

Children, Young People and Education Committee

Emotional well-being and mental health in schools and colleges survey summary – education professionals

Background

This document provides a summary of responses received to the emotional well-being and mental health in schools and colleges survey, completed by education professionals from across Wales, conducted by the Outreach team. This survey was open for consultation and responses between 4 September and 15 October 2017. In total, **425** survey responses were received from a variety of education professionals, the majority of whom are employed in a secondary school setting.

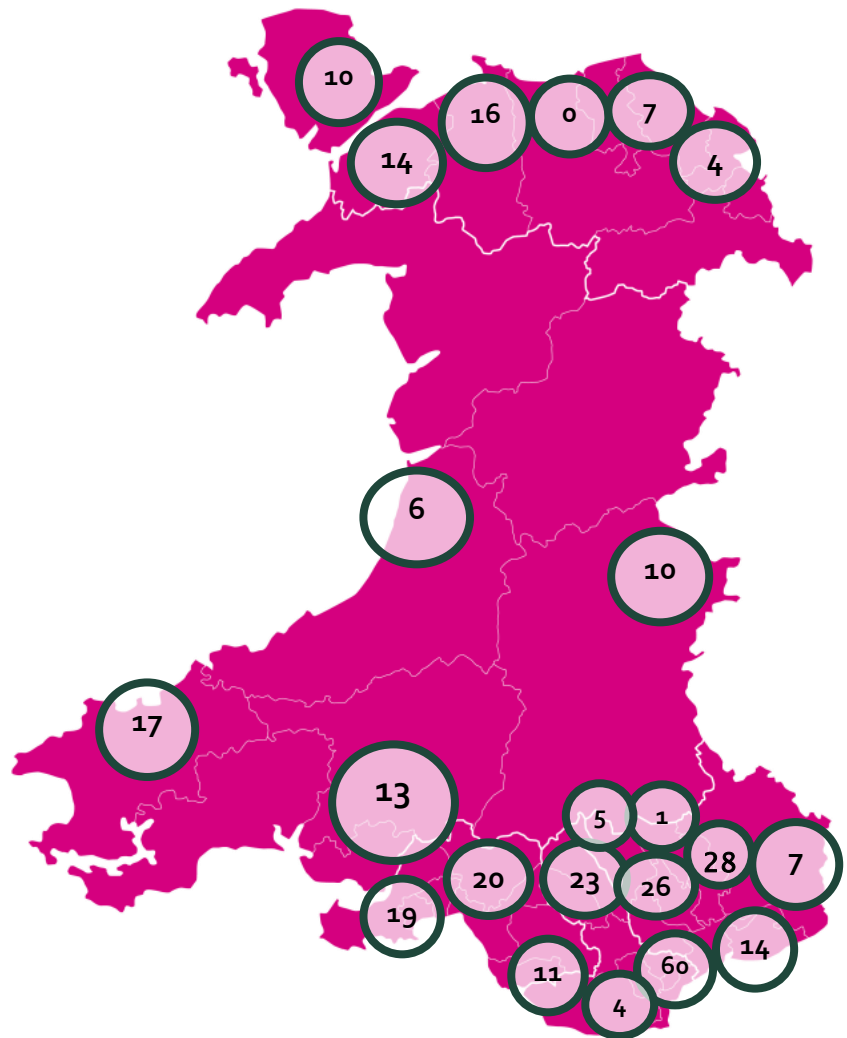
The surveys were conducted to make sure those on the ground – those who receive and those who provide support – were able to have their say.

The survey results are intended to provide an extra source of information, alongside written and oral evidence. They are there to help the Committee test some of the assertions made about the emotional and mental health of children and young people.

The map below shows the number of responses from education professionals based in different local authority areas. The statistics gathered from this survey represent the views of those who responded, not the public as a whole.



Blaenau Gwent: 1
 Bridgend: 11
 Caerphilly: 26
 Cardiff: 60
 Carmarthenshire: 13
 Ceredigion: 6
 Conwy: 16
 Denbighshire: 0
 Flintshire: 7
 Gwynedd: 14
 Isle of Anglesey: 10
 Merthyr Tydfil: 5
 Monmouthshire: 7
 Neath Port Talbot: 20
 Newport: 14
 Pembrokeshire: 17
 Powys: 10
 Rhondda Cynon Taf: 23
 Swansea: 19
 Torfaen: 28
 Vale of Glamorgan: 4
 Wrexham: 4
 Did not answer: 110



Survey analysis

1. What training or guidance have you received on student emotional well-being and mental health, either through your initial teacher training or CPD?

Total number of responses 406

“Absolutely none through my initial teacher training”

“Limited guidance at PGCE level”

“Very little formal training but some guidance from colleagues”

“School inset sessions with speakers”

“Very little, just occasional after-school training”

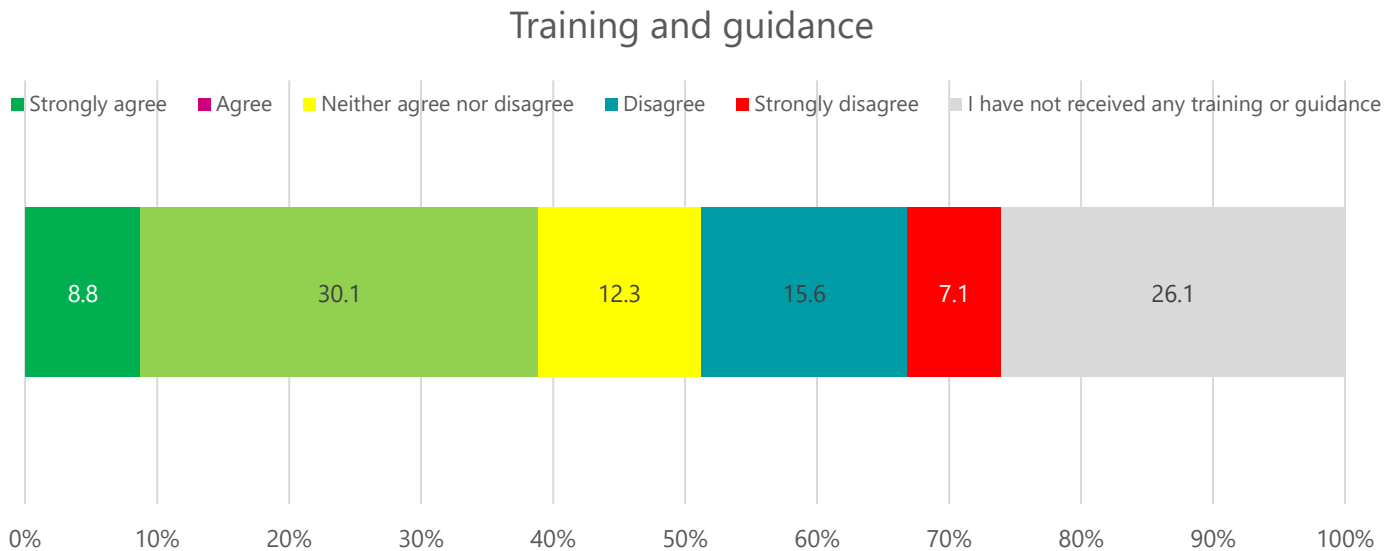


National Assembly for Wales

Children, Young People and Education Committee

2. To what extent do you agree or disagree with the following statement?

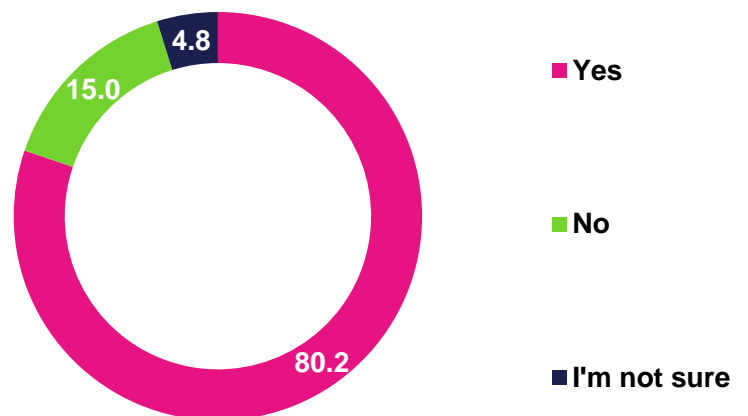
“The training or guidance I have received has helped me to support my students with their emotional well-being and mental health.” *Total number of responses 422*



3. Does your school or college have a counsellor or dedicated support for the emotional well-being and mental health of its students?

Total number of responses 374

- Yes: 80.2% (300)
- No: 15.0% (56)
- I'm not sure: 4.8% (18)



4. In what ways is your school or college working with parents and the wider community to promote student emotional well-being and mental health?

Total number of responses 305

“We don't”

“Parents are only contacted about emotional well-being/mental health on an individual basis”

“We make ourselves accessible to parents to contact us and discuss and concerns they may have”

“Pastoral support officers work with families identified as needing support”

“Strong links with parents through our pastoral system outside agencies used”

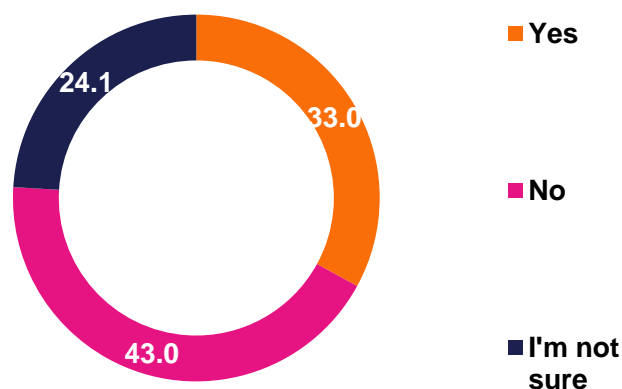
“A lot more could be done to involve parents”

“Staff refer young people to the counsellor and CAHMS but often find long waiting lists or that the young person doesn't meet the threshold for a referral”.

5. Do you think your school or college is meeting the emotional well-being and mental health needs of its students?

Total number of responses 370

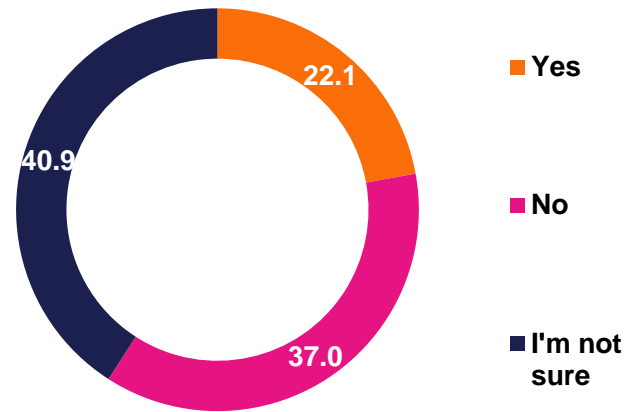
- Yes: 33.0% (122)
- No: 43.0% (159)
- I'm not sure: 24.1% (89)



6. Does your school or college have a mental health policy?

Total number of responses 357

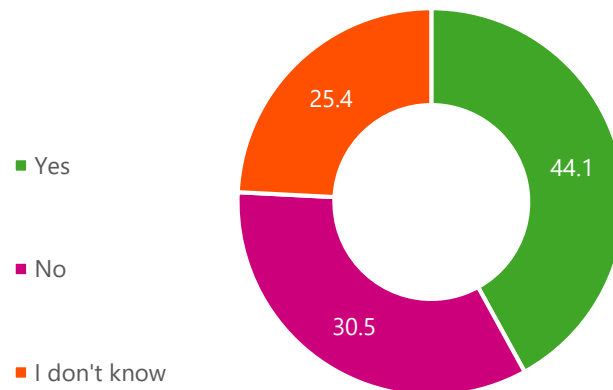
- Yes: 22.1% (79)
- No: 37.0% (132)
- I'm not sure: 40.9% (146)



7. Are there whole-school/college procedures that help staff recognise and respond to emotional well-being and mental health issues?

Total number of responses 354

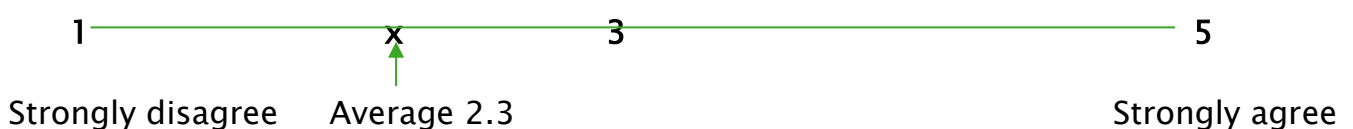
- Yes: 44.1% (156)
- No: 30.5% (108)
- I'm not sure: 25.4% (90)



8. To what extent do you agree or disagree with the following statement? (1 meaning strongly disagree, 5 meaning strongly agree)

"The current school (age 3–16) curriculum provides opportunities for students to learn about emotional well-being and mental health."

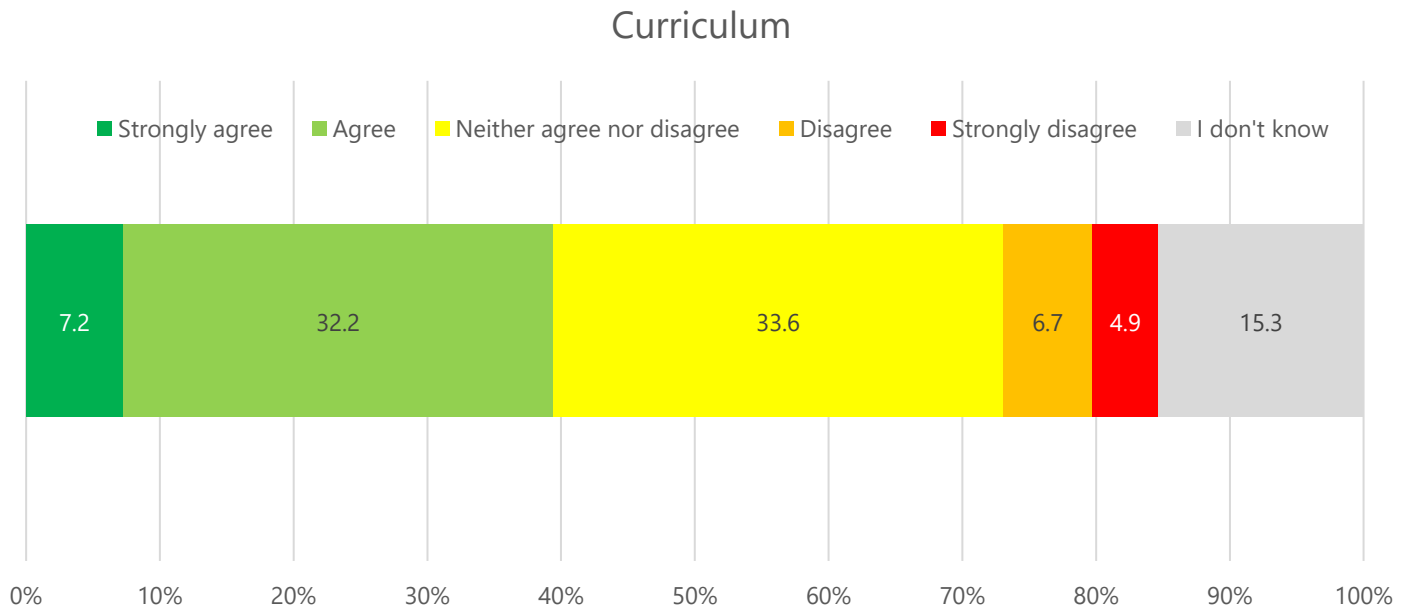
Total number of responses 300



9. To what extent do you agree or disagree with the following statement?

"The new school (age 3–16) curriculum to be introduced following the Donaldson Review will improve opportunities for students to learn about emotional well-being and mental health."

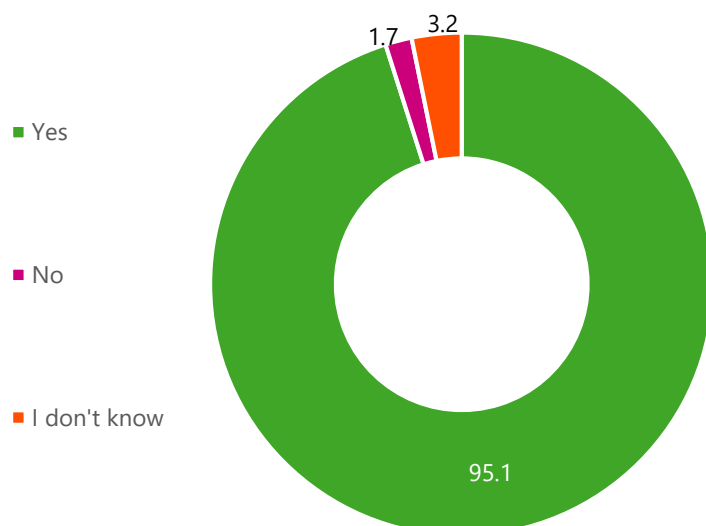
Total number of responses 345



10. Should promoting good mental health be taught as part of the school (age 3–16) curriculum?

Total number of responses 349

- Yes: 95.1% (332)
- No: 1.7% (6)
- I don't know: 3.2% (11)



11. Do you have anything else you would like to say about emotional well-being and mental health support for students?

Total number of responses 202

Support available in schools

“Resilience needs to be taught at a younger age to help pupils build their confidence and to be able to "bounce back"...”

“Pupils should be aware of who they can turn to and to feel safe within the school environment at all times”

“There needs to be more open talk about it. For pupils to realise that it's ok and not need to keep quiet.”

“I strongly feel that there should be easier access routes for schools seeking support for pupils. We appreciate that demand is high but when pupils hit crisis point, there should be fast tracks to support.”

“Youth workers need to be put into schools as a priority in order to support the very underfunded School Based Counsellor agency, which in turn provides some support for the very depleted CAMHS”

School counselling

“It is the support outside of school that needs to be developed. More dedicated and professional CAMHS workers who are able to cope with the complex mental health issues facing some young people today. School counselling can only go so far”.

“As far as I am aware, school based counselling services are only available in a very small number of schools in Wales”.

Links between education and health

“GPs and CAMHS contradict each other. No clear pathway for support. Schools are being asked increasingly to support learner emotional and mental well-being without training. We are TEACHERS”.



“GPs are often unaware of schools waiting lists to counselling services and all too frequently refer students back to schools for us to deal with”.

12. Do you have anything else you would like to say about the support available for education professionals at schools and colleges, to offer emotional intelligence and healthy coping mechanisms for students?

Total number of responses 188

“There is absolutely none available!...I am ill-prepared and ill-equipped to take care of these young people.”

“We are doing everything we can but the need is huge and there are waiting lists for most services”

“We are not mental health specialists but we are sometimes expected to hold the fort until the specialists can meet the child”

“It is emotionally draining and the lack of supervision given to school-based staff is woefully inadequate, unethical and unhealthy...”

“It should be a mandatory part of the CPD programme – and presented in inset days, not merely by asking staff to go online and read something.”

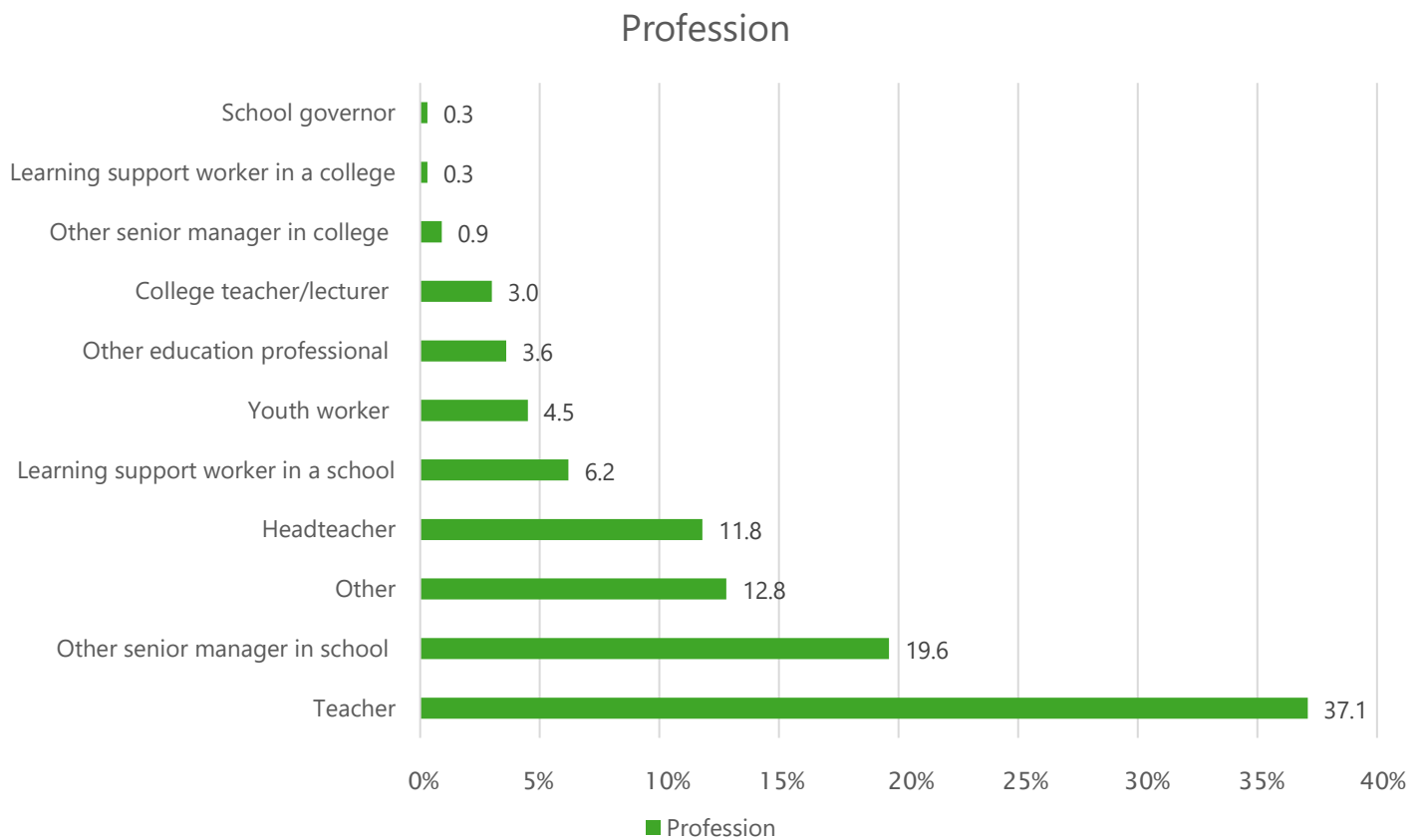
“CAMHS support is virtually non-existent. None of our pupils seem to meet their criteria, even those displaying suicidal tendencies.”

“Schools feel isolated and this is not something that can be fixed by the curriculum.”



13. What is your profession?

Total number of responses 337

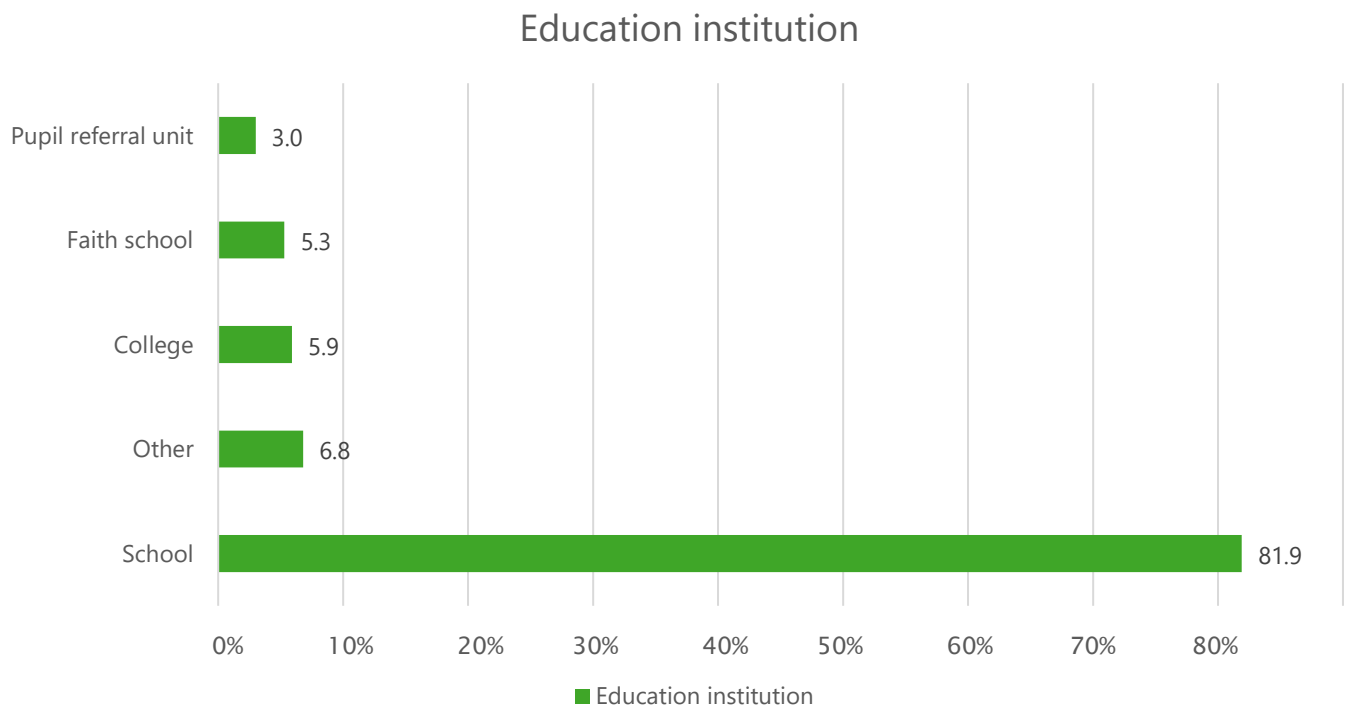


Other responses were received from a number of other professionals, including administrative staff, counsellors, welfare officers, 3rd sector youth service managers, social workers and child protection officers.



14. What type of education institution do you work at?

Total number of responses 337



Other responses were received from settings such as CAMHS tier 4 hospital education unit and outreach services, an employability project, an autism unit, youth centres, 3rd sector services, and the regional consortia.

