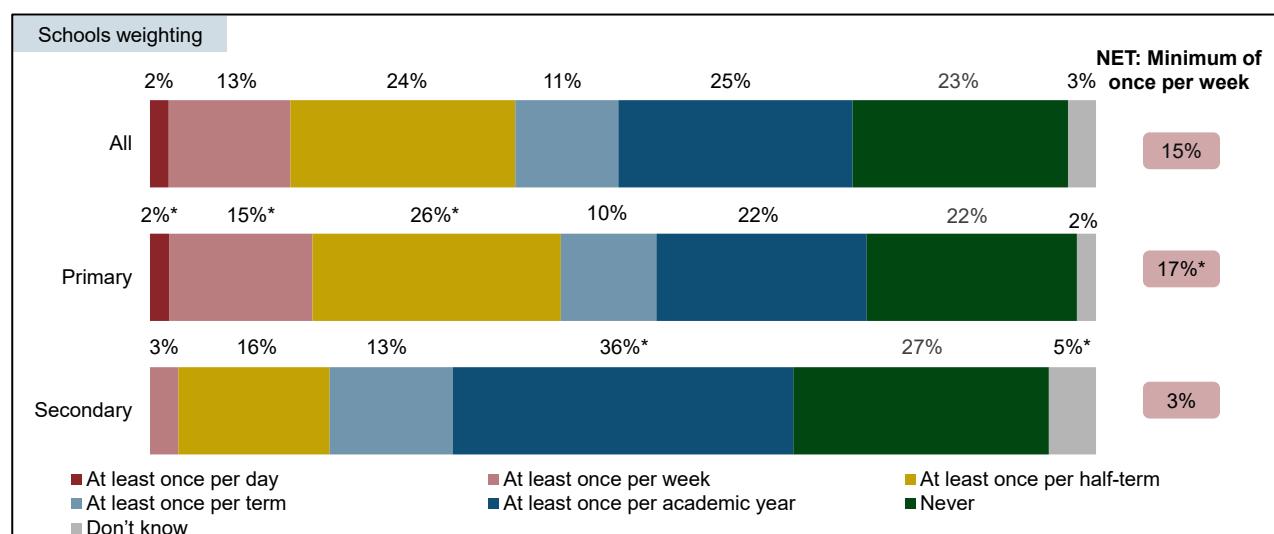
Source: School and College Panel, November survey. L2: Panel B Leaders (n=730).

Primary schools were more likely than secondary schools to report either reasonable force or physical restraint as being used a minimum of once per week (17% vs. 3%).

Schools with the highest proportion of pupils eligible for FSM were more likely to indicate they used reasonable force or physical restraint at least once per half-term (29% vs. 11% for schools with the lowest proportion). Schools with the lowest proportion of pupils

eligible for FSM were more likely to have never used reasonable force or physical restraint in the last 12 months (36% vs. 15% of those with the highest proportion).

Occasions when reasonable force or physical restraint has been used

All schools were asked on what occasions reasonable force or physical restraint had ever been used at their school. Nearly nine-in-ten (85%) had used reasonable force or physical restraint at some point.

Among schools that had used reasonable force or physical restraint, protecting a pupil from harming themselves or others was chosen by almost all (99%) as a reason. This equates to over eight-in-ten (84%) of all schools.

As shown in Figure 17, nearly a quarter (23%) of all schools said reasonable force or physical restraint had been used to prevent damage to property, with nearly a fifth (19%) reporting use to prevent disruption to learning or good order of the school.

Figure 17. Occasions upon which reasonable force or physical restraint has been used

Schools weighting

To protect a pupil from harming themselves or others	84%
To prevent damage to property	23%
To prevent disruption to learning or good order of the school	19%
To prevent a crime or offence	4%
It has never been used	13%
Don't know	2%
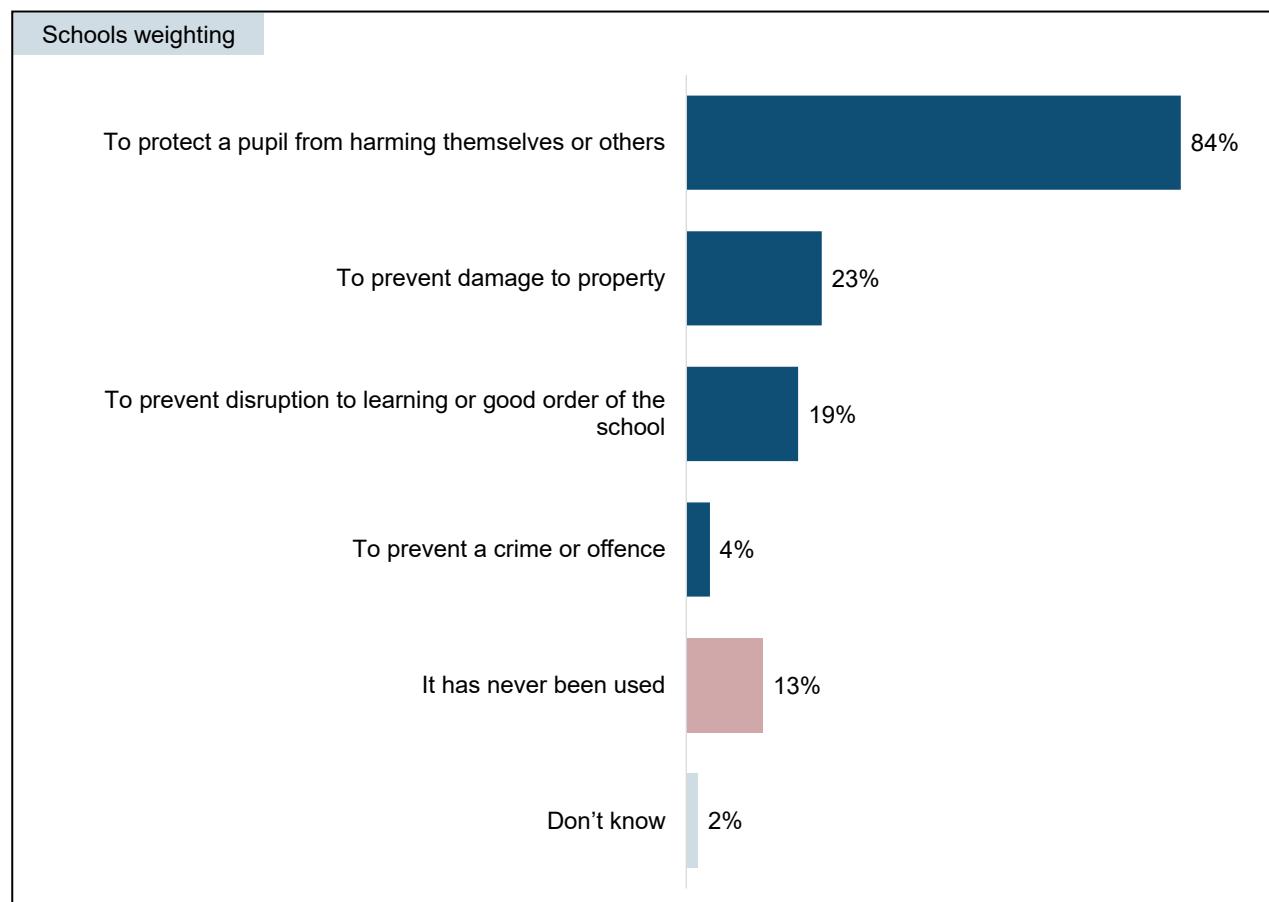
Source: School and College Panel, November survey. Other mentions totalled 1%. L3: Panel B Leaders (n=730).

Primary schools were more likely than secondary schools:

- To have ever used reasonable force or physical restraint (86% vs. 80%), and to have used it to;
    - Protect a pupil from harming themselves or others (85% vs. 79%),
    - Prevent damage to property (26% vs. 10%),
    - Prevent disruption to learning or good order of the school (21% vs. 9%).

Secondary schools were more likely than primary schools to report reasonable force or physical restraint being used to prevent a crime or offence (8% vs. 3%).

School policy on reasonable force and physical restraint

Policy on use

Nine-in-ten (90%) schools reported having a policy on when, where and how reasonable force and physical restraint are used, with half (51%) having this information available on their website.

Figure 18. Whether policy on reasonable force and physical restraint exists, and where it is available
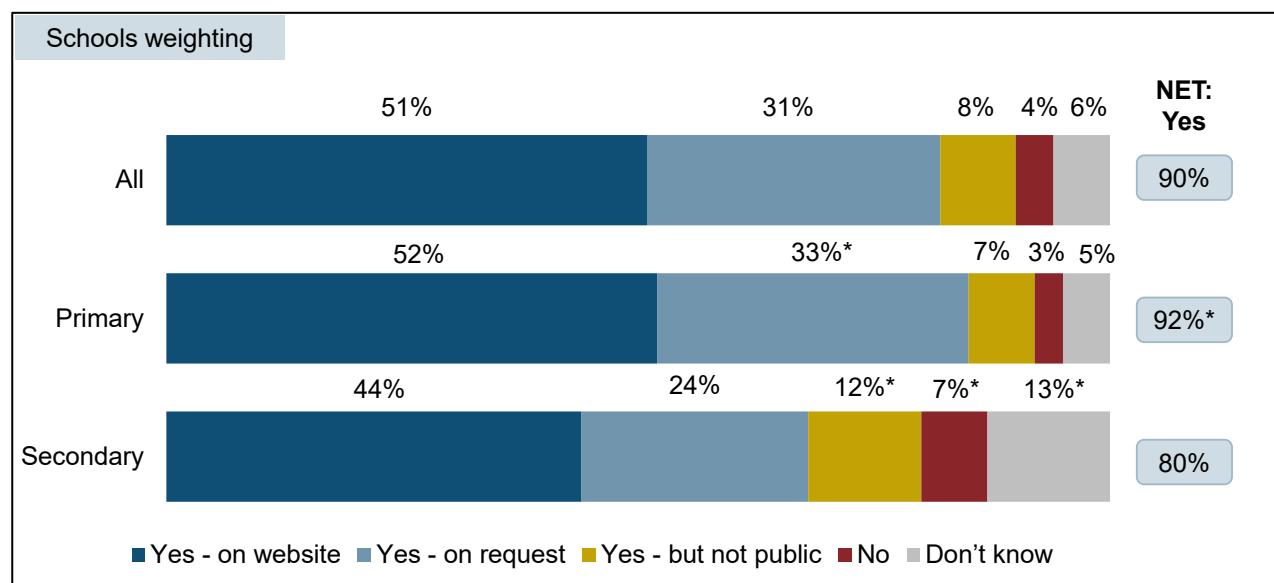
Source: School and College Panel, November survey. L4: Panel B Leaders (n=730). *Indicates significant difference between primary and secondary schools.

Primary schools were more likely than secondary schools to have a policy on reasonable force and physical restraint (92% vs. 80%). Primary schools were more likely than secondary schools to say they shared the policy on request (33% vs. 24%), whereas

secondary schools were more likely to have a policy that was not publicly available (12% vs. 7%) or do not have one at all (7% vs. 3%).

Schools with the highest proportion of pupils eligible for FSM were more likely than those with the lowest proportion to have a policy (95% vs. 90%).

Awareness of whether a written policy exists and where it is available was relatively low among teachers, with over a third (34%) responding that they didn't know if a written policy existed. Secondary teachers were more likely to be unaware of written policy (42% vs. 26% of primary teachers).

Reporting to a parent/guardian

As shown in Figure 19, the vast majority of schools (92%) reported that every instance of reasonable force or physical restraint being used would be reported to a pupil's parent/guardian.

Figure 19. **What instances of reasonable force or physical restraint would be reported to parents/guardians**
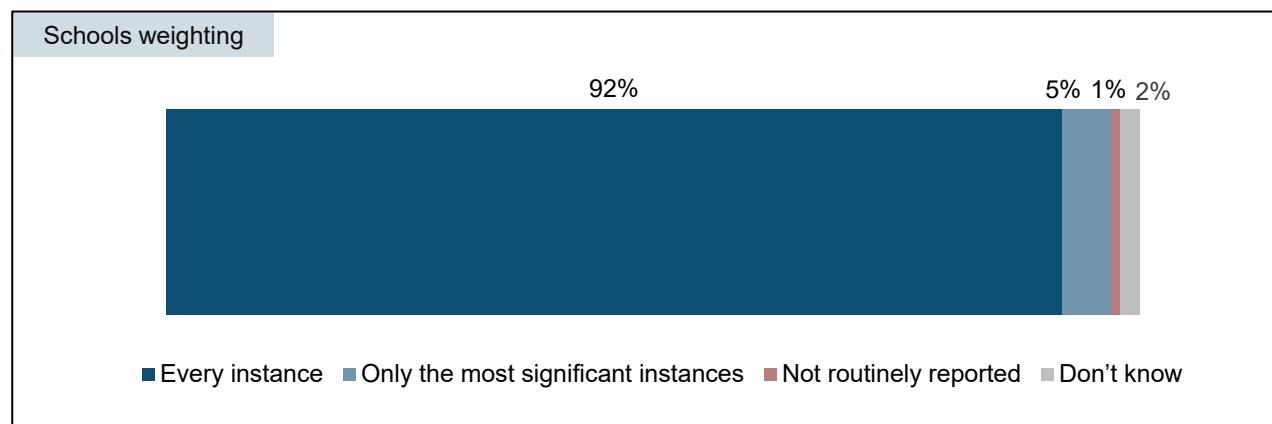
Source: School and College Panel, November survey. L5: Panel B Leaders (n=730)

Schools with the highest proportion of pupils eligible for FSM were more likely than schools with the lowest proportion of FSM to report every instance of the use of reasonable force and physical restraint to parents/guardians (95% vs. 89%), whereas those with the lowest proportion were more likely to report only the most significant instances (10% vs. 3% of those with the highest proportion).

Training on reasonable force or physical restraint

Around a third (36%) of school leaders and teachers reported having received training on using reasonable force or physical restraint within the last 5 years. School leaders were more likely to have received such training (63%) than teachers (31%).

Primary school leaders and teachers were also more likely to have received this training (49% vs. 20% of secondary school leaders and teachers).

Most (81%) of those that received training reported feeling confident using reasonable force or physical restraint as safely as possible (in comparison, 15% were 'not very' confident and 3% not at all confident).

Figure 20. **Confidence with using reasonable force or physical restraint as safely as possible following training**
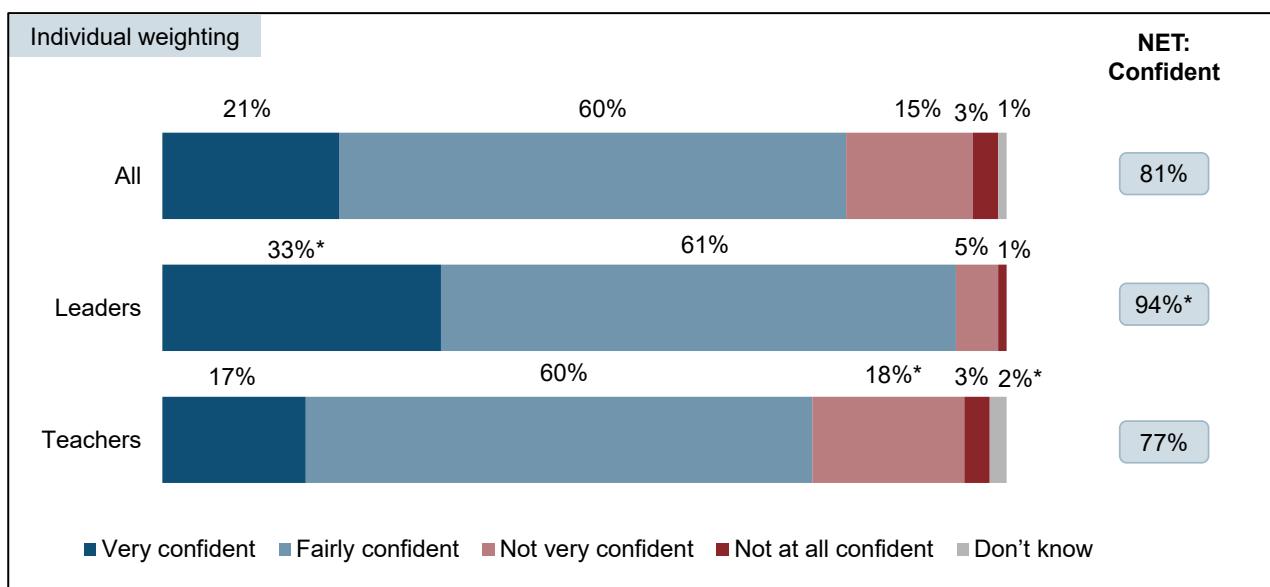
Source: School and College Panel, November survey. L7: Panel B Leaders and Teachers who had received training (n=871). *Indicates significant difference between school leaders and teachers.

Primary school leaders and teachers were more likely than secondary school leaders and teachers to report feeling confident following training (84% vs. 73%). Secondary school leaders and teachers were more likely than primary school leaders and teachers to report feeling 'not very confident' (20% vs. 13%).

Approach to teaching media literacy

Children and young people are spending more time online and the Government wants all children to leave school with the knowledge, understanding, and skills that enable them to use information and communication technology safely, creatively and purposefully, whilst becoming discerning consumers of information.

Primary schools were asked whether their curriculum covers media literacy, and through which subjects this was delivered. All teachers were asked about their coverage of media literacy in the curriculum, and also their confidence in teaching related topics.

School-level curriculum coverage

Primary leaders were asked which of five media literacy topics, if any, were covered in their school's curriculum (the five topics are shown in Figure 21). Nearly all primary schools (97%) covered at least one of the media literacy topics, most commonly that pupils should not provide material to others online that they would not want shared further (95%). Each of the topics were covered by at least two-thirds of primary schools. Just under half (46%) covered all five topics.

Figure 21. Media literacy topics covered on primary school curriculum
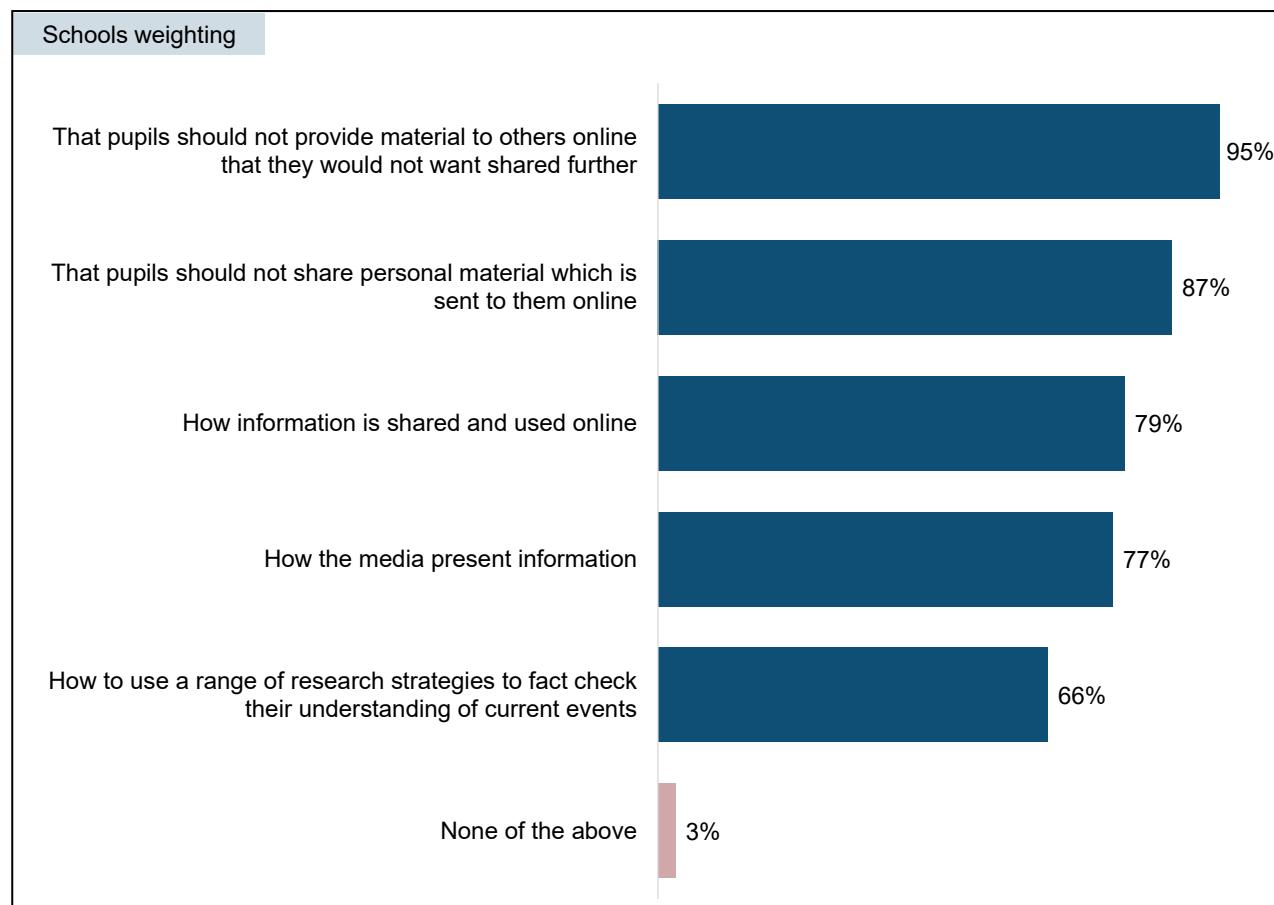
Schools weighting

Topic	%
That pupils should not provide material to others online that they would not want shared further	95%
That pupils should not share personal material which is sent to them online	87%
How information is shared and used online	79%
How the media present information	77%
How to use a range of research strategies to fact check their understanding of current events	66%
None of the above	3%

As shown in Figure 22, most commonly these topics would be covered during Computing/IT lessons, or RSHE.

Figure 22. Subjects within which media literacy topics are covered
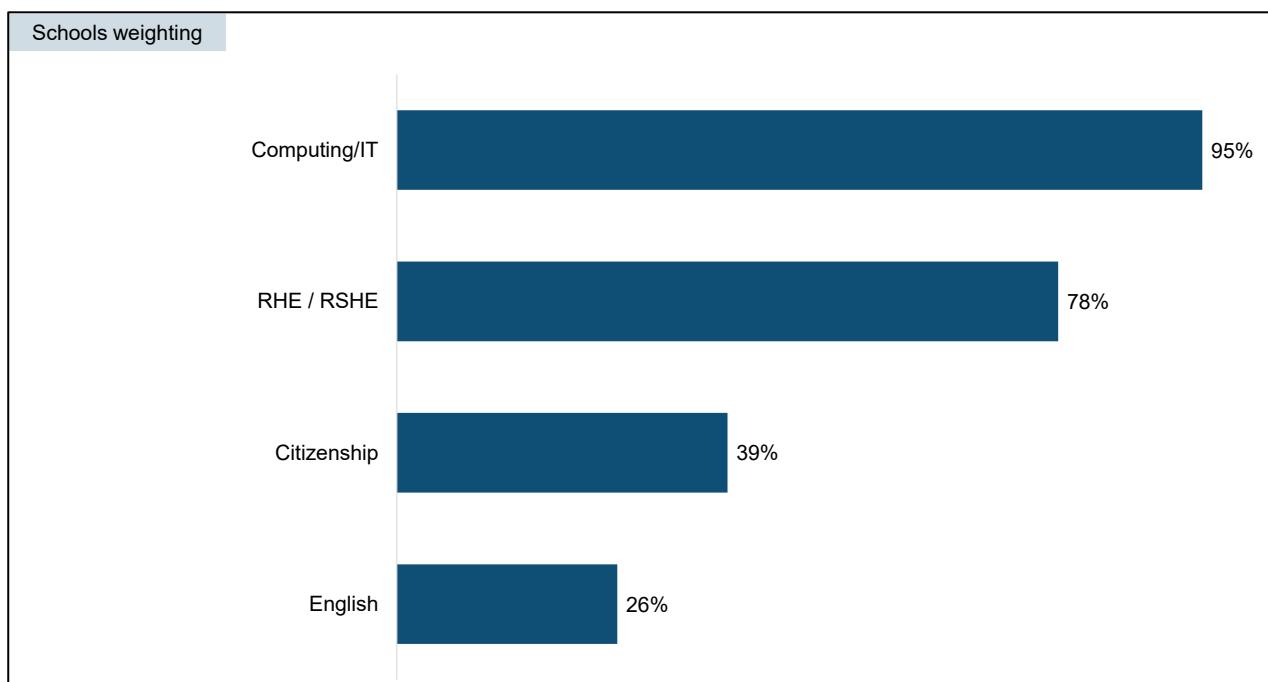
Primary schools with the highest proportion of pupils eligible for FSM were more likely to deliver media literacy teaching through English lessons (33% vs. 18% of schools with the lowest proportion).

Schools with the lowest proportion of these pupils were less likely to be delivering through RHE / RSHE (65% vs. 78% overall).

Teacher-level media literacy delivery

Around six-in-ten (58%) primary and secondary teachers personally taught media literacy to their pupils. This was higher among primary (62%) than secondary teachers (53%).

As shown in Figure 23, similarly to school-level responses, those who personally taught media literacy most often reported teaching pupils not to provide material to others online that they would not want shared further (90%).

Primary teachers were more likely to cover topics relating to the sharing of information online, whereas secondary teachers were more likely to cover how the media presents information.

Figure 23. Media literacy topics taught by those teaching media literacy

Individual weighting

That pupils should not provide material to others online that they would not want shared further
- All: 90%
- Primary: 94%*
- Secondary: 84%

That pupils should not share personal material which is sent to them online
- All: 76%
- Primary: 78%
- Secondary: 75%

How the media present information e.g. the content may be biased or may include incorrect, deliberately false or manipulative information
- All: 72%
- Primary: 67%
- Secondary: 79%*

How information is shared and used online
- All: 67%
- Primary: 76%*
- Secondary: 57%

How to use a range of research strategies to fact check their understanding of current events
- All: 58%
- Primary: 57%
- Secondary: 59%

SECONDARY ONLY: Understanding that online information is targeted
- Secondary: 65%

SECONDARY ONLY: How information and data is generated and collected online
- Secondary: 42%

Legend: All, Primary, Secondary

Source: School and College Panel, November survey. P4: Panel B Teachers of media literacy (n=776). Secondary only codes (n=369). 'None of the above' (2% overall) not charted. *Indicates significant difference between primary and secondary.

Confidence in teaching media literacy

The majority (92%) of teachers reported feeling confident in teaching the aspects of media literacy presented in Figure 23 with more teachers feeling 'fairly' confident (68%) than 'very' confident (24%).

Figure 24. Confidence with teaching media literacy

Individual weighting

24%   68%   7%

NET: Confident

92%

■ Very   ■ Fairly   ■ Not very/not at all
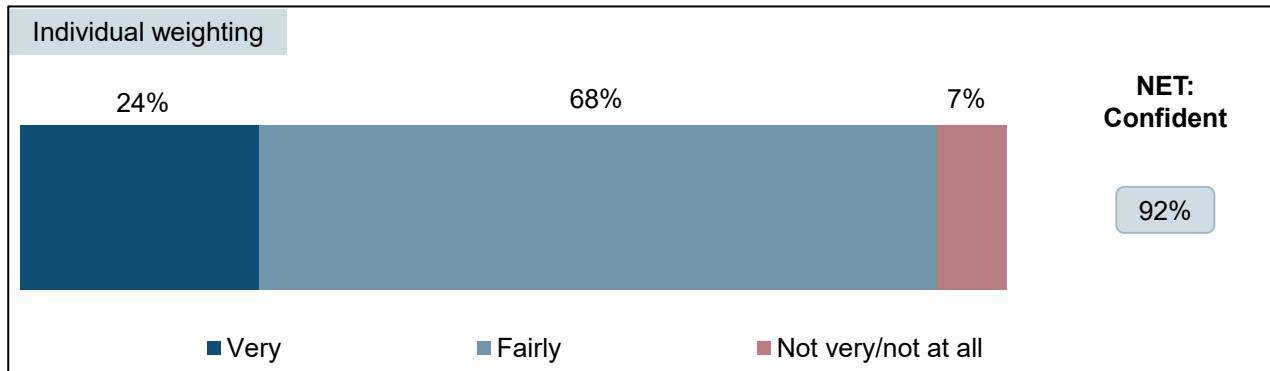
Source: School and College Panel, November survey. P6: Panel B Teachers of media literacy (n=763). 'Don't know' (n=3) not charted.

Subjects within which media literacy is taught

Similarly to school-level findings, teachers most often delivered media literacy topics through Computing/IT and RHE/RSHE, as shown in Figure 25.

Figure 25. Subjects within which teachers reported covering media literacy topics

Individual weighting

Subject	Percentage
Computing/IT	61%
RHE / RSHE	59%
Citizenship	21%
English	17%
Media studies	3%
Through another subject	20%
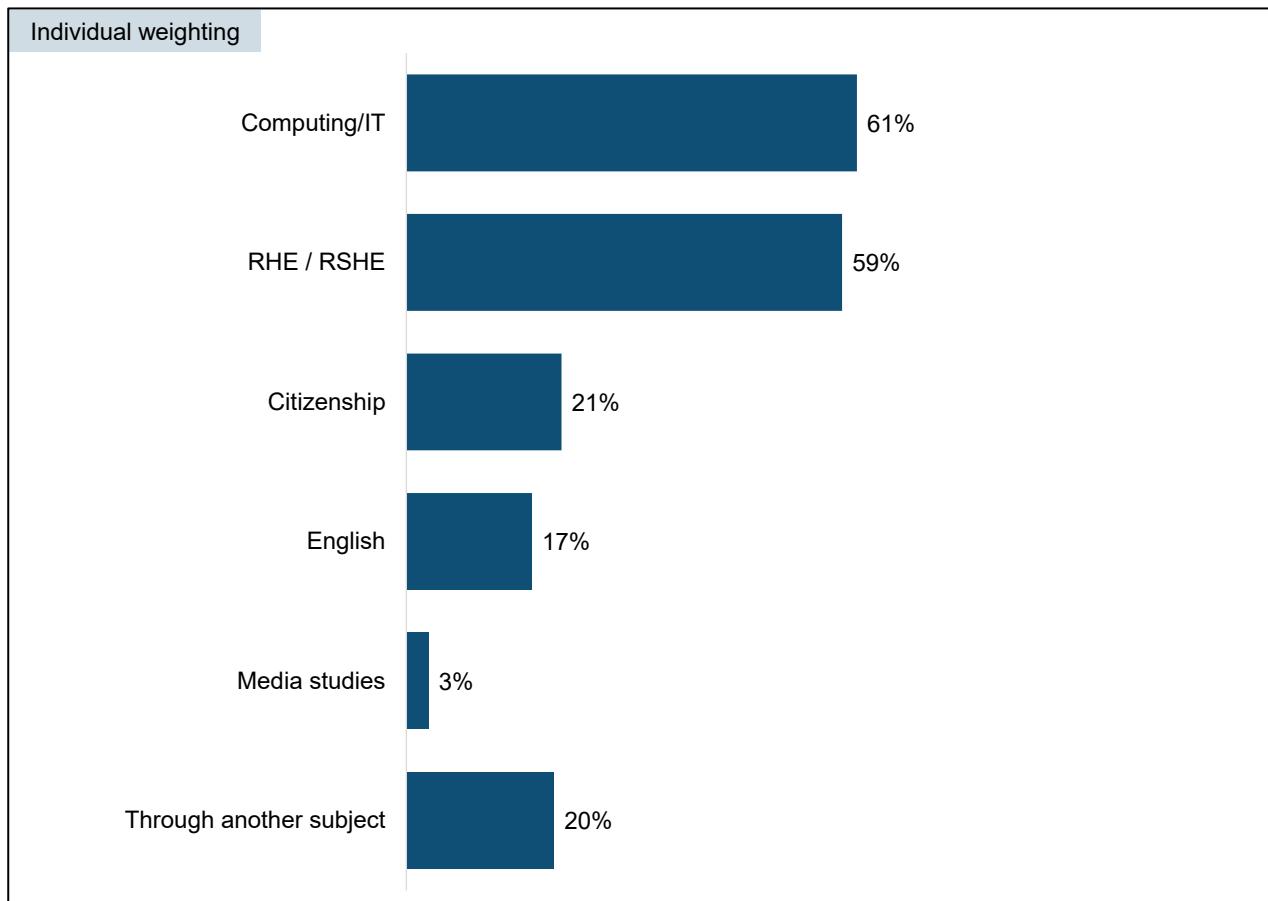
Source: School and College Panel, November survey. P5: Panel B Teachers of media literacy (n=763).

Other subjects through which teachers reported covering media literacy topics included humanities, tutorial time or science.

Primary teachers were more likely to be delivering media literacy topics through computing/IT lessons (94% vs. 21% of secondary teachers).

Teachers in schools with the highest proportion of pupils eligible for FSM were more likely to be teaching media literacy through Citizenship lessons (28% vs. 15% of those in schools with the lowest proportion).

Remote education during emergencies

The priority should always be to deliver high quality in-person education to all pupils and students. Where possible, schools and colleges should consider providing remote education to allow pupils and students to keep pace with their education when in-person attendance in school or college is either not possible or contrary to government guidance. Schools and FE providers should therefore be prepared to consider implementing high quality remote education so that any pupil or student who is well enough to learn from home, but unable to attend school or college in person, can continue to do so.

Department for Education Emergency Planning and response guidance[7] suggests that education providers should consider how they ensure all pupils receive the quantity and quality of education and care to which they are normally entitled, including through remote education where appropriate. Specific guidance on remote education for schools is also available[8].

Reasons for primary schools delivering remote education

Around one-in-ten (11%) primary schools[9] had delivered remote education in the 2022/23 academic year to date. The majority reported that this had been in cases of individual absence due to a physical health condition (71%). Other reasons for delivering remote education are shown in Figure 26.

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[7] [Emergency planning and response for education, childcare, and children's social care settings](#)
[8] [Providing remote education guidance; DfE Oct 2022)](#)
[9] This question was asked to primary school leaders only.

Figure 26. Reasons for primary schools delivering remote education

Schools weighting

In cases of individual absence due to a physical health condition	71%
In cases of individual absence due to a mental health condition	28%
During emergencies such as unplanned school closures	24%
Other	12%
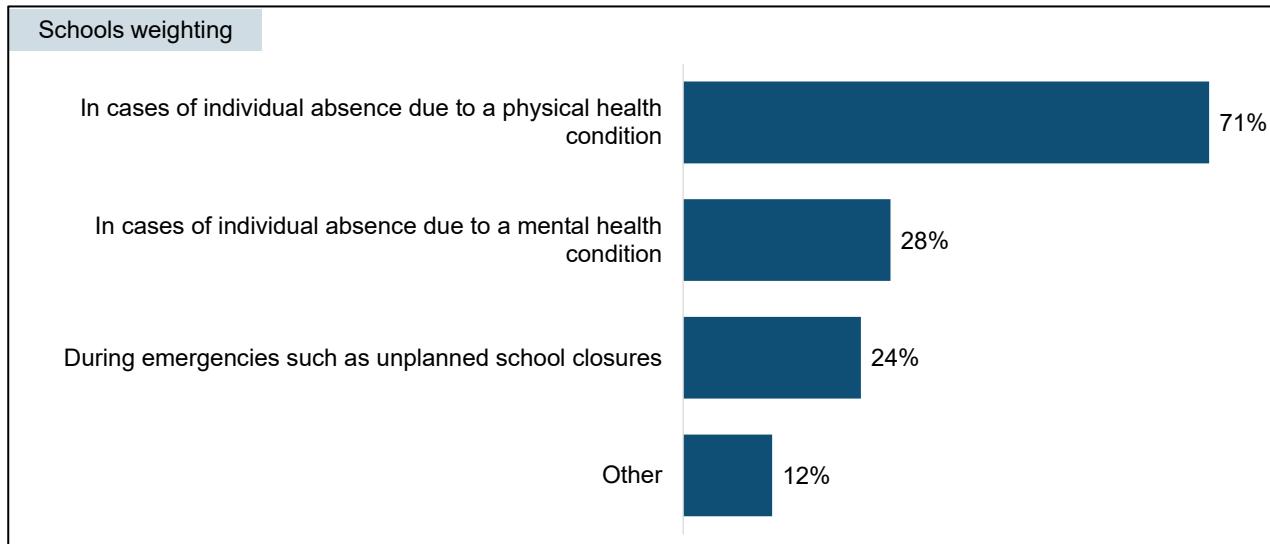
Source: School College Panel, November 2022 survey. Q2: Panel B Primary leaders who have delivered remote education in the 2022/23 academic year (n=51).

Whether schools and colleges are prepared for delivering remote education later in the 2022/23 academic year

Seven-in-ten schools felt prepared for delivering remote education later in the 2022/23 academic year; this was higher among secondary than primary schools (78% vs 68% respectively).

There were similar findings reported by colleges. Almost three-quarters (72%) of colleges felt they were prepared to deliver remote education later in the 2022/23 academic year; whilst 19% were not sure.

Circumstances in which schools and colleges expect to deliver remote education

Amongst schools prepared for delivering remote education in the 2022/ 23 academic year, this was most commonly expected in emergency circumstances such as unplanned school closures (93%). A majority (58%) would also expect to use remote education in cases of absence due to physical health conditions.

Figure 27. Circumstances in which schools expect to deliver remote education

Schools weighting

During emergencies such as unplanned school closures
- All: 93%
- Primary: 92%
- Secondary: 97%*

In cases of absence due to a physical health condition (where a pupil cannot attend school but is able to learn from home)
- All: 58%
- Primary: 61%*
- Secondary: 47%

In cases of absence due to a mental health condition (where a pupil cannot attend school but is able to learn from home)
- All: 45%
- Primary: 46%
- Secondary: 40%
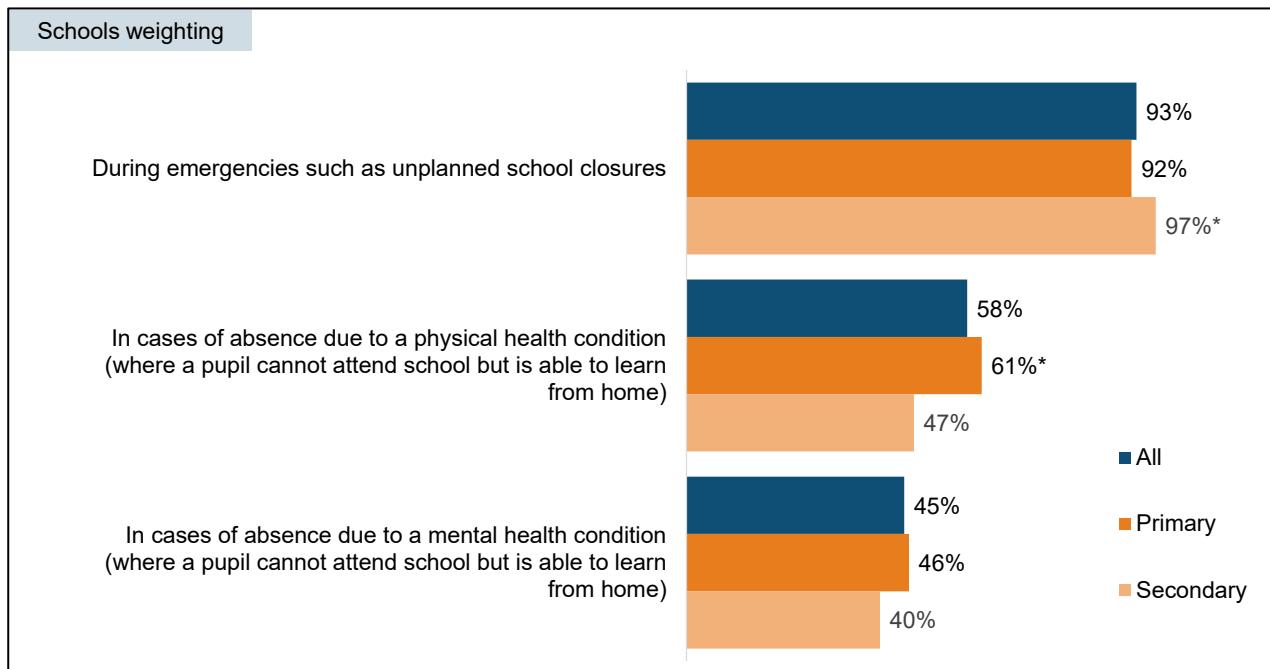
Source: School College Panel, November 2022 survey. Q4: Panel B leaders prepared to deliver remote education in the 2022/ 23 academic year (n=523) Other and Not sure/undecided not charted (< 5%). *Indicates a significant difference between primary and secondary.

As shown in Figure 27, secondary schools were more likely to anticipate using remote education for emergencies such as unplanned school closures than primary (97% vs 92%). Primary schools were more likely than secondary to expect to deliver remote education in cases of absence due to a physical health condition (where a pupil cannot attend school but is able to learn from home) (61% vs 47%).

Colleges were also asked under what circumstances they would expect remote education to be delivered. Almost all (22 out of 23) colleges prepared to deliver remote education expected this to be during emergencies such as unplanned closures. Ten colleges expected remote education to be delivered in cases of absence due to a physical health condition, and 8 expected to deliver remote education in cases of absence due to a mental health condition.

Outreach support from alternative provision settings in mainstream schools

Primary schools were asked about outreach support they received from alternative provision settings.

Outreach support was defined as services provided by alternative provision settings (e.g. Pupil Referral Units, alternative provision academies or free schools, or independent or unregistered alternative provision), or special schools, that support children and young people with behavioural needs which can disrupt theirs or others' learning, and for whom strong school behaviour culture is alone not sufficient. This includes one-to-one or group support for pupils, support or training for school staff, or advice on whole school behaviour policies.

This definition did not include placements by mainstream schools into an alternative provision setting where pupils appear on both schools' rolls simultaneously.

Over half of primary schools (52%) reported they had pupils who needed outreach support from alternative provision settings. As shown in Figure 28, 7% of these schools reported that support was received by all pupils who need it. The majority (93%) of schools requiring outreach support had at least one pupil who needed outreach support and was not receiving it.

Figure 28. Whether pupils requiring outreach support from Alternative Provision (AP) settings currently receive it
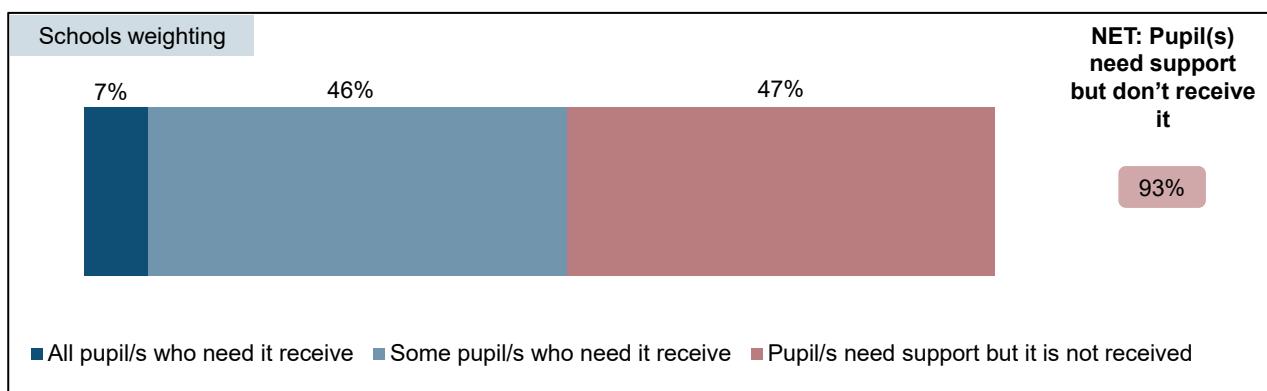
Source: School and College Panel, November survey. O1: Panel B Primary Leaders with pupils requiring support from alternative provision settings (n=237).

Demand for support from alternative provision settings

Among all primary schools, 43% reported that outreach support from alternative provision was not required by any pupils in their school. Those with the lowest proportion of pupils eligible for FSM were more likely to not need outreach support for any pupils in their school (63% vs. 33% of those with the highest proportion). By contrast, those with the highest proportion of pupils eligible for FSM were more likely to have pupils who need outreach support but are not receiving it (53% vs. 30% of schools with the lowest proportion).

Demand for outreach support services appears to be higher in urban areas. Schools in urban areas more likely than rural to have pupils receiving outreach support (33% vs. 11%) and to have pupils who need the support but don't receive it (52% vs. 36%). By region, schools in the East of England were most likely to have pupils requiring support but not receiving it (63% vs. 48% overall).

The type of outreach support received by schools and its funding

Among primary schools with any pupils receiving outreach support services from alternative provision settings, this was most commonly from a state funded alternative school (such as a Pupil Referral Unit, an alternative provision academy or an alternative provision free school). Over a quarter received this provision from a special school. Full results are listed in Figure 29 below.

Figure 29. Who delivers AP outreach support services to primary schools
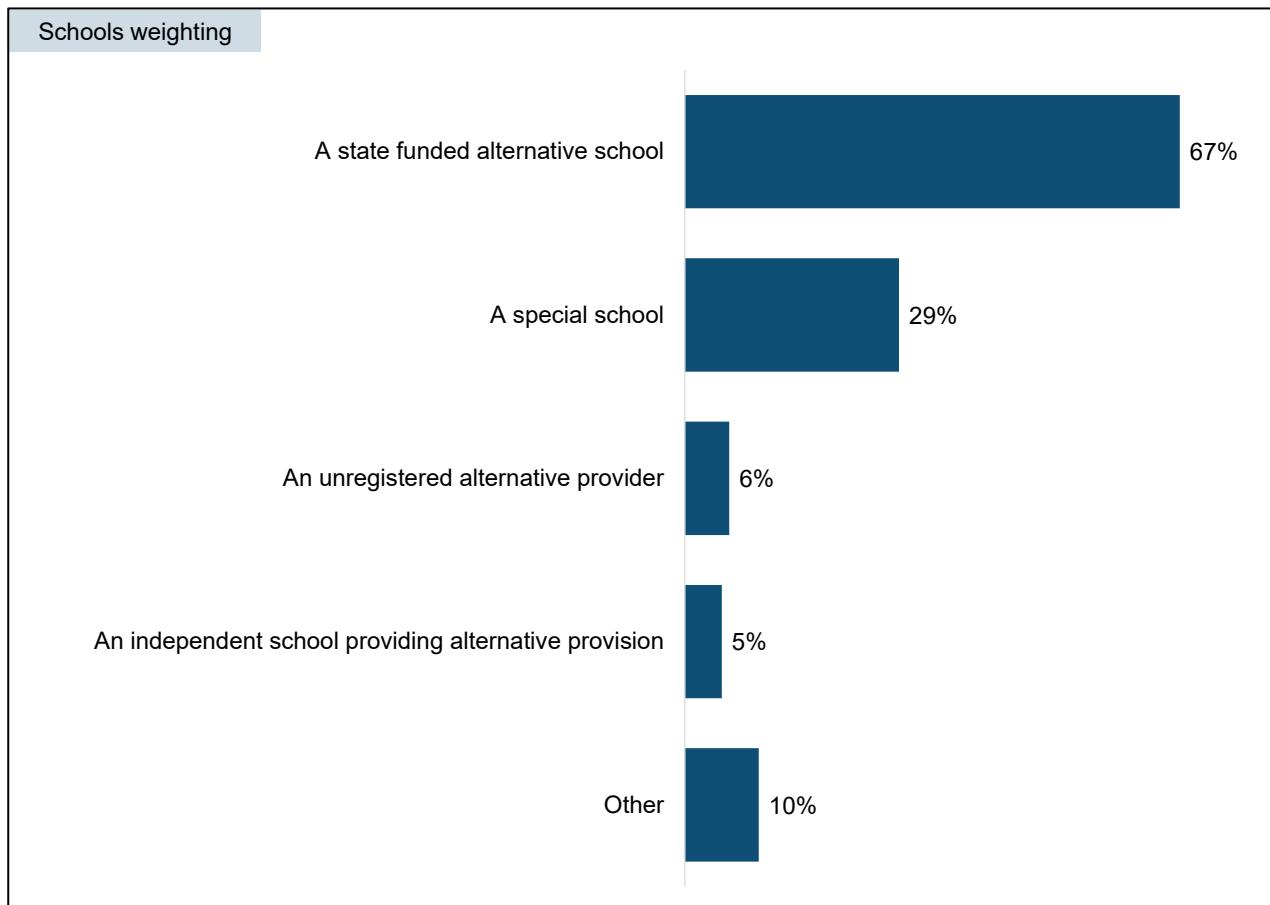
Source: School and College Panel, November 2022 survey. O2: Panel B Primary Leaders of schools who receive outreach support services (n=126). Don't know not charted (3%).

As shown in Figure 30, primary schools received a wide range of outreach support from alternative provision settings that was delivered in their school, with by far the most common being one-to-one behavioural support for pupils, followed by staff training on specialised behavioural support and 'on call' advice for school staff.

Figure 30. Types of outreach support services currently being delivered in primary schools from alternative provision settings

Schools weighting

Service	%
1-1 behavioural support for pupils	69%
Staff training on specialised behavioural support	23%
'On call' advice for school staff	21%
Self-regulation classes for small groups of pupils	14%
Transition support for pupils who have returned from AP	14%
Behaviour coaching for school leaders and staff	11%
Support for whole-school behaviour culture	11%
Support on curriculum pathways	9%
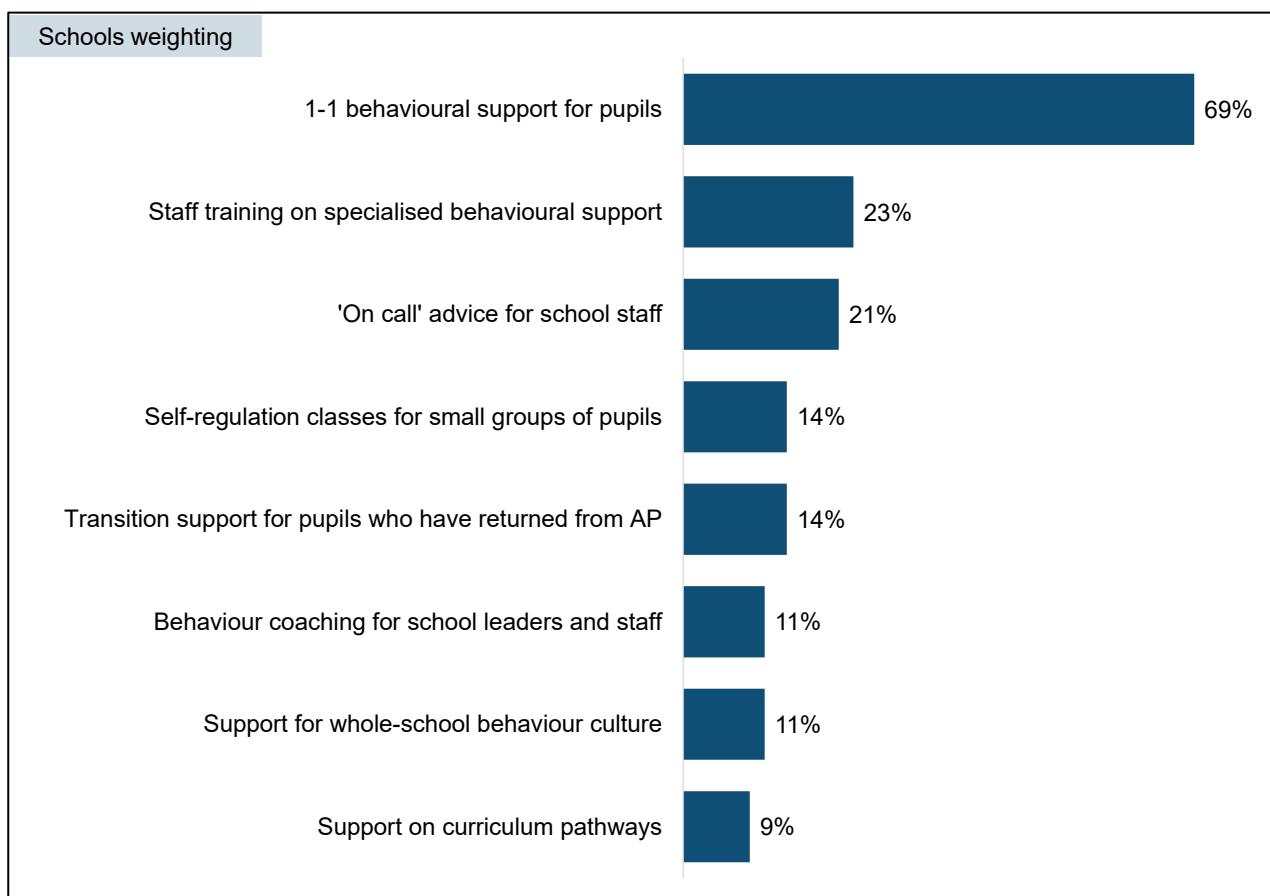
Source: School and College Panel, November 2022 survey. O3: Panel B Primary Leaders of schools who receive outreach support services (n=126). Responses < 5% ('other' and 'don't know') not charted.

There was a roughly even split in the proportion of schools who funded their use of outreach support services through traded service (38%) and universal service (33%)[10]. A further 13% use a universal service but also purchase additional support from the provider separately. The remaining 17% were unsure how the alternative provision outreach support used in their school was funded.

Reasons for primary schools not receiving the outreach support they need

Among schools with pupils requiring outreach support who do not receive it, the most common barriers centred around demand exceeding supply, in particular the local

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[10] A traded service is paid for by the school, whereas universal services is provided at no cost to the school.

alternative provision not providing enough outreach support and pupils being on waiting lists to receive the support. Barriers around cost were less common. Awareness was not a key barrier with only 1% of schools not receiving the outreach support they need reporting they were unaware that these support services were available.

Figure 31. Main reasons that pupils who require AP outreach support services do not receive them
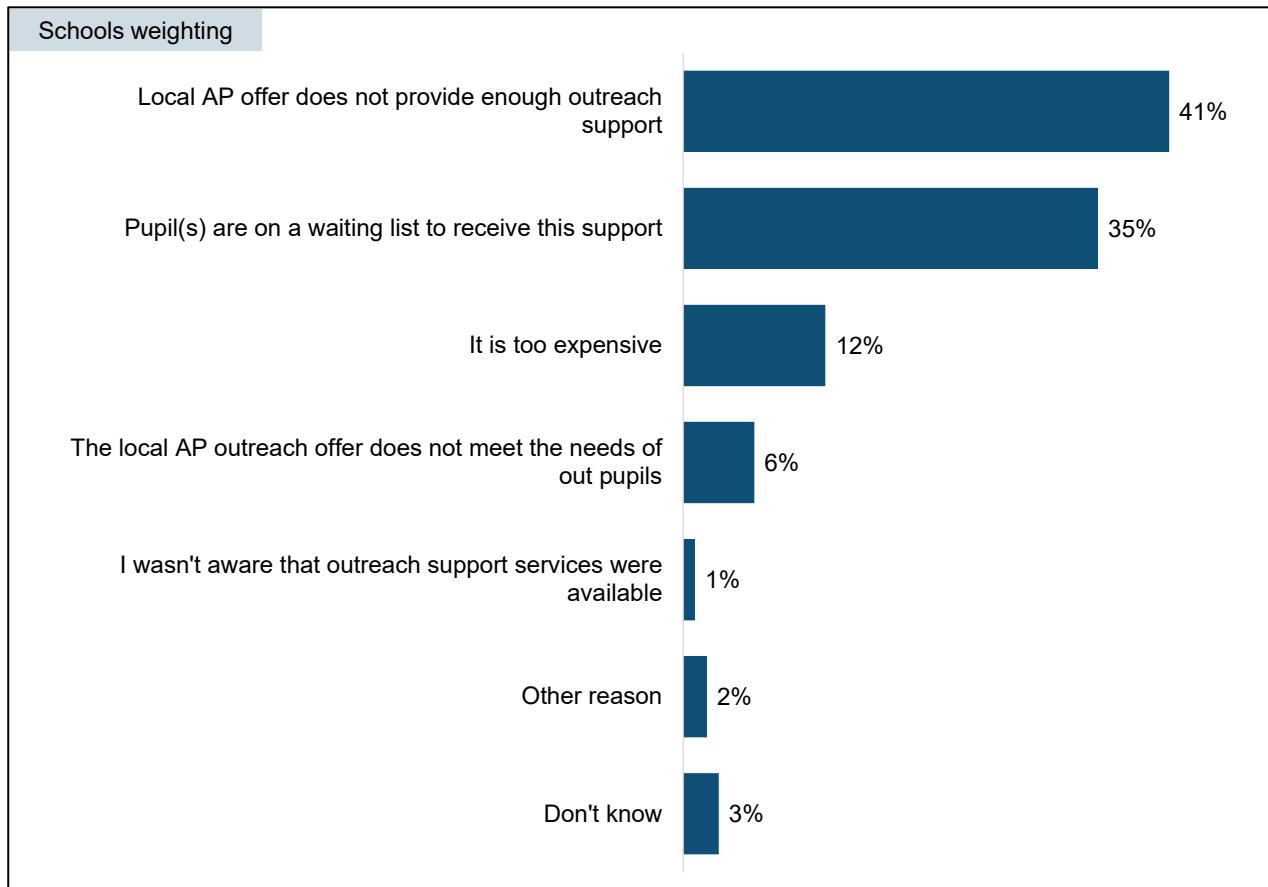
Source: School and College Panel, November 2022 survey. O4: Panel B Primary Leaders of schools were there are pupils who need AP outreach support services but do not receive them (n=220).

Cost of living and energy prices

The rise in the cost of living refers to the fall in real disposable incomes (adjusted for inflation and after taxes and benefits) that the UK has experienced since late 2021.[11] This is partly as a result of high inflationary pressures on everyday day items, such as food and energy. Questions on this topic sought to understand how the rise in cost of living is affecting schools and colleges, pupils, students, and their families.

Pupils arriving to school hungry

As shown in Figure 32 below, two-thirds (66%) of schools reported an increase in the number of pupils arriving at their school hungry. Three-in-ten (29%) said that the number has stayed the same. Just 1% of schools said that the number arriving to school hungry had decreased.

Figure 32. Whether the number of pupils arriving at school hungry has increased, decreased or stayed the same since the start of the academic year
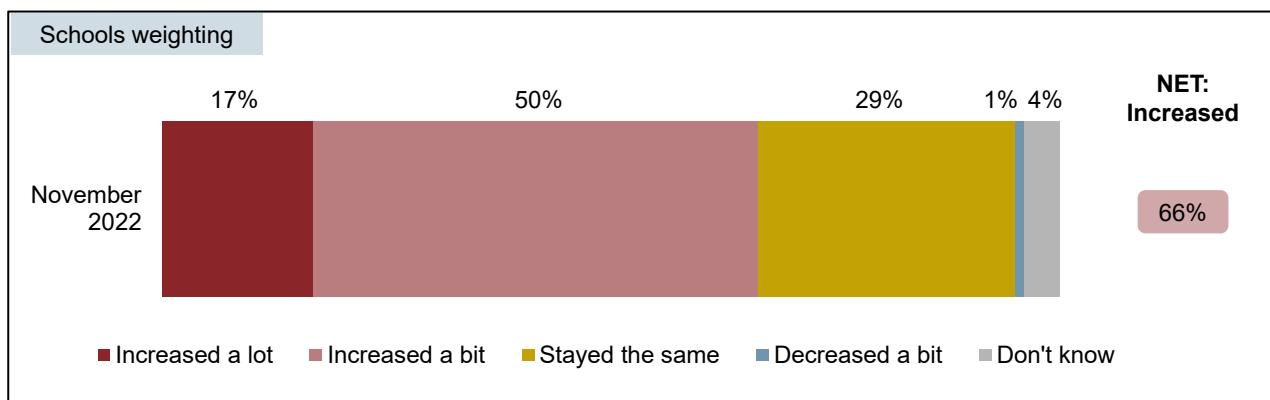
Source: School and College Panel, November 2022 survey. H2: Panel A leaders (n=717). NB. NETs do not match chart exactly due to rounding.

In November 2022, secondary schools were more likely than primaries to report the number of pupils arriving hungry to have increased a lot (25% vs. 15%).

Schools with the highest proportion of pupils eligible for FSM were more likely to have an increase in pupils arriving hungry than those with the lowest proportion (77% vs. 51%).

Among colleges, half (56%) said the number of students arriving hungry at college had increased since the start of the academic year (28% said it had stayed the same and 6% felt it had decreased).

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[11] Cost of living crisis | The Institute for Government

Impact of cost of living on pupils' school experience

Schools were asked if, since the start of the academic year, there had been increases in the number of pupils who have struggled with the effect of the rising cost of living in areas related to their school experience.

Three-quarters (75%) of schools reported increases in the last six months in pupils not able to pay for school trips and 70% reported pupils not buying or replacing uniform/sports kit. The full list of impacts is shown in Table 2, with comparison to results in September and May 2022 where applicable.

Table 2. Whether schools had seen an increase in the following areas since the start of the academic year

Area	November 2022	September 2022	May 2022
Not been able to pay for school trips	**75%**	84%*	73%
Not bought or replaced uniform/sports kit	**70%**	80%*	74%
Applied for Free School Meals	**57%**	n/a	n/a
Not been able to buy sufficient clothing such as winter coat or shoes	**53%**	n/a	n/a
Struggled with the costs of travelling to school	**30%**	56%*	48%*
Been unable to attend wraparound childcare before or after school	**28%**	53%*	46%*
Not bought all the books and equipment needed	**21%**	64%*	49%*
Missed lessons or attended school less frequently because parents need to go to work	**11%**	27%*	20%*
Been too cold at home to learn	**6%**	n/a	n/a
Missed lessons or attended school less frequently to go to part-time work	**2%**	25%*	20%*

Source: School and College Panel, November 2022 survey. H3: Panel A leaders (n=717). *Indicates significant difference between November 2022 and September 2022 or May 2022.[12]

In comparison to September 2022[13] and May 2022,[14] when this question was last asked, there were fewer schools reporting an increase in these impacts. The largest falls compared to previous waves were related to struggling with the costs of travel to school,

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[12] At H3 the prompted response "Been unable to attend wraparound childcare before or after school" only went to primary schools and the prompted response "missed lessons or attended school less frequently to go to part-time work" only went to secondary schools, therefore both have different base sizes to the overall chart.
[13] In September 2022, this question was "In the last six months, have you seen an increase in the number of pupils at your school who have ...
[14] In May 2022, this question was "Since the start of the academic year have you seen an increase in the number of pupils at your school who have ...

being unable to attend wraparound childcare, not buying all the books and equipment needed and missing lessons to go to part-time work.

More secondary schools reported increases in the following impacts since the start of the academic year, compared to primary schools:

- The number of pupils struggling with the costs of travelling (50% vs. 26% of primary schools)

- The number of pupils that haven't bought all the books and equipment needed (44% vs. 17%)

- Pupils missing lessons or attending school less frequently since parents need to go to work (23% vs. 9%)

- Pupils being too cold at home to learn (12% vs. 5%).

Schools with the highest proportion of FSM-eligible pupils were more likely to report increases in the following areas, compared to those with the lowest proportion:

- The number of pupils that have not bought or replaced uniform/sports kit (78% vs. 56%)

- The number of pupils unable to buy sufficient clothing such as a winter coat or shoes (65% vs. 34%)

- Pupils being too cold at home to learn (12% vs. 0%).

Colleges were most likely to have seen increased impacts since the start of the academic year in the following areas: students struggling with the costs of travelling to college, students missing lessons or attending school less frequently to go to part-time work, and not being able to pay for college trips or take part in extra-curricular activities. The full list is shown in Figure 33.

Figure 33. Whether colleges had seen an increase in the following areas since the start of the academic year

Colleges	
Struggled with the costs of travelling to school	84%
Missed lessons or attended school less frequently to go to part-time work	81%
Not been able to pay for school trips	69%
Not bought all the books and equipment needed	66%
Missed lessons or attended school less frequently because parents need to go to work (e.g. caring for…	56%
Applied for Free School Meals	56%
Not been able to buy sufficient clothing such as a winter coat or shoes	38%
Not bought or replaced uniform/sports kit	38%
Applied for Highed Needs Funding	31%
Been too cold at home to learn	9%

Source: School and College Panel, November 2022 survey. H3: FE leaders (1 per institution) (n=32).

Main challenges to the school / teachers and pupils over the coming months as a result of the rising cost of living

Schools were asked, from a list of prompts, what they believed the main challenges facing their school would be in the coming months due to the rising cost of living. The most common challenge reported was increased energy bills for the school (reported by 93% of leaders), followed by increased mental health concerns amongst pupils and/or parents (89%).

Other challenges faced by around eight-in-ten schools were increased mental health concerns amongst staff, food poverty increase, effects of hunger on pupils, and lack of funding for the school/college. Compared to September 2022 there has been a decrease in the number of schools facing the following challenges: lack of funding for the school

(81% in November vs. 90% in September), and school trips being cancelled or further subsidised by the school (76% in November vs. 82% in September). The full list of challenges is shown in Figure 34.

Figure 34. Main challenges schools will face due to the rising cost of living in the coming months

Schools weighting

Challenge	Percentage
Increased energy bills for the school	93%
Increased mental health concerns amongst pupils and/or parents	89%
Increased mental health concerns amongst staff	83%
Increased food poverty and effects of hunger on pupils/students	83%
Lack of funding for the school/college	81%
School/college trips or extra curricular activities being cancelled or further subsidised by the school/college	76%
Pay freezes or inadequate pay rises for staff	71%
Families unable to buy or replace uniform / PE kits / equipment for school	69%
Increase in teaching staff leaving the profession due to taking higher paid work	54%
Wraparound childcare being cancelled or further subsidised by the school	27%
Pupils unable to afford transport to school	19%

Source: School and College Panel, November 2022 survey. H6: Panel A leaders (n=717).[15]

Secondary schools were more likely to report the following upcoming challenges, compared to primary schools:

- Increases in teaching staff leaving the profession due to taking higher paid work (61% vs. 52%)

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[15] At H6 the prompted response "wraparound childcare being cancelled or further subsidised by the school" only went to primary schools, therefore it has a different base size to the overall chart.

- Pupils unable to afford transport to school (36% vs. 15%).

Primary schools were more likely to report the following challenges, compared to secondary schools:

- Increased energy bills (94% vs. 89%)

- Increased mental health concerns amongst staff (84% vs. 77%)

- School trips or extra-curricular activities being cancelled or further subsidised by the school (80% vs. 58%).

Schools with the highest quintile of pupils eligible for FSM were more likely to report the following challenges, compared to those from the lowest quintile:

- Increased mental health concerns amongst pupils and/or parents (90% vs. 81%)

- Food poverty increase and effects of hunger on pupils (90% vs. 66%)

- Families unable to buy or replace uniform / PE kits / equipment for school (70% vs. 52%)

- Pupils unable to afford transport to school (22% vs. 11%).

Conversely, schools with the lowest quintile of pupils eligible for FSM were more likely to report the following challenges, compared to those from the highest quintile:

- School trips or extra-curricular activities being cancelled or further subsidised by the school (83% vs. 71%)

- Wraparound childcare being cancelled or further subsidised by the school (32% vs. 18%)

Among colleges, the most common challenges reported included increased mental health concerns amongst students and/or parents (97%), a lack of funding for the college (94%), pay freezes or inadequate pay rises for staff (91%), and increased energy bills (91%). The full list is shown in Figure 35.

Figure 35. Main challenges colleges will face due to the rising cost of living in the coming months

Colleges

Challenge	Percentage
Increased mental health concerns amongst pupils and/or parents	97%
Lack of funding for the school/college	94%
Pay freezes or inadequate pay rises for staff	91%
Increased energy bills for the school	91%
Increased mental health concerns amongst staff	88%
Increase in teaching staff leaving the profession due to taking higher paid work	88%
Increased food poverty and effects of hunger on pupils/students	78%
School/college trips or extra curricular activities being cancelled or further subsidised by the school/college	72%
Pupils unable to afford transport to school	72%
Families unable to buy or replace uniform / PE kits / equipment for school	44%

Source: School and College Panel, November 2022 survey. H6: FE leaders (1 per institution) (n=32). Responses < 5% not charted.

Staff absence

Six-in-ten (60%) primary schools reported that levels of staff absence were higher now than in a typical autumn term before the pandemic, with nearly a quarter (23%) reporting that staff absence was significantly higher (see Figure 36). This was a significantly smaller proportion compared to June 2022, when 69% of primary schools reported levels of staff absence were higher than pre-pandemic levels (and 34% reported that they were significantly higher).

Figure 36. Staff absence levels in primary schools compared to before the pandemic
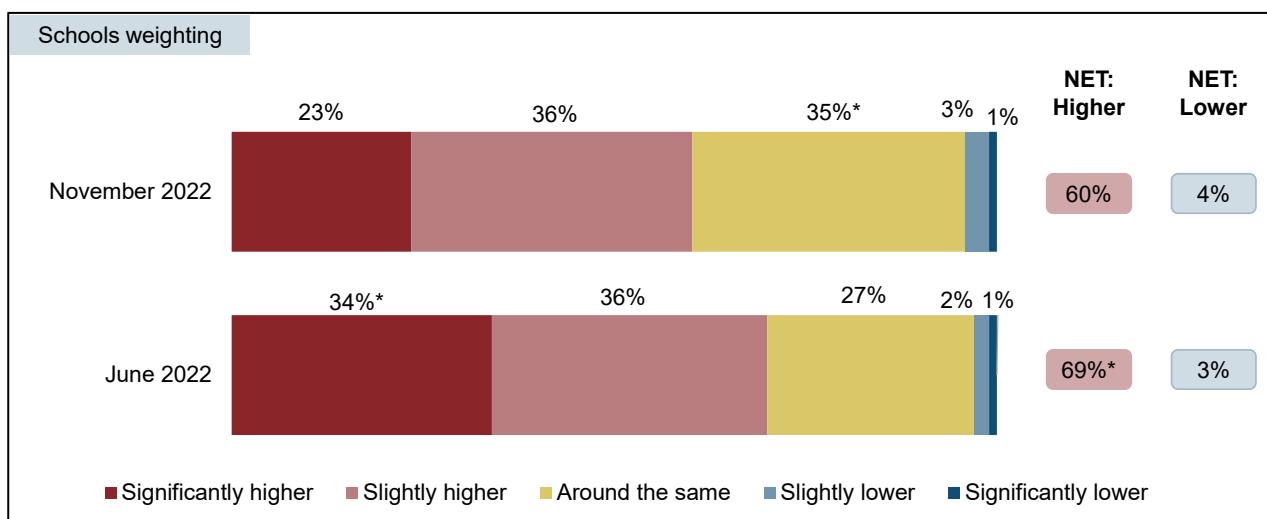
Source: School and College Panel, November 2022 survey. C1: Panel B primary leaders (n=459). June 2022 survey: E1: Panel B primary leaders (n=352). *Indicates significantly higher figure between June and November 2022. Don't know responses not charted (<1%). NB. NETs do not match chart exactly due to rounding.

Teacher and Leader workload

Workload reduction is a longstanding priority for the Department for Education (DfE). In the November 2022 survey, primary school leaders were asked if their school has taken any action to reduce workload in the last 12 months, and their use of the DfE school workload reduction toolkit.

Leaders' view of actions taken to reduce workload

Most primary schools (85%) reported having taken action to try to reduce staff workload in the last 12 months. This was lower than in June 2022 (94%); however, this change should be interpreted with caution due to a change in question wording and audience.[16]

As shown in Figure 37, just under three-quarters (72%) of primary schools that reported having taken action felt that this had made staff workload more manageable within an average week. Relatively few reported that actions had made staff workload "a lot" more manageable within the average week (5%).

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[16] June 2022: "C1. Which of the following actions, if any, has your school taken to reduce workload in the last 12 months? Please consider both formal and informal actions taken." Figure based on NET of any action taken i.e., any answer option chosen from a pre-coded list. Both primary and secondary leaders. November 2022: "D1. Has your school taken any action to try and reduce workload in the last 12 months?" NET figure based on those answering "yes".

Figure 37. Impact of the action taken on staff workload in an average week
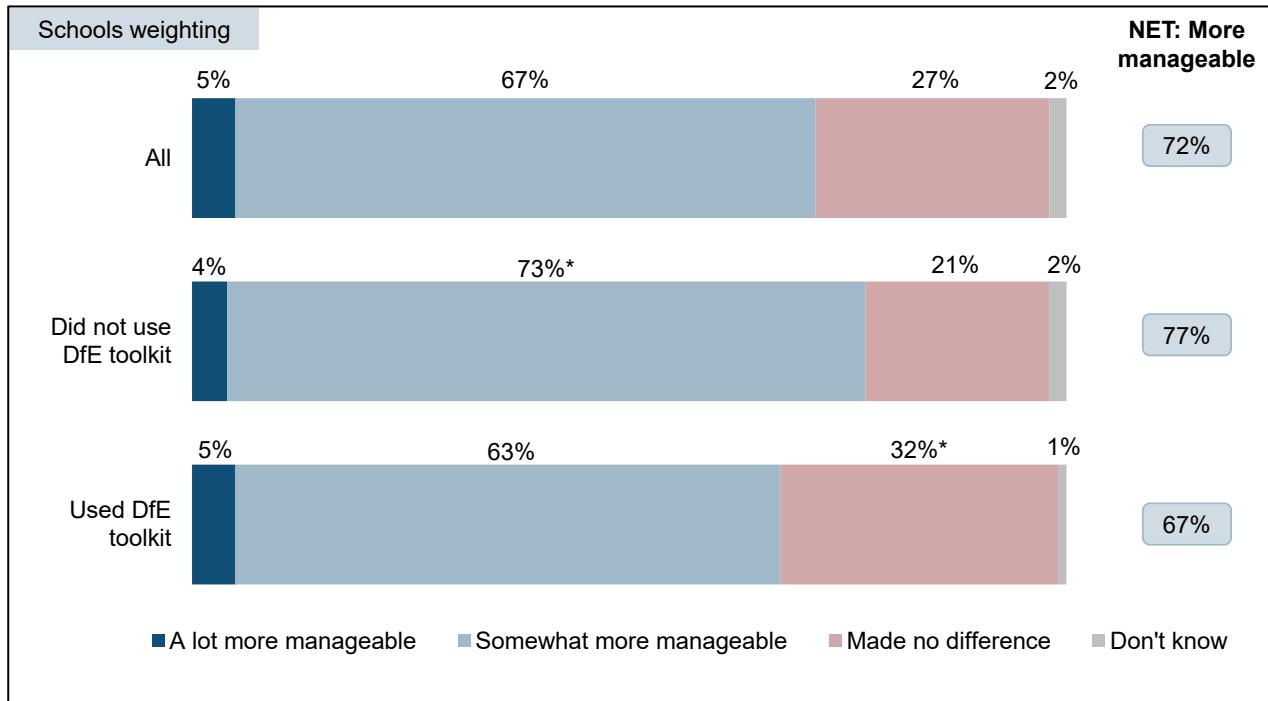
Use of DfE workload reduction toolkit

Almost two-fifths (39%) of primary schools reported using the DfE school workload reduction toolkit, almost twice the proportion that reported this in June 2022 (21%), however, this change should be interpreted with caution due to a change in question wording and audience.[17]

As shown in Figure 37, primary schools that had taken action to reduce workload other than using the DfE school workload reduction toolkit were more likely to report that the action they had taken had made staff workload somewhat more manageable than those who had used the toolkit (73% vs. 63%). Meanwhile, those that reported that they had used the toolkit were more likely to report that this had made no difference to how manageable staff workloads were in a typical week than those who had taken other action (32% vs. 21%).

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[17] June 2022: "C1. Which of the following actions, if any, has your school taken to reduce workload in the last 12 months? Please consider both formal and informal actions taken."
November 2022: "D2. Did your school use any resources from the DfE School workload reduction toolkit?"

Pupil and student mental health

This chapter covers teachers' confidence in identifying pupils and students with mental health needs and helping them to access mental health and wellbeing support, as well as their confidence in being able to teach pupils and students with mental health issues effectively. The findings in this section will help to inform the Department for Education's understanding of how well teachers feel able to promote and support the mental wellbeing of children and young people, and the support the Department for Education provides.

School teachers' views on supporting pupil mental health and wellbeing

Just under three-quarters (73%) of teachers felt they knew how to help pupils with mental health issues access support offered by their school, and two-thirds (67%) felt equipped to identify behaviour that may be linked to a mental health issue.

Around half (52%) agreed that they felt equipped to teach pupils in their class who have mental health needs. A smaller proportion of teachers felt that they know how to help students with mental health issues access specialist support outside of school (38%); that they have access to mental health professionals if they need specialist advice about students' mental health (37%) or that pupils are able to access specialist support when needed (34%).

The findings are compared to those from previous waves of the survey in Figure 38, dating back to September / October 2020.

Figure 38. Teachers' agreement with statements regarding pupil mental health
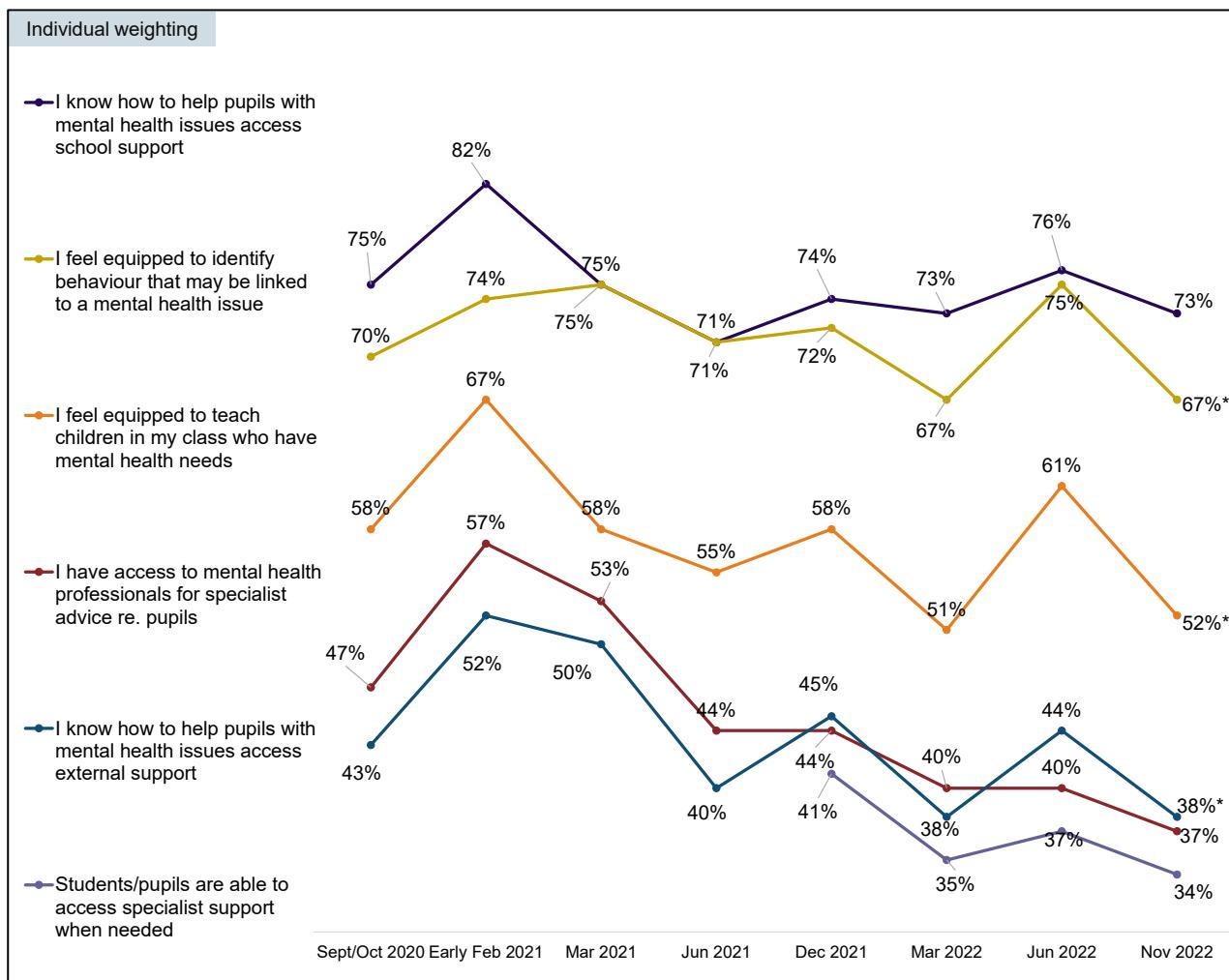
Source: School and College Panel, November 2022 survey (n=1,343). June 2022 survey (n=1,151). March 2022 survey (n=695). December 2021 survey (n=1,720). June 2021 survey. (n=979). March 2021 survey (n=1,130). Early February 2021 (n=1,266). September/October 2020. (n=746). *Indicates significant decrease since June 2022.

As shown in Figure 38, whilst levels of agreement with the statements have fluctuated over time, there is a general trend of agreement with these statements decreasing. With the exception of 'I know how to help pupils with mental health issues access school support' and 'I feel equipped to identify behaviour that may be linked to a mental health issue', agreement with each statement in November 2022 was significantly lower than the first measurement point in September/October 2020.[18] The largest drop over this time period has been in those agreeing 'I have access to mental health professionals for specialist advice about pupils' mental health' which has dropped 10 percentage points from 47% in September/October 2020 to 37% in November 2022.

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[18] For the statement 'Students/pupils are able to access specialist support when needed' the first measurement point was December 2021.

In November 2022, agreement with many statements had decreased since June 2022, returning to levels similar to those reported in March 2022.

Significant decreases in the proportion of teachers agreeing with the following statements were seen since June 2022:

- 'I feel equipped to identify behaviour that may be linked to a mental health issue' (67% in November 2022 vs. 75% in June 2022)

- 'I feel equipped to teach children in my class who have mental health needs' (52% in November 2022 vs. 61% in June 2022)

- 'I know how to help pupils with mental health issues access external support' (38% in November 2022 vs. 44% in June 2022).

In November 2022, secondary teachers were more likely than primary teachers to:

- Say they knew how to help students with mental health issues access support offered by their school (77% vs. 70%)

- Feel equipped to teach pupils in their class who have mental health needs (55% vs. 49%)

- Have access to mental health professionals if they need specialist advice about pupils' mental health (40% vs. 34%)

- Agree that pupils are able to access specialist support when needed (42% vs. 26%).

College teachers' views on supporting student mental health and wellbeing

In line with findings from school teachers, college teachers were most likely to agree that they know how to help students with mental health issues access support offered by their college (90%) and that they feel equipped to identify behaviour that may be linked to a mental health issue (80% vs. 67%)

On other measures, responses from college teachers were more mixed with around a half of college teachers agreeing:

- They felt equipped to teach students in their class who have mental health needs (56%)

- They had access to mental health professionals if they need specialist advice about students' mental health (54%)

- They knew how to help students with mental health issues access specialist support outside of college (49%)
- Students are able to access specialist support when needed (48%).

Behaviour in schools

All schools should be calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. Understanding concerns related to pupil behaviour and engagement is a priority for the Department for Education to inform policy development, guidance and/or best practice products for schools.

School leaders' views on behaviour culture

School leaders were asked a series of statements relating to their experience of the school's behaviour culture, as shown in Figure 39. Just under eight-in-ten (79%) school leaders reported that their school was a safe environment for pupils every day, and seven-in-ten (69%) reported that staff had been respectful to each other every day.

The majority of school leaders reported that on every or most days pupils had been respectful to staff (93%) and to each other (91%), that their school had been calm and orderly (85%) and that their head teacher and other school leaders had reminded pupils about the behaviour rules (78%).

Figure 39. Frequency of positive behaviour culture experiences as reported by school leaders and teachers
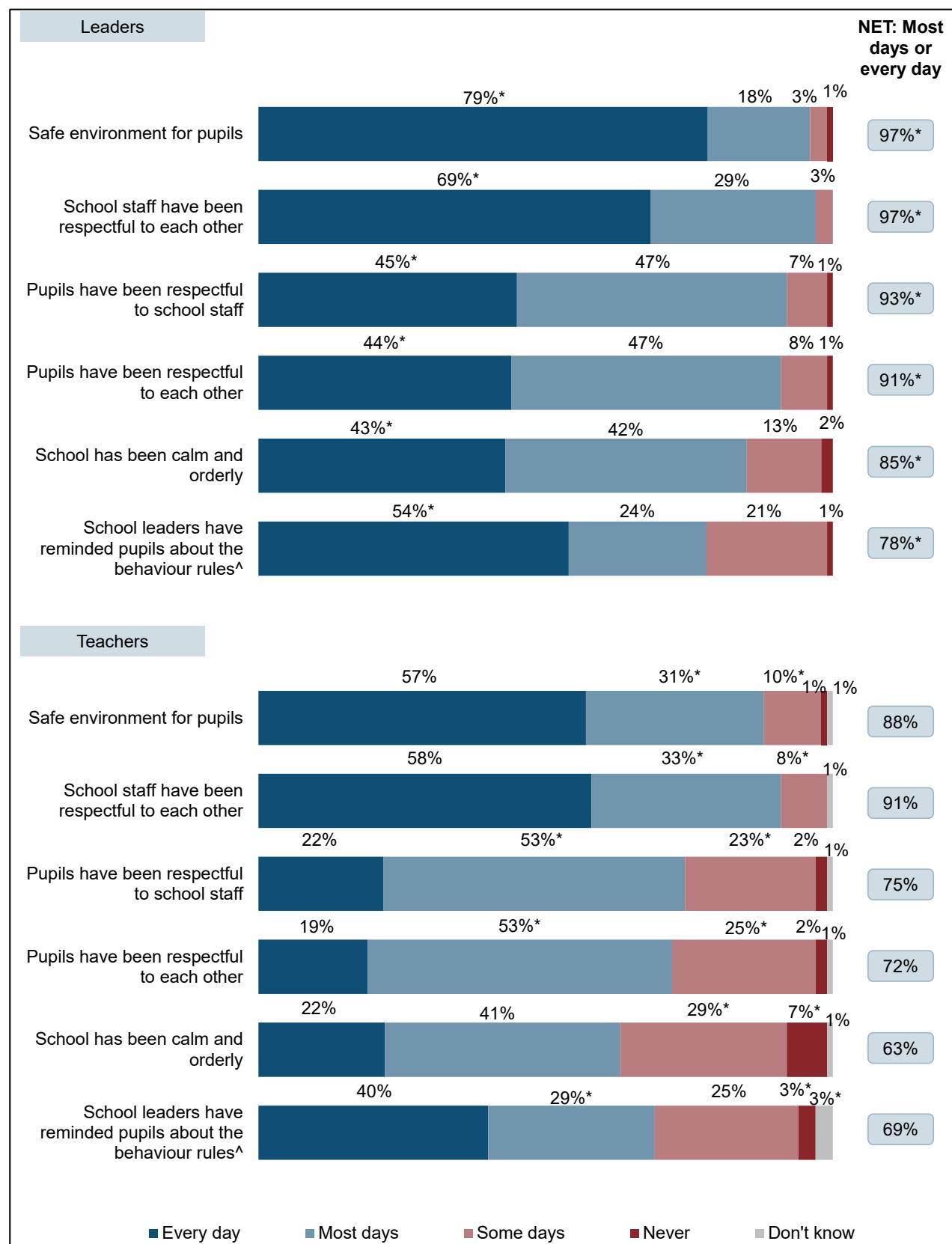
NET: Most days or every day

Leaders

Safe environment for pupils
79%* | 18% | 3% | 1%
97%*

School staff have been respectful to each other
69%* | 29% | 3%
97%*

Pupils have been respectful to school staff
45%* | 47% | 7% | 1%
93%*

Pupils have been respectful to each other
44%* | 47% | 8% | 1%
91%*

School has been calm and orderly
43%* | 42% | 13% | 2%
85%*

School leaders have reminded pupils about the behaviour rules^
54%* | 24% | 21% | 1%
78%*

Teachers

Safe environment for pupils
57% | 31%* | 10%* | 1% | 1%
88%

School staff have been respectful to each other
58% | 33%* | 8%* | 1%
91%

Pupils have been respectful to school staff
22% | 53%* | 23%* | 2% | 1%
75%

Pupils have been respectful to each other
19% | 53%* | 25%* | 2% | 1%
72%

School has been calm and orderly
22% | 41% | 29%* | 7%* | 1%
63%

School leaders have reminded pupils about the behaviour rules^
40% | 29%* | 25% | 3%* | 3%*
69%

Every day | Most days | Some days | Never | Don't know

Secondary school leaders were more likely than primary school leaders to report that the head teacher and other school leaders had reminded pupils about the behaviour rules every day or most days (85% vs. 74%).

Primary school leaders were more likely than secondary school leaders to report that:

- Their school had been a safe environment for pupils every day (83% vs. 74%)

- Pupils had been respectful to staff every day or most days (96% vs. 86%)

- Pupils had been respectful to each other every day or most days (95% vs. 85%)

- Their school had been calm and orderly every day or most days (87% vs. 81%).

There were other key differences by school type:

- Leaders at schools with the highest proportion of pupils eligible for FSM were more likely than those with the lowest to report that staff had been respectful to each other *every day or most days* (98% vs. 92%)

- Leaders at schools with the lowest proportion of pupils eligible for FSM were more likely than those with the highest to report that pupils had been respectful to each other *every day* (60% vs. 41%).

Teachers' views on behaviour culture

Individual teacher views on the same behaviour culture statements were less positive than school leader views, as shown in Figure 39.

Just under six-in-ten teachers (58%) reported that school staff had been respectful to each other every day, with a similar proportion reporting that their school was a safe environment for pupils every day (57%). Three-quarters (75%) of teachers reported that pupils had been respectful to staff every day or most days, 72% reported that pupils had been respectful to each other, 69% reported that their head teacher and other school leaders had reminded pupils about the behaviour rules, and 63% reported that their school had been calm and orderly.

Primary school teachers were more likely than secondary school teachers to report that on every or most days:

- Their school had been a safe environment for pupils (92% vs. 84%)

- Pupils had been respectful to school staff (83% vs. 67%)

- Pupils had been respectful to each other (81% vs. 64%)

- Their school had been calm and orderly (67% vs. 58%)

- Their school head teacher and other school leaders had reminded pupils about the behaviour rules (72% vs. 67%).

Teachers at schools with the lowest proportion of pupils eligible for FSM were more likely than those with the highest proportion to report that on every or most days:

- Their school had been a safe environment for pupils (96% vs. 82%)

- Pupils had been respectful to school staff (84% vs. 69%)

- Pupils had been respectful to each other (84% vs. 62%)

- Their school had been calm and orderly (76% vs. 52%).

Pupil behaviour in the last week

School leaders' view

A large majority (93% of schools) reported that pupils' behaviour was 'very good' (49%) or 'good' (43%) in the past week, as shown in Figure 40.

Figure 40. School leaders' views of pupil behaviour in school during the past week
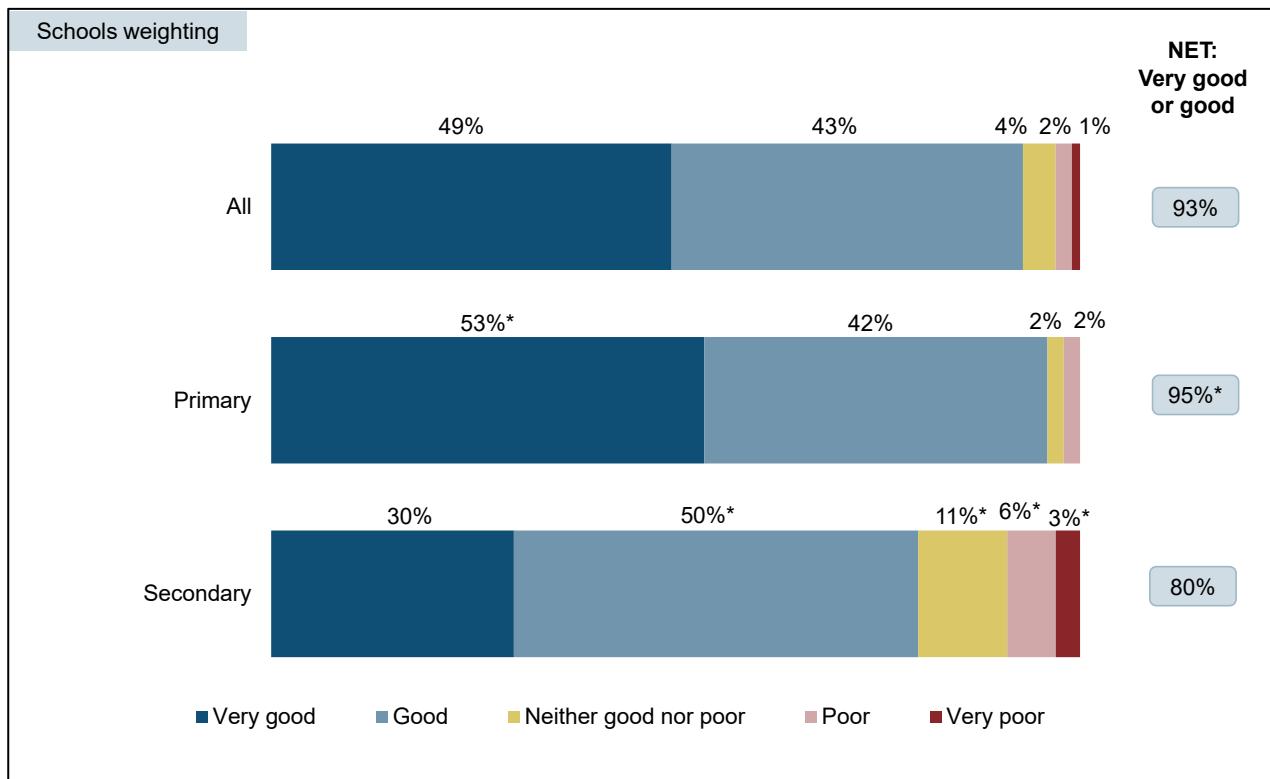
Source: School and College Panel, November 2022 survey. I3: Panel A leaders (n=717). Don't know responses not charted (<1%). *Indicates significant difference between primary and secondary. NB. NETs do not match chart exactly due to rounding.

Primary schools were more likely than secondary schools to report pupils' behaviour as 'very good' or 'good' (95% vs. 80%).

Teachers' view

Teachers were asked how pupils' behaviour had been in the past week at their school. Overall, just over seven-in-ten (71%) felt pupils' behaviour had been at least good, while 14% reported it as poor. Teachers were more likely than leaders to report that behaviour was poor in the past week (14% vs. 3%), and less likely than leaders to report that it was good overall (71% vs. 93%), as shown in Figure 41.

Figure 41. Teachers' views of pupil behaviour in school during the past week
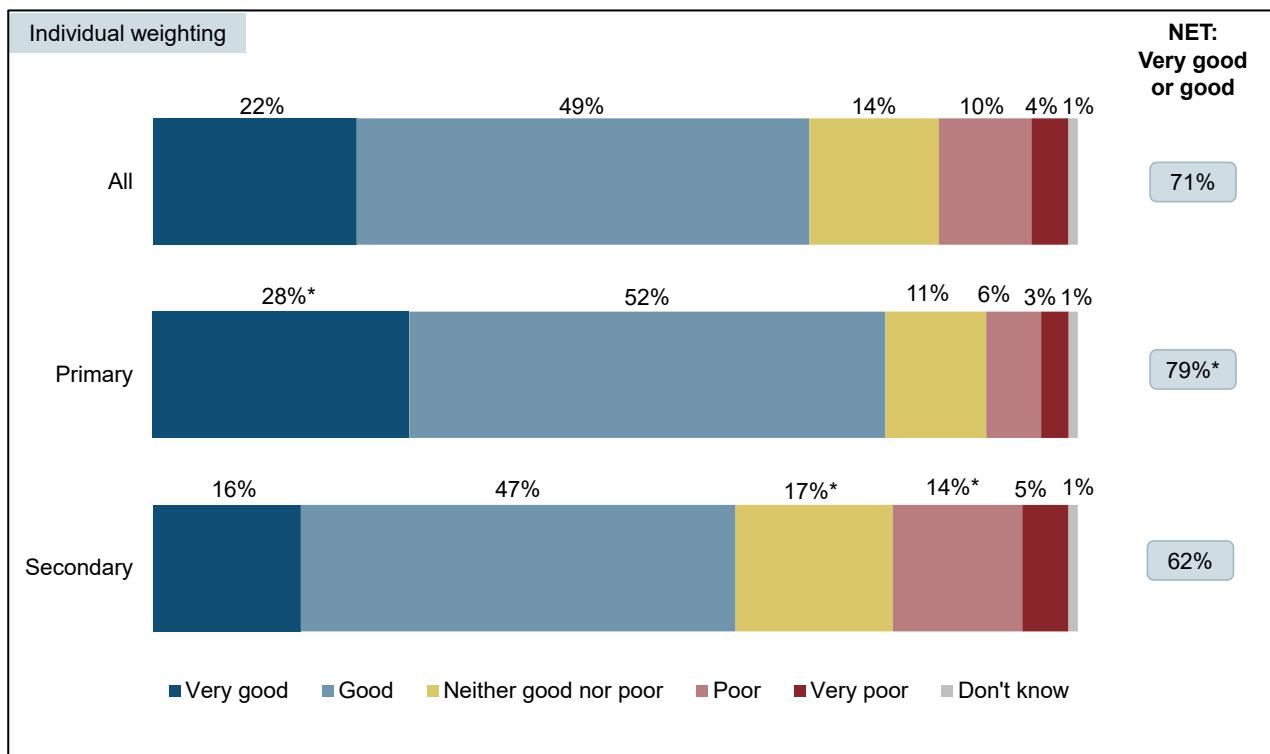
Source: School and College Panel, November 2022 survey. I3: Panel A teachers (n=1,348). *Indicates significant difference between primary and secondary. NB. NETs do not match chart exactly due to rounding.

Primary teachers were more likely than secondary teachers to report pupils' behaviour as 'very good' or 'good' (79% vs. 62%) or being 'very good' (28% vs. 16%). Teachers at schools with the lowest proportion of pupils eligible for FSM were more likely than those with the highest to report pupils' behaviour as at least good (85% vs. 65%) or very good (39% vs. 15%).

Frequency of types of misbehaviour

As shown in Figure 42, when asked about the frequency with which a list of disruptive behaviours had occurred in the lessons they taught in the past week, leaders and teachers reported talking (42%) and shouting out (24%) as behaviours that occurred when they were not supposed to in all or most lessons. Less frequently reported behaviours included arriving to lessons late (10% reported this in all or most lessons) and answering back or challenging instructions (8% reported this in all or most lessons). The behaviours least likely to be reported in all or most lessons were throwing things non-aggressively and using mobile devices when not supposed to (2% respectively).

Figure 42. Frequency of types of misbehaviour in the past week
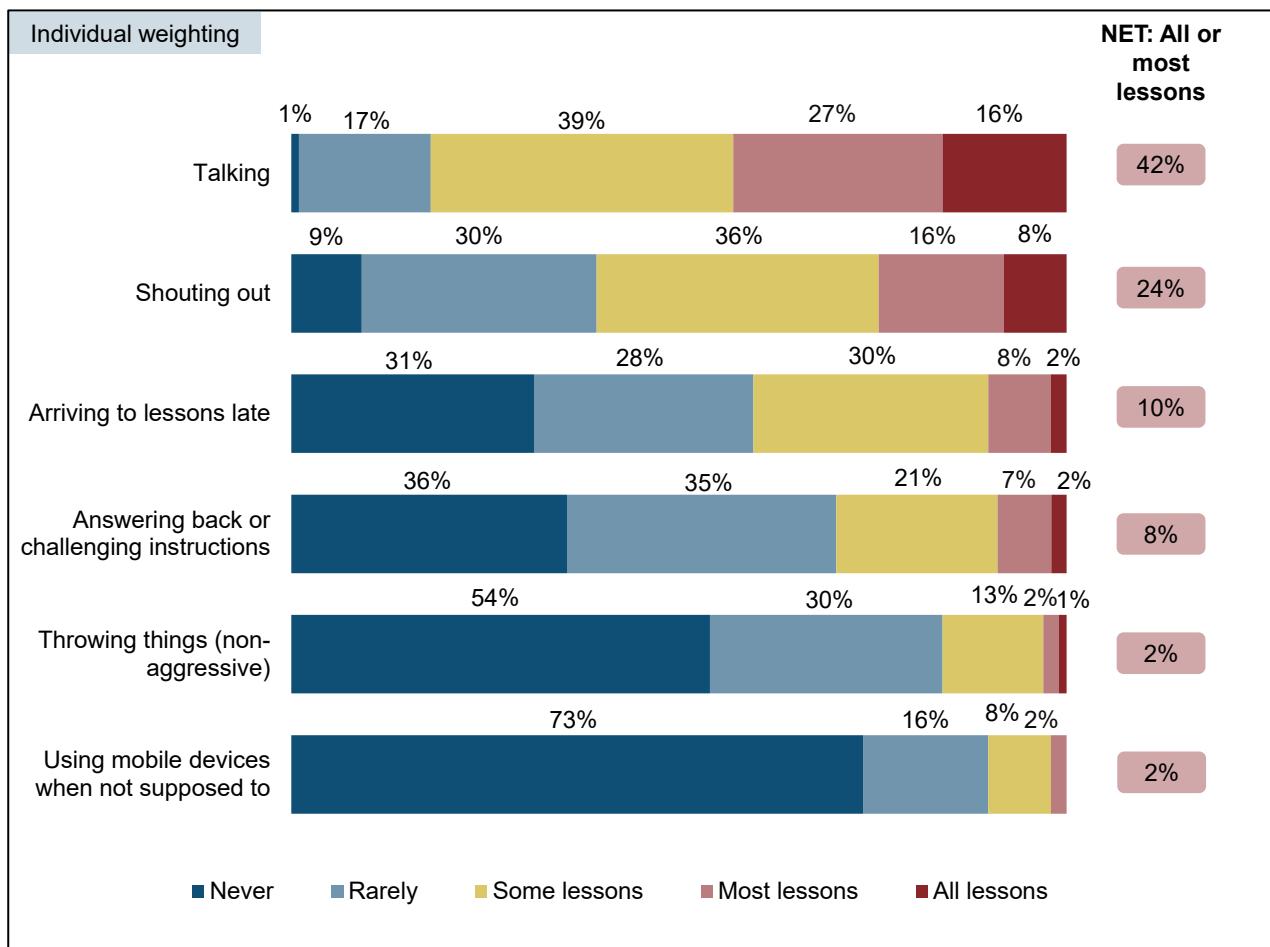
Source: School and College Panel, November 2022 survey. I6: Panel A leader and teachers that taught in the past week (n=1,883). Don't know not charted (no greater than 1% on each row). NB. NETs do not match chart exactly due to rounding.

Teachers were more likely than leaders to report a higher frequency of all types of misbehaviour in all or most lessons they taught in the past week:

- Talking (45% of teachers vs. 21% of leaders)

- Shouting out (26% of teachers vs. 9% of leaders)

- Arriving to lessons late (10% of teachers vs. 4% of leaders)

- Answering back or challenging instructions (9% of teachers vs. 4% of leaders)

- Throwing things (3% of teachers vs. 1% of leaders)

- Using mobile devices (2% of teachers vs. 1% of leaders).

Secondary school leaders and teachers were more likely to report a higher frequency of misbehaviour than primary school leaders and teachers in all or most lessons for several aspects:

- Arriving late to lessons (18% for secondary vs. 2% for primary)

- Answering back or challenging instructions (9% for secondary vs. 7% for primary)

- Using mobile devices (4% for secondary vs. less than 0.5% for primary)

- Shouting out (29% for primary vs. 19% for secondary).

School leaders and teachers at schools with the highest proportion of pupils eligible for FSM were more likely to report higher frequencies of misbehaviours in all or most lessons:

- Talking (43% of highest proportion of pupils eligible for FSM vs. 34% of lowest)

- Shouting out (30% of highest vs. 17% of lowest)

- Answering back or challenging instructions (9% of highest vs. 4% of lowest)

- Throwing things (3% of highest vs. 0% of lowest).

Impact of pupil behaviour

School leaders and teachers that had taught lessons in the past week were asked how often pupil misbehaviour stopped or interrupted teaching or learning. Overall, just over six-in-ten (61%) reported that in at least some lessons misbehaviour interrupted teaching, as shown in Figure 43.

Figure 43. Extent to which misbehaviour stopped teaching or learning in the past week
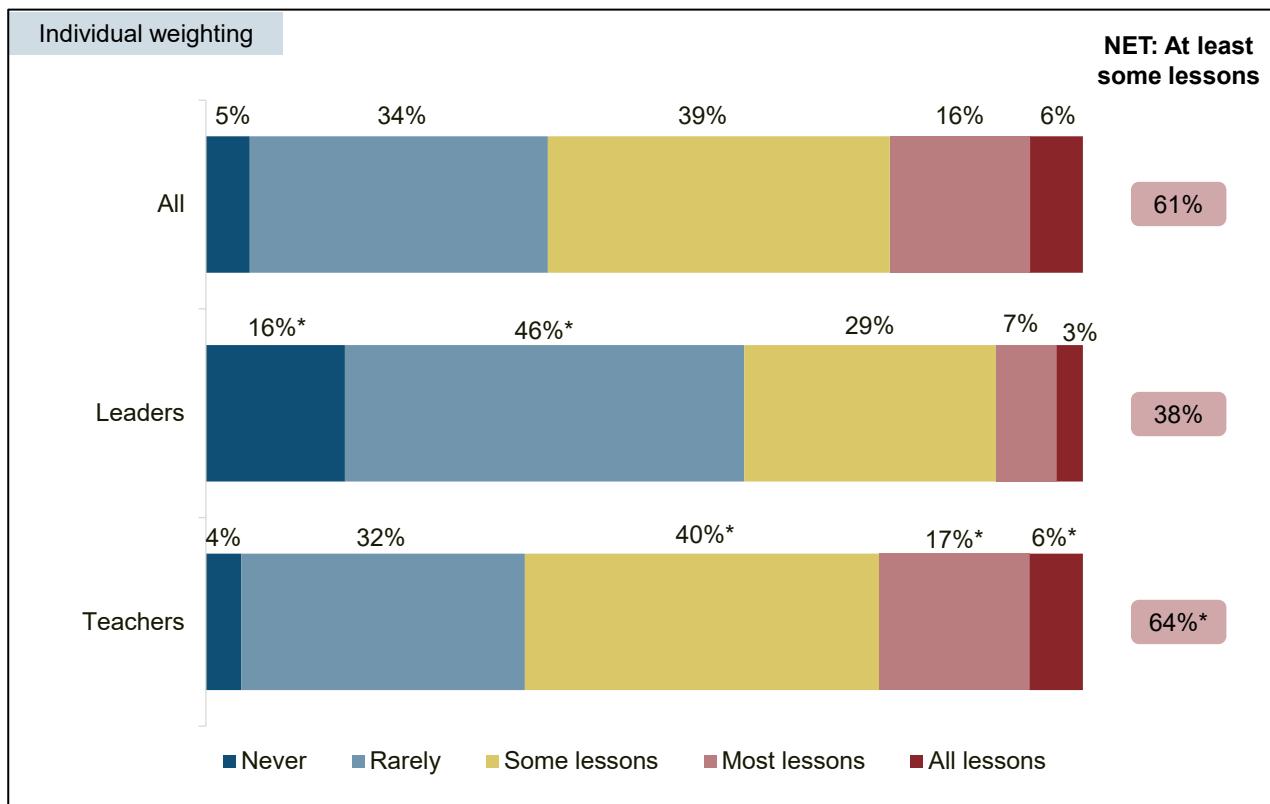
Source: School and College Panel, November 2022 survey. I4: Panel A leaders and teachers that taught in the past week (n=1,883). Don't know responses not charted (<1%). *Indicates significant difference between leaders and teachers. NB. NETs do not match chart exactly due to rounding.

There were some key differences reported by school type:

- Primary school leaders and teachers were more likely than secondary school leaders and teachers to report pupil misbehaviour interrupting all lessons (9% vs. 3%)

- School Leaders and teachers at schools with the highest proportion of pupils eligible for FSM were more likely than those with the lowest proportion to report pupil misbehaviour interrupting at least some lessons (66% vs. 49%).

Time lost due to pupil misbehaviour

School leaders and teachers that had taught lessons in the past week were asked how many minutes they thought were lost due to misbehaviour per 30 minutes of teaching time.

Overall, 72% of leaders and teachers reported that one to 10 minutes of teaching time was lost, while 9% reported that more than 10 minutes were lost to pupil misbehaviour per 30 minutes of teaching time, as shown in Figure 44. Only 6% of teachers and school leaders reported that no time was lost to misbehaviour in the past week.

Figure 44. Minutes of lessons lost due to misbehaviour per 30 minutes of teaching time
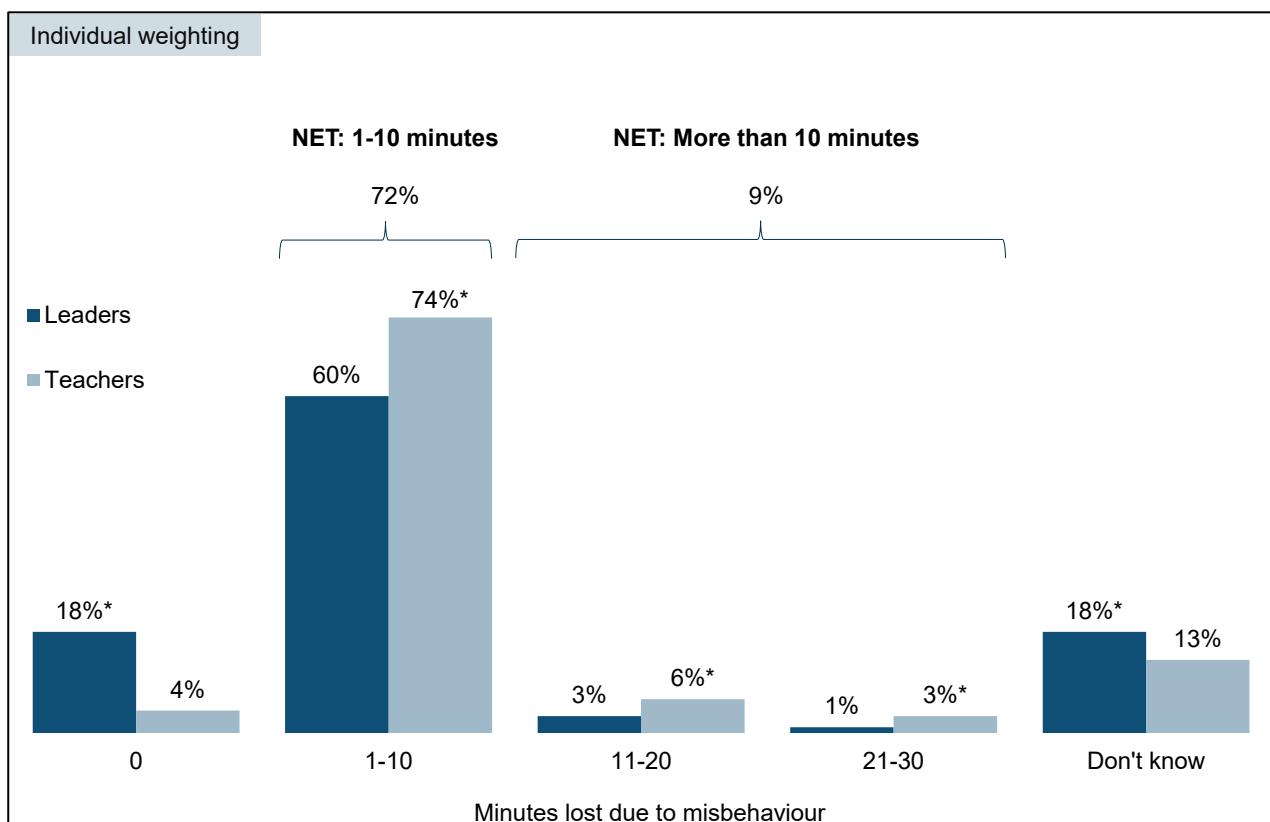
Source: School and College Panel, November 2022 survey. I5: Panel A leaders (n=559) and teachers (n=1,324) that taught in the past week (n=1,883). NB. NETs do not match chart exactly due to rounding. *Indicates significant difference between leaders and teachers.

On average, teachers reported for every 30 minutes of lesson time, six minutes were lost, compared to only four minutes reported by school leaders. Teachers were more likely than school leaders to report that more than 10 minutes of time was lost to misbehaviour per 30 minutes of teaching time (9% vs. 4%), or that one to 10 minutes were lost (74% vs. 60%).

School leaders were more likely than teachers to report that no time had been lost to misbehaviour in classes they taught in the last week (18% vs. 4%), or that they did not know how much time had been lost (18% vs. 13%).

There were some differences in reported time lost due to misbehaviour per 30 minutes of teaching time by school type:

- Secondary school leaders and teachers were more likely than primary school leaders to report that one to 10 minutes were lost (77% vs. 68%)
- Leaders and teachers at schools with the highest proportion of pupils eligible for FSM reported an average of six minutes per 30 minutes of teaching time had been lost to pupil misbehaviour, compared to five minutes for leaders and teachers at schools with the lowest proportion.

Effect of pupil misbehaviour on staff health and wellbeing

School leaders and teachers were asked the extent to which pupil misbehaviour has had a negative impact on their health and wellbeing. Overall, six-in-ten (61%) reported it having a negative impact on their health and wellbeing to at least a small extent (as shown in Figure 45).

Figure 45. Extent to which pupil misbehaviour has had a negative impact on health and wellbeing
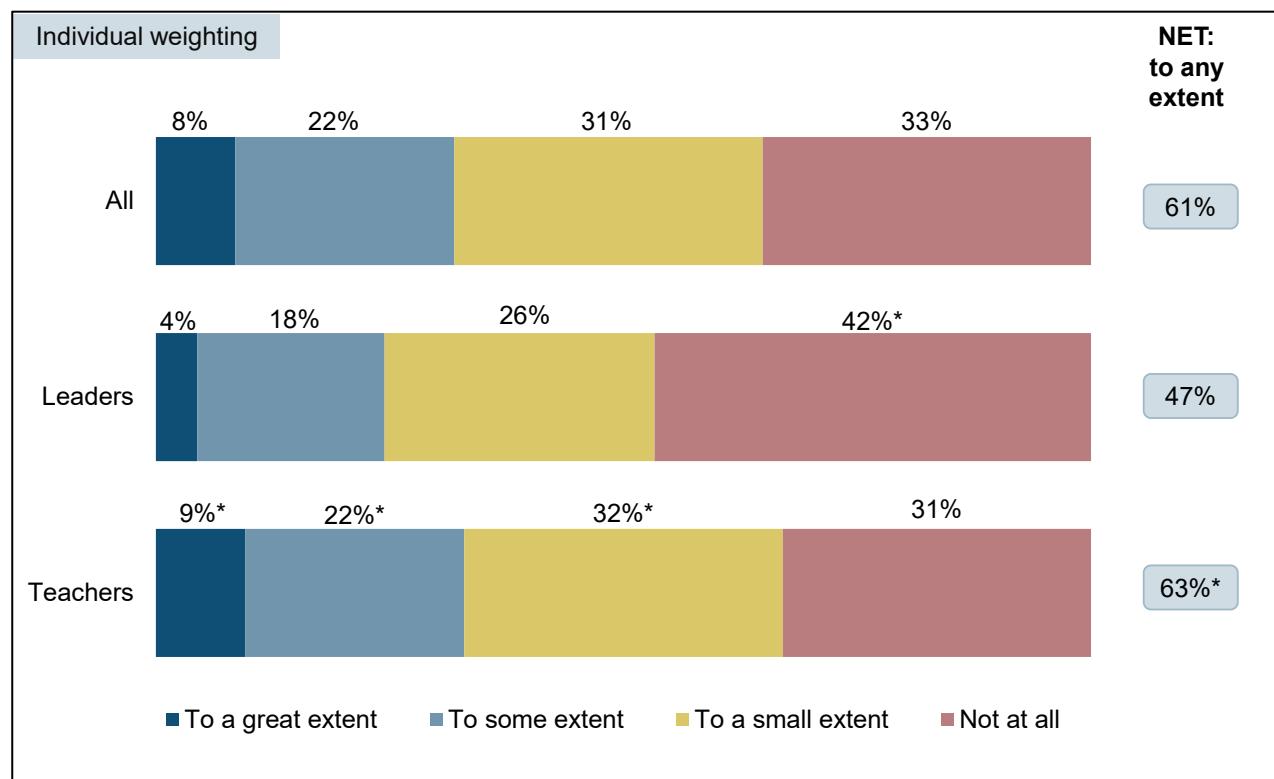
Source: School and College Panel, November 2022 survey. I7: Panel A leaders and teachers (n=2,065). *Indicates significantly higher figure between leaders and teachers. Don't know and 'not applicable' not shown. NB. NETs do not match chart exactly due to rounding.

Teachers were more likely than school leaders to report that misbehaviour had any negative impact on their health and wellbeing (63% vs. 47%). Secondary school leaders

and teachers were also more likely than primary school leaders and teachers to report this (68% vs. 55%).

Confidence managing behaviour

Leaders and teachers were asked about the level of confidence they had personally in managing misbehaviour in their school. Overall, 95% of school leaders and teachers felt confident, of which half (50%) felt 'very confident'.

Leaders were more likely than teachers to report feeling confident (98% vs. 94%) of which 75% of leaders felt 'very confident' managing misbehaviour in their school, compared to 46% of teachers, as shown in Figure 46.

Figure 46. Levels of confidence managing misbehaviour in their school
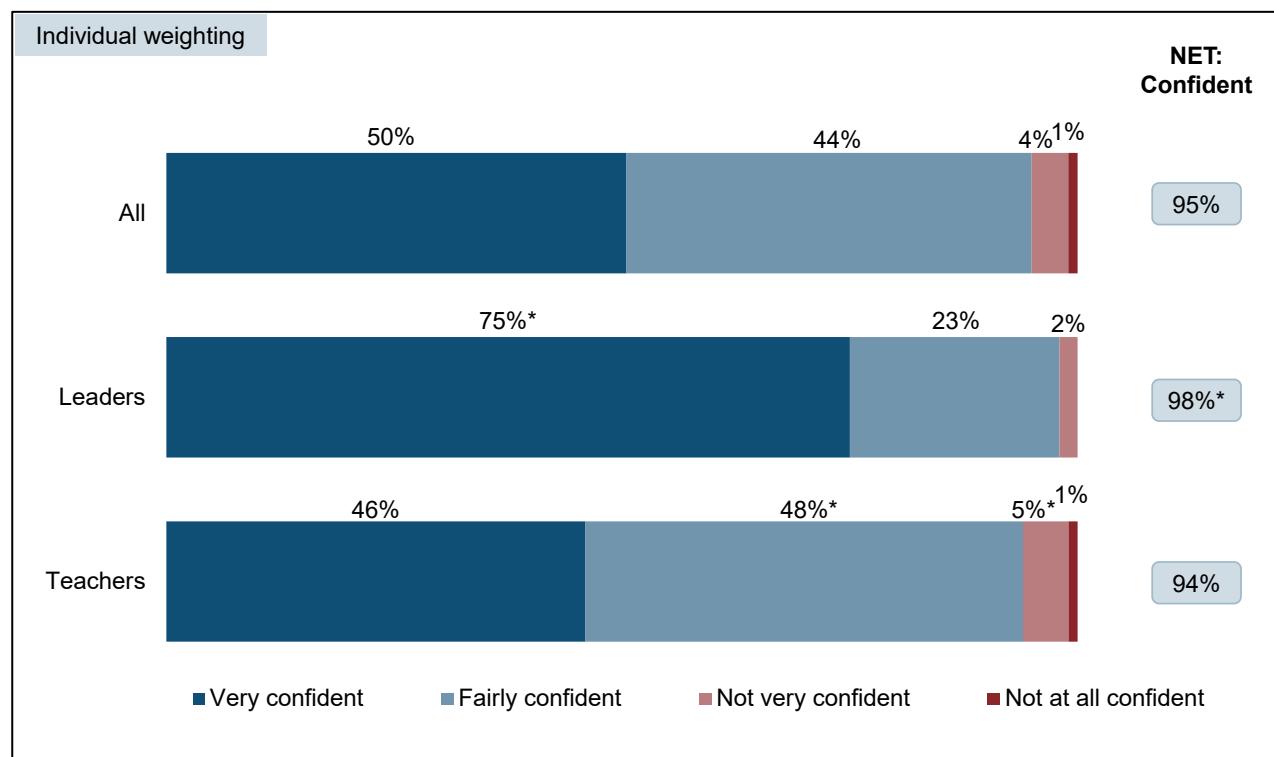
Source: School and College Panel, November 2022 survey. I2_1: Panel A leaders and teachers (n=2,065). *Indicates significantly higher figure between leaders and teachers. Don't know responses not charted (<1%). NB. NETs do not match chart exactly due to rounding.

Differences by phase were evident with leaders and teachers from primary schools more likely than those from secondary schools to report confidence in managing misbehaviour (97% vs. 92%).

Confidence supporting pupils to understand how to behave well

School leaders and teachers were also asked about their confidence in supporting pupils to understand how to behave well. Overall, 96% of teachers and leaders felt confident, of which over half felt 'very confident' (56%). Leaders were more likely than teachers to report being confident (99% vs. 96%) or 'very confident' (79% vs. 53%), as shown in Figure 47.

Figure 47. Levels of confidence supporting pupils to understand how to behave well
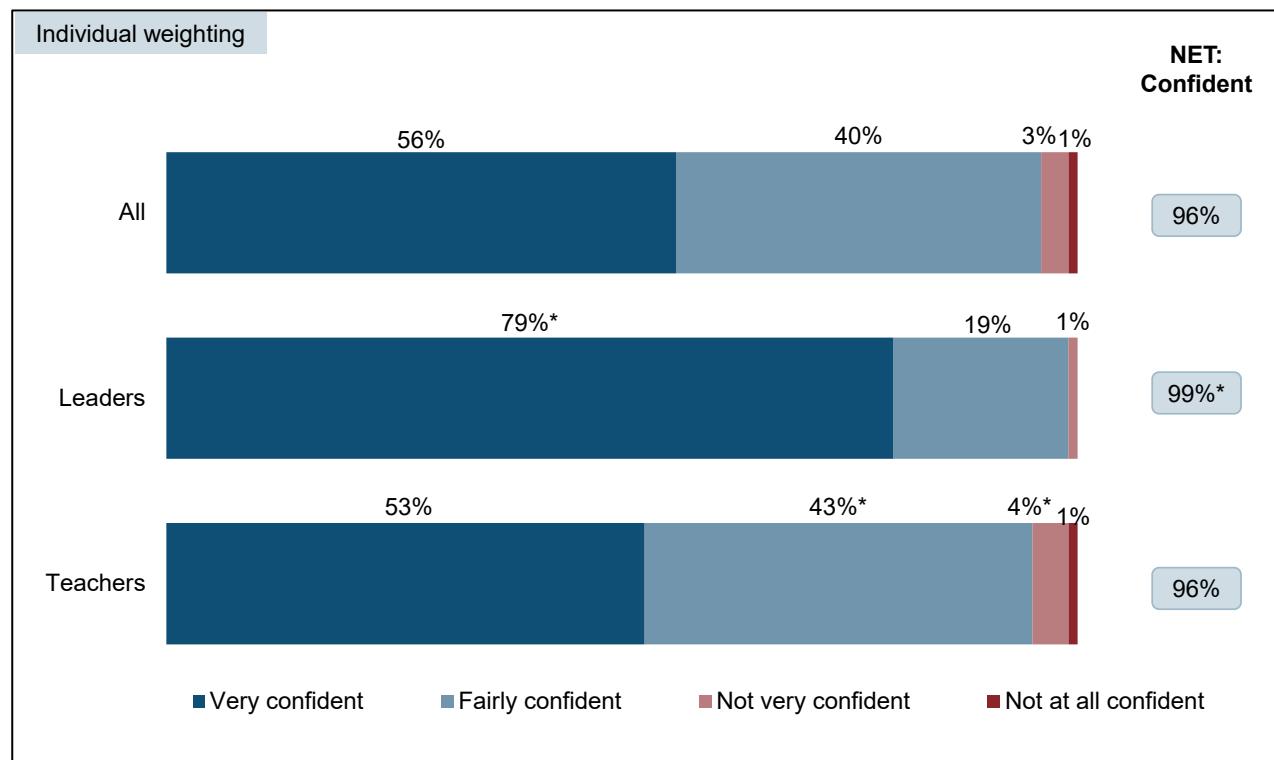
Source: School and College Panel, November 2022 survey. I2_2: Panel A leaders and teachers (n=2,065). *Indicates significantly higher figure between leaders and teachers. Don't know responses not charted (<1%). NB. NETs do not match chart exactly due to rounding.

Primary school leaders and teachers were more likely than secondary school leaders and teachers to report feeling confident in supporting pupils to understand how to behave well (98% vs. 93%).

Support for learners with Special Educational Needs and Disabilities (SEND)

This section investigates how well colleges and college teaching staff feel able to support pupils with SEND in their setting, and the key barriers they face. It also covers specific investigation into how well they feel able to support pupils with SEND to transition from school into their setting, and from their setting out of FE provision.

This chapter also investigates the sources used by school staff for information on supporting pupils who have, or may have, SEND and which sources they find most useful. Barriers to accessing such information and training are also investigated alongside what additional support school leaders and teachers feel would help them to further support pupils who have, or may have, SEND.

SEND - Post 16

In November 2022, three-quarters (75%) of colleges[19] agreed that they could effectively support SEND/LDD students aged 16 to 25, and almost one in five (19%) strongly agreed. A quarter (25%) of colleges disagreed that they could effectively support students with SEND/LDD (including 9% who strongly disagreed). College teachers were asked to indicate the extent to which they agreed or disagreed that they personally felt equipped to support students with SEND/LDD. The majority (70%) agreed that they did feel personally equipped to support these students. This was an increase from May 2022 (63%). Overall, 15% disagreed that they feel equipped to effectively support students with SEND/LDD (including 3% who strongly disagreed). This was a decrease[20] from May 2022 (21% and 8% respectively).

Despite the majority of colleges and college teachers feeling able to support pupils with SEND, most (84% of colleges and 80% of college teachers), felt they currently faced barriers preventing them from effectively providing this support. Among college teachers[21], this does represent a directional decrease in the proportion facing challenges compared with May 2022 (87%).

Among colleges, the most commonly cited barrier was lack of access to specialist services or professionals (59%). Among college teachers, more than half (55%) of college teachers felt they do not have enough time to provide additional support to these

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[19] Please note low base size of 32 colleges
[20] Note that differences between November 2022 and May 2022 are not statistically significant due to small base size
[21] This question was not asked to college leaders in May 2022 and therefore no timeseries comparison possible.

students, a directional increase from 47% of college teachers reporting this in May 2022. Other barriers college teachers faced were as follows:

- Lack of access to specialist services or professionals (41% vs. 31% in May 2022)

- I don't feel I have the right expertise to support these students (28% vs. 26% in May 2022)

- My setting lacks access to appropriate technology or equipment (19%)*

- I don't have access to appropriate equipment or technology (14%)*

- My students don't have access to appropriate equipment or technology (13%)*
  - *Not asked in May 2022 wave.

Support for students with SEND to transition out of FE provision

The majority of colleges (75%) felt their college/sixth form could support students with SEND/LDD to transition out of FE provision into a suitable destination, e.g., into employment or higher education 'fairly' or 'very' well. One-in-four (28%) felt they could support SEND/LDD students 'very well'. Similarly, most college teachers felt they could support SEND/LDD students 'fairly' or 'very' well (65%; 10% felt they could provide this support 'very well').

College leaders and teachers were asked what barriers there were, if any, to supporting students with SEND/LDD to transition into suitable destinations. Again, despite most feeling able to support this transition, the majority (88% of colleges and 82% of college teachers) felt there were barriers. Among both colleges and college teachers the most common barriers were lack of:
- suitable destinations (66% and 51% respectively),
- access to specialist support (56% and 37%),
- opportunities for young people with SEND to go into apprenticeships/internships (56% and 41%),
- capacity among staff (47% and 33%),
- effective transition into employment/ higher education (44% and 37%), and
- expertise among staff (25% and 24%).

Support for pupils with SEND to transition from school into FE provision

Colleges and college teachers were also asked about how well they feel able to support pupils with SEND transition from school to their post-16 provision. Overall, 88% of colleges felt their setting can support this transition 'fairly' or 'very' well (with 31% feeling

their setting could support this 'very' well). Among college teachers, around three-quarters (73%) felt personally able to support student with SEND transition from school, with 19% feeling they could support 'very' well. However, many also reported they faced barriers to providing this support which are detailed below.

Among colleges, the most commonly reported barrier to providing this support was late applications from young people unsure of what they wanted to do this year (69%). This was followed by:
- Lack of information on SEND needs of students (63%)
- No or limited contact with secondary school providers to inform transition activities (50%)
- Lack of capacity in their setting to deliver transition activities (41%).

Among college teachers, however, the most commonly reported barriers to providing support was lack of information on the SEND needs of students (44%) and no/limited contact with secondary school providers to inform transition activities (41%). Just over a third (35%) reported late applications from young people as a barrier.

Sources used for information and/or training about supporting children and young people who have SEND

School leaders and teachers were asked about the sources they used for information and/or training about supporting children and young people in their setting who have, or may have, SEND. The information was gathered to help the Department better understand how teachers and leaders access such information and resources. It will also be used to assess whether there are any gaps in what is available, and identify opportunities to address these through SEND reform proposals.

The most common source used by leaders and teachers were internal training courses delivered by their school and SENCO support. Leaders were more likely than teachers to use a range of sources of information, as shown in Figure 48.

Figure 48. Most used sources for information and/or training about supporting children and young people who have SEND

Individual Weighting

Internal training courses delivered by school
- All: 85%
- Leader: 90%*
- Teacher: 84%

SENCO support
- All: 84%
- Leader: 91%*
- Teacher: 83%

Speaking to teaching colleagues
- All: 71%
- Leader: 70%
- Teacher: 71%

Speaking to other specialists e.g. educational psychologists, speech therapists
- All: 46%
- Leader: 77%*
- Teacher: 41%

Training courses delivered by Local Authority
- All: 33%
- Leader: 60%*
- Teacher: 28%

Education Endowment Foundation/other academic research
- All: 27%
- Leader: 63%*
- Teacher: 21%

Mental health services or other health professionals
- All: 25%
- Leader: 63%*
- Teacher: 20%

Other training courses, for example from NASEN or another charity
- All: 18%
- Leader: 39%*
- Teacher: 15%

Work shadowing
- All: 5%
- Leader: 9%*
- Teacher: 4%

Source: School College Panel, November 2022 survey. N1: Panel B leaders and teachers that work with pupils with SEND (n=2032); Other and I do not access information or training not charted (<3%).*Indicates significant difference between leaders and teachers.

Differences by phase were also evident, with primary leaders and teachers more likely than secondary to speak to other specialists, e.g., educational psychologists (65% vs. 24%); use training courses delivered by the Local Authority (41% vs. 23%); mental health services or other health professionals (27% vs. 23%); or other training courses (23% vs. 13%). Secondary leaders and teachers more commonly reported using internal training courses (91% compared to 79% of primary).

Those from schools with the lowest proportion of FSM-eligible pupils were more likely than average to use training courses delivered by their Local Authority (40% vs. 33%) and mental health services or other health professionals (30% vs. 25%).

Most useful sources of information and/or training to support children and young people who have, or may have, SEND

As shown in Figure 49, leaders and teachers that work with pupils with SEND predominantly found SENCO support the most useful (31%) form of information or support.

Figure 49. Most useful sources of information and/ or training to support children who have, or may have, SEND
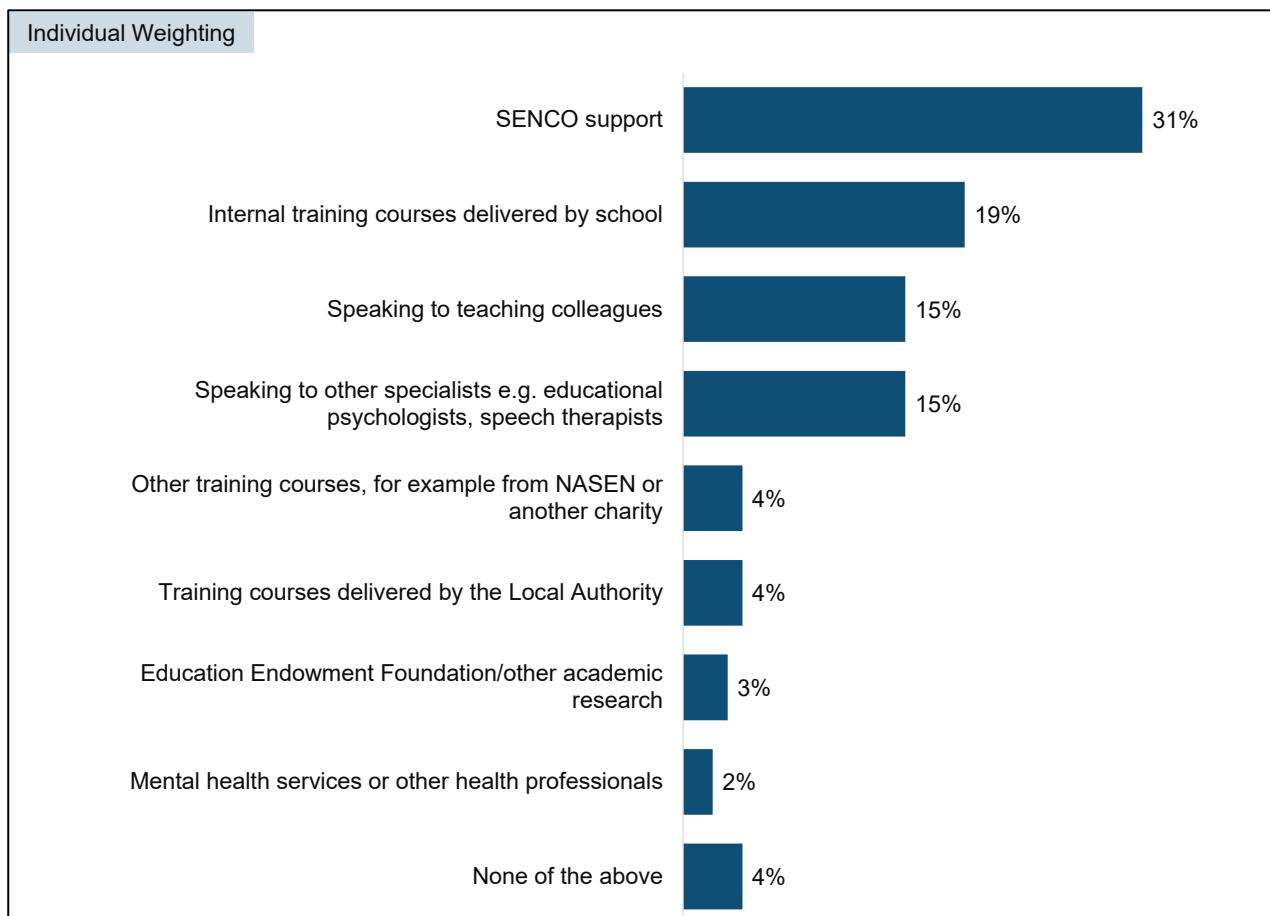
Source: School College Panel, November 2022 survey. N2: Panel B leaders and teachers that work with pupils with SEND (n=2,032); Other and Don't know not charted (<3%).

There were differences between teachers and leaders and by school phase. Teachers were more likely to report SENCO support as the most useful source (32% vs. 25% of leaders), whilst leaders were more likely to report speaking to other specialists as the most useful (28% vs. 12% of teachers).

Secondary leaders and teachers were more likely to report internal training courses delivered by their school (28% vs. 12% of primaries) and speaking to teaching colleagues

(19% vs. 11%) as the most useful, while primary leaders and teachers were more likely to report speaking to other specialists as the most useful (23% vs. 6% of secondaries).

As shown in Figure 50, around three-quarters of school leaders and teachers (74%) felt that the availability of more specialist support for pupils in mainstream education would help them to further support students in their setting who have, or may have, SEND, followed by smaller class sizes (67%).

Figure 50. Further help that would support students who have, or may have, SEND

More specialist support for pupils available in mainstream
- All: 74%
- Primary: 81%*
- Secondary: 67%

Smaller class sizes
- All: 67%
- Primary: 63%
- Secondary: 71%*

More guidance on supporting individual pupils
- All: 44%
- Primary: 49%*
- Secondary: 38%

More in person training/in school training
- All: 37%
- Primary: 42%*
- Secondary: 32%

Better quality information or training
- All: 37%
- Primary: 36%
- Secondary: 39%

Better access to information or training
- All: 37%
- Primary: 40%*
- Secondary: 33%

More support from school leadership/school culture
- All: 17%
- Primary: 18%
- Secondary: 17%

Other
- All: 8%
- Primary: 10%*
- Secondary: 7%

Individual Weighting

Source: School College Panel, November 2022 survey. N4: Panel B leaders and teachers that work with pupils with SEND (n=2,032); Primary (n=1087); Secondary (n=945). None of the above and Don't know not charted (<3%). *Indicates significant difference between primary and secondary.

Leaders were more likely to report more specialist support for pupils (83% vs. 73% of teachers) and increased funding (9% vs. 2%) as being helpful to support pupils with SEND, whilst teachers felt smaller class sizes (69% vs. 51% of leaders), better quality information or training (38% vs. 33%), and more support from school leadership/school culture (20% vs. 3%) would help them to further support SEND students in their setting.

Barriers preventing or limiting leaders and teachers from accessing information and training about SEND

The Universal Services programme, backed by almost £12 million of funding, offers free online training and support on SEND and preparation for adulthood. The programme offers online units which can be completed at any time and tailored support.

Leaders and teachers were asked about the barriers currently preventing or limiting them from accessing information and training about SEND. The most common barrier was lack of time, which was reported by around three-quarters (77%). Another common barrier was that the cost was too high, which was mentioned by around a third (36%).

Figure 51. Barriers preventing or limiting leaders and teachers from accessing information and training about SEND
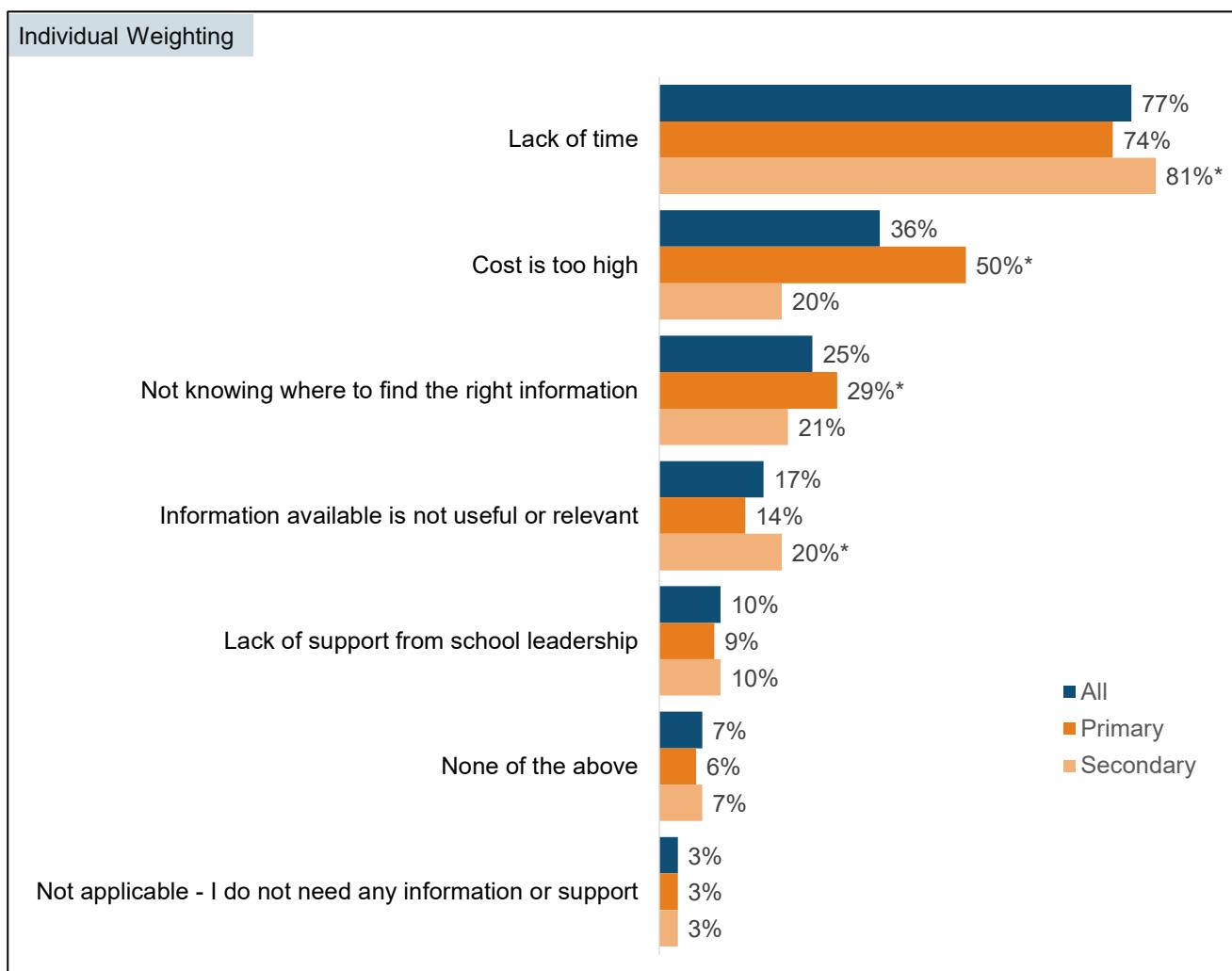
Teachers were more likely to report lack of time (80% vs. 60% of leaders) and lack of support from school leadership (11% vs. 2%) as barriers, whilst leaders felt cost being too high (47% vs. 34% of teachers) was the main barrier.

Those from schools with the highest proportion of FSM-eligible pupils were more likely to report lack of support from school leadership as the main barrier (12% vs. 10% overall).

Wraparound childcare

This section looks at the wraparound childcare offer (before and after-school clubs) provided by primary schools including costs to parents. The findings from this survey help to support the Government's objective of ensuring schools can deliver face-to-face, high quality childcare options for parents and carers outside of normal school hours. The data reported helps build a national childcare sufficiency picture and an evidence base for policy decisions on how to ensure affordable, flexible, and high-quality childcare for families.

In line with findings from March 2022, the majority (65% in November 2022 and 64% in March 2022) of primary schools offered both before and after school wraparound childcare. Further, as shown in Figure 52, the proportion of primary schools not offering any childcare continues to fall directionally (from 20% in March 2022 to 17% in November 2022).

Figure 52. Whether primary schools offer wraparound childcare before school, after school or both
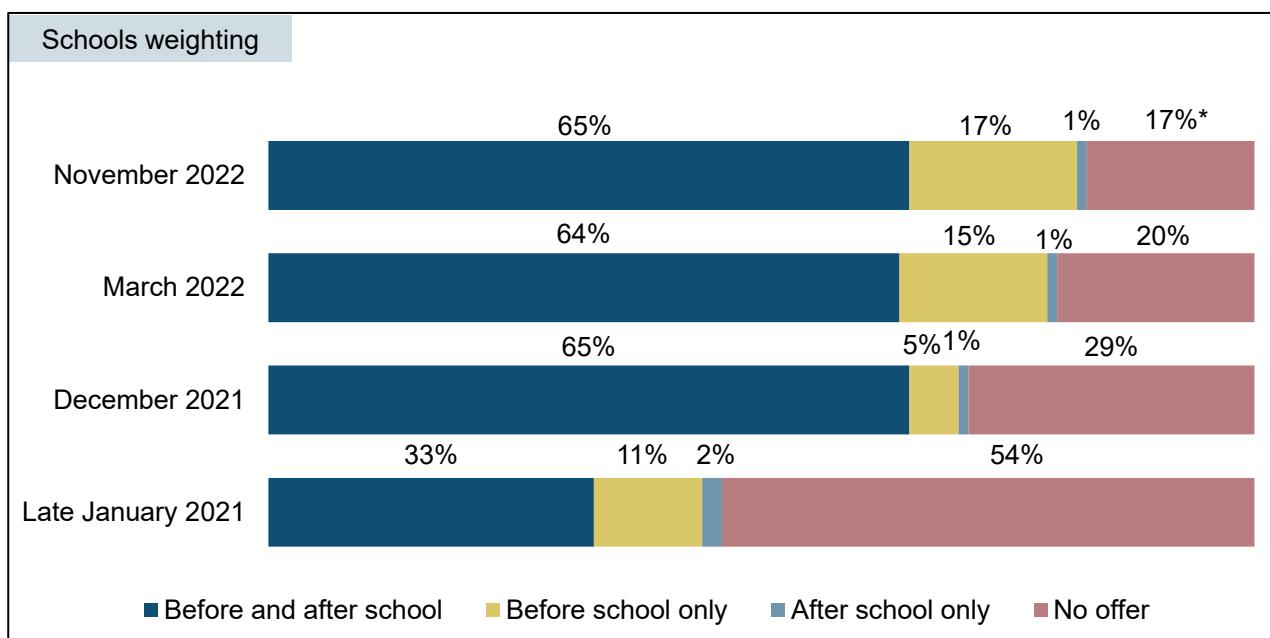
Source: School and College Panel, November 2022 survey R1: Panel B primary leaders (n=459), March 2022 survey M1: Panel A primary leaders (n=294). December 2021 survey M1/M2: Panel A primary leaders (n=281), Late January 2021 survey A3/A5: Primary leaders (n=453). *Indicates significant difference between November 2022 and March 2022.

Primary schools with the highest proportion of pupils eligible for FSM were the least likely to offer before and after school childcare (48% vs. 65% overall).

While there was no difference in provision between schools in urban and rural areas, those in London were more likely than any other region to offer before and after school childcare (83% vs. 65% overall). Only four percent of London schools did not offer any provision.

Cost to parents

As shown in Figure 53, just over a third of primary schools offering wraparound provision had increased the cost to parents since the summer 2022 term, though only 13% reported this was more than their usual annual increase. For around half of schools, the cost to parents has remained the same.

**Figure 53. How cost to parents of wraparound childcare has changed since Summer 2022 term**
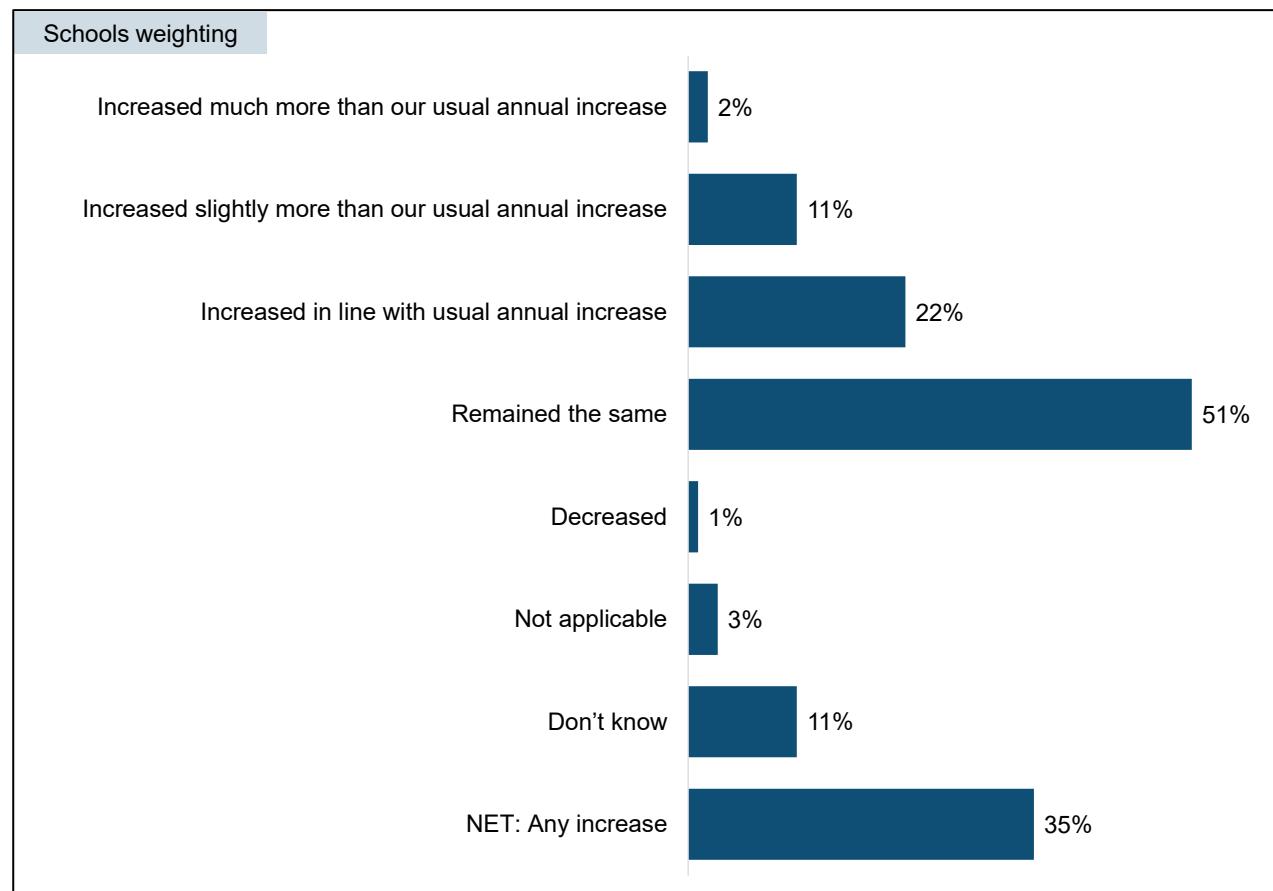
Source: School and College Panel, November 2022 survey R2: Panel B primary leaders who offer any wraparound childcare provision (n=380).

How the Government could encourage schools to offer further provision

Primary schools not already offering both before and after school childcare were asked what, if anything, the Government could do in order to encourage them to offer further provision and what would be the main thing the Government could do.

The majority of primary schools felt that the Government could help in some way with three-quarters (75%) of them selecting at least one of the measures presented compared to around a fifth reporting that none of the measures would encourage them to offer further provision, with 4% unsure). As shown in Figure 54, most commonly schools felt that support with costs or set-up of expansion would be the most helpful Government action (58% said this would help and 47% said this would be the single main support that they thought could be provided).

Figure 54. What could the Government do to encourage school to provide more wraparound provision, and what is the main thing the Government could do
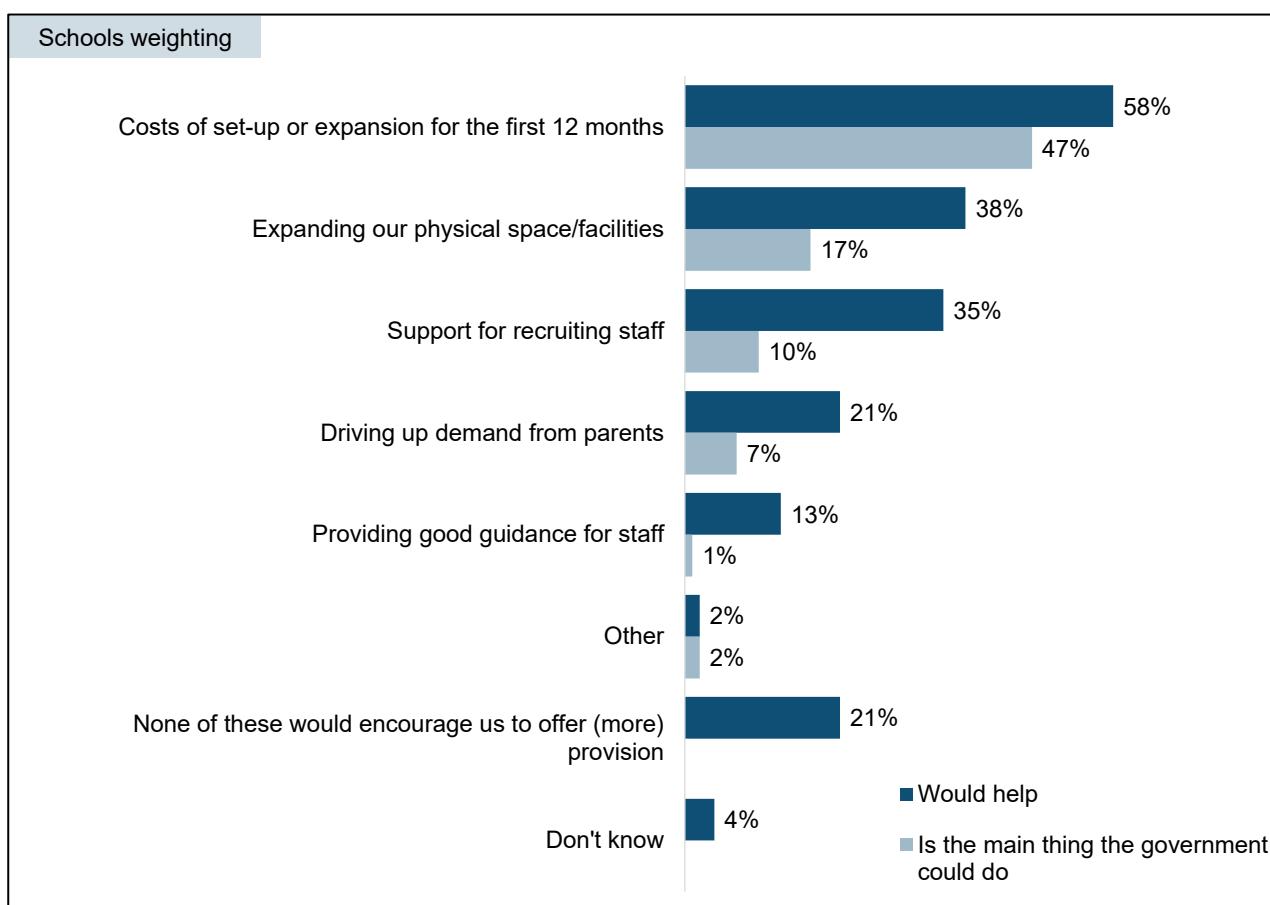
Source: School and College Panel, November 2022 survey R3/R4: Panel B primary leaders who do not currently offer both before and after school childcare (n=156).

National Tutoring Programme (NTP)

The National Tutoring Programme (NTP) is the Government's flagship education recovery programme. It provides primary and secondary schools with funding to spend on targeted academic support to pupils whose learning has been affected by the Covid-19 pandemic.

This programme offers support through three routes:

- **School Led Tutoring (SLT)** – members of a school's own personnel, either currently employed or specifically engaged for this purpose, including retired, returning or supply teachers, support staff, and others

- **Tuition Partners (TP)** – tutors recruited by external tutoring organisations quality-assured by the Department for Education

- **Academic Mentors (AM)** – full-time, in-house staff members employed to provide intensive support to pupils who need it

Usage and planned usage of NTP routes

Around three-quarters (78%) of schools were currently using, or planning to use, at least one NTP route this academic year, similarly to in September (77%). Around one-in-twenty (6%) schools were using, or planning to use, all three routes this academic year. As in September 2022, one-in-ten (10%) reported having decided not to use any routes this academic year.

As shown in Figure 55, schools were most likely to report using School Led Tutoring, with half (50%) currently doing so. Tuition Partners was the least commonly used route, with almost two-thirds (63%) reporting they have decided not to use this. The results are consistent with September, when 64% of schools reported they had decided not to use Tuition Partners.[22]

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[22] [22] The SCP September survey findings differ from the latest school census data, which can be found here: National Tutoring Programme, Academic Year 2022/23 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

Figure 55. Whether currently using or has plans to use NTP route to deliver tutoring
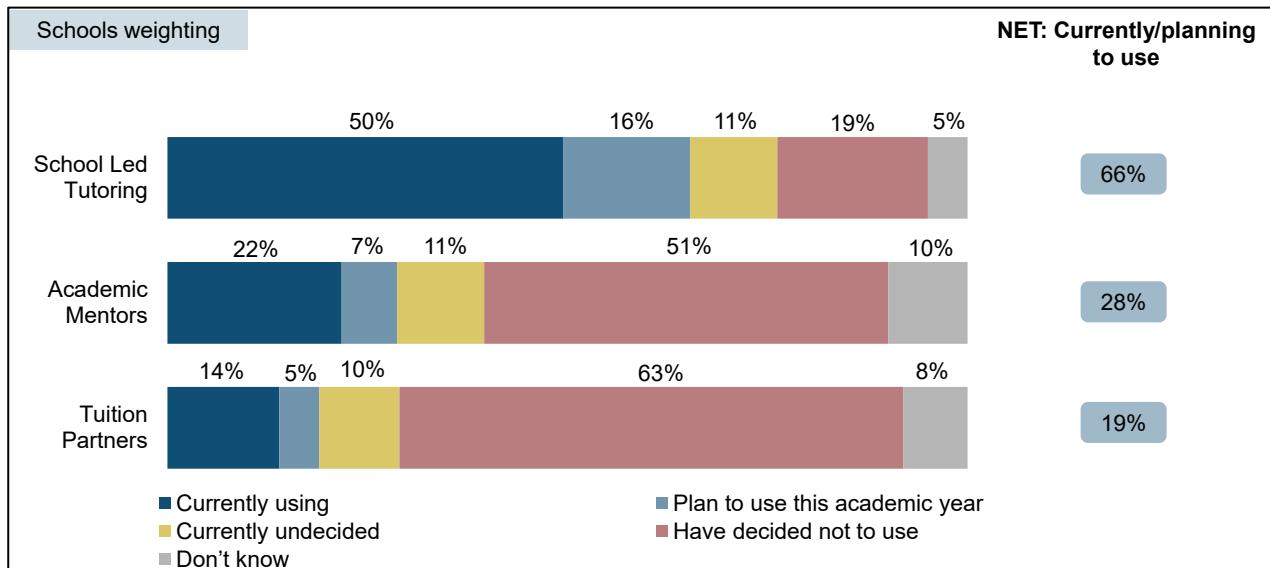
Source: School and College Panel, November survey. A1: Panel A Leaders (n=717).

Secondary schools were more likely to be currently using or planning to use all three routes (12% vs. 5% of primary schools). This was also more likely to be the case in schools with the highest proportion of pupils eligible for FSM (9% vs. 6% overall).

Schools with the lowest proportion of pupils eligible for FSM were more likely to have decided not to use any route this academic year (17% vs. 8% of those with the highest proportion). Academic Mentors were more commonly used in secondary schools, with approaching half (44% vs. 17% in primary schools) currently using them with their pupils. This also represents an increase in secondary schools currently using this route when compared to September (34%). As in September, primary schools were more likely to have decided not to use this route entirely (55% vs. 34% for secondary).

In addition to this, schools with the highest proportion of pupils eligible for FSM were more likely to be currently using or planning to use Academic Mentors (36% vs. 28% overall).

As was also seen in September, primary schools were less likely to be using TPs than secondary schools (12% vs. 24% respectively), and more likely to report having decided against this route (66% vs. 52%). This route was more common in schools with the highest proportion of pupils eligible for FSM, with over a quarter (27%) currently using or planning to use TPs, compared to around one-in-ten (11%) of those with the lowest proportion.

Pupils being offered tutoring through the NTP

Two-thirds of schools reported offering tutoring through the NTP only (5%) or mainly (61%) to Pupil Premium-eligible pupils, as shown in Figure 56. However, for over a quarter (28%), Pupil Premium-eligibility was not a factor.

Figure 56. Type of pupils being offered NTP tutoring

Schools weighting

Pupil Premium-eligible pupils only	5%
Mainly to Pupil Premium-eligible pupils, but also to some others	61%
A range of pupils - Pupil Premium-eligibility was not a determining factor	28%
All pupils	5%
Don't know	2%
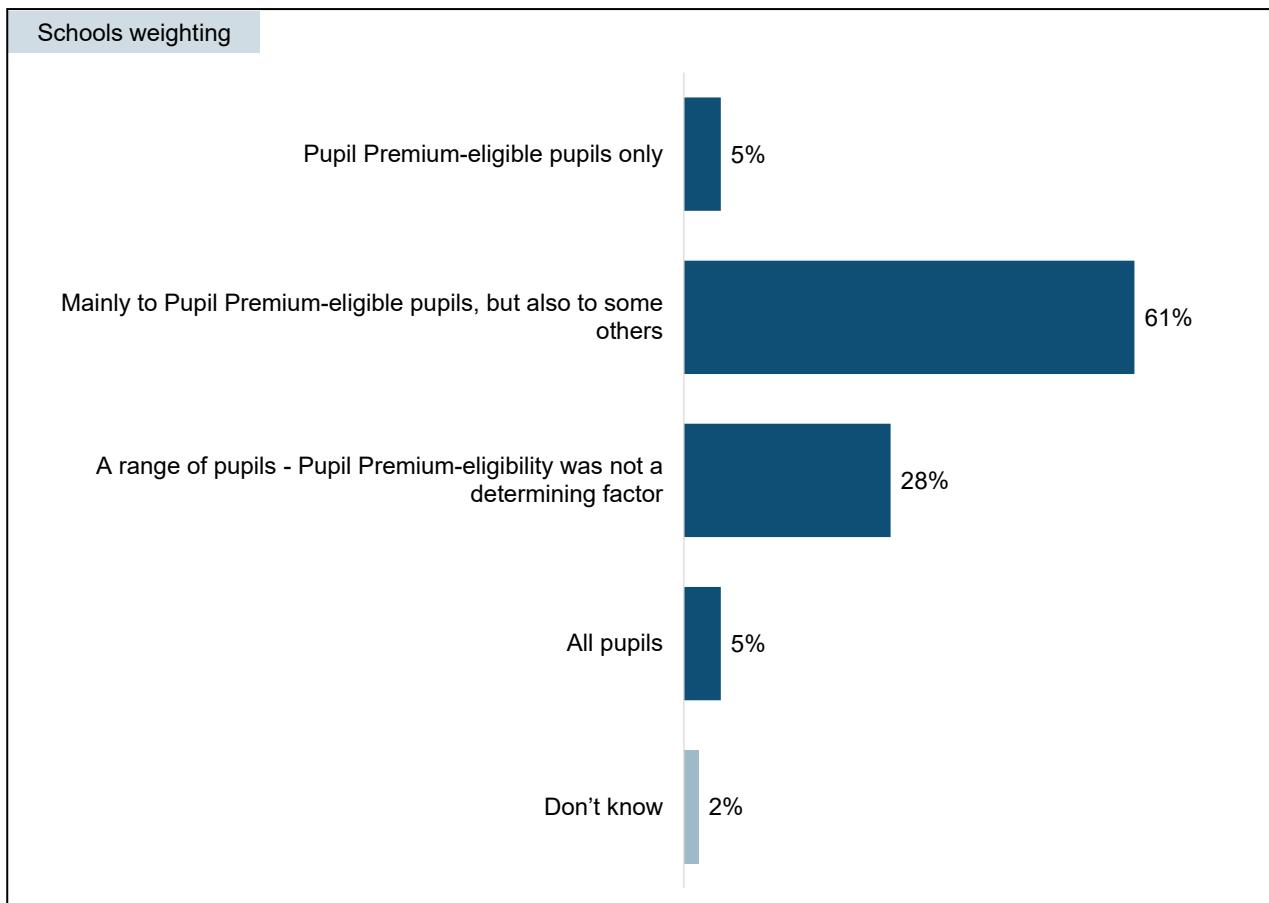
Source: School and College Panel, November survey. A2: Panel A Leaders using, or planning to use, NTP routes (n=566).

Primary schools were more likely to say eligibility for the Pupil Premium was not a factor (30% vs. 18% of secondary schools).

Schools with the lowest proportion of pupils eligible for FSM were more likely to be offering NTP tutoring to pupils eligible for the Pupil Premium only (13% vs. 4% of those with the highest proportion). In contrast, those with the highest proportion were more likely to offer NTP tutoring to all pupils (7% vs. 0% of schools with the lowest proportion).

Glossary

AM: Academic mentor

AP: Alternative Provision

CiN: Children in Need

FE: Further Education

FSM: Free school meals

GIAS: Get Information about Schools

LDD: Learning difficulties and disabilities

NTP: National Tutoring Programme

RSHE: Relationships, Sex and Health Education

SENCo: Special Educational Needs Coordinator

SEND: Special educational needs and disabilities

SLT: School Led Tutoring

TP: Tuition Partners

Department for Education

For any enquiries regarding this publication, contact us at:
omnibus.surveys@education.gov.uk or www.education.gov.uk/contactus

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