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# Healthy Minds COVID-19 Survey May, 2021

**Hunters Bar Junior School**

**Introduction**

Sheffield Healthy Minds is a project that aims to promote better links between child and adolescent mental health services (CAMHS) and education, in order to better promote emotional wellbeing and early recognition of mental health difficulties.

This is a summary of the data collected from the Healthy Minds surveys completed by Hunters Bar Junior School between April and May 2021

Overall the report indicates that children demonstrate a great deal of resilience in the face of uncertain and unprecedented times. Some children have thrived off being able to spend more time with their families and pets, however as in previous reports there appears to be a proportion of vulnerable children (around 10-15% of children) within schools that may not have the same protective environments and are at a greater risk of mental health difficulties. When considering the information in the report it is important to keep this figure in mind as the experiences of those particularly vulnerable children can often be overshadowed by the majority responses.

**Survey findings**

**CHILDREN (342)**

***Demographics***

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| **Year group** | **Responses** |
| Y2 | 2 |
| Y3 | 89 |
| Y4 | 87 |
| Y5 | 73 |
| Y6 | 86 |
| Skipped | 5 |

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| **Gender** | **Reponses** |
| Male | 159 |
| Female | 139 |
| Prefer not to say | 40 |
| Skipped | 4 |

***Responses***

Q1 – Children were asked how they were feeling in general, at home and at school.

Number of responses/total overall survey responses: 342/342 responded.

* Of the 342 children that responded, the majority of Y2 – Y6 children reported feeling positive about how they were doing (71%), how things were in their family (75%), how everything generally was going (68%). They also reported feeling positive about how they were looked after at home (92%) and at school (84%).
* Of the 342 children that responded, the data highlighted that 8% children reported that they were not doing well in their family, 14% children reported that they were not doing well at school and 9% reported that they were not doing well in general. This suggests that there are a small proportion of children that may have either been having a difficult time when they completed the survey or who are generally emotionally vulnerable.

Q2 - Children rated that their biggest problem were: (263/342 children responded).

Children identified the following as their biggest problem

* **Problems with Sleep (43%)**
* **Worries (39%)**
* **Problems with friends (29%)**
* **Feeling Sad (28%)**
* **How you feel about yourself (28%)**

Q3 – Children were asked to say more about why these are problems for them.

93/342 children responded, the following themes were identified

**Friendship difficulties**

* *My friends don't listen to me when I have an idea*
* *At school i feel a bit left out and my friends dont really want to play with me anymore*
* *At playtime when I am playing basketball people shove me into the wall and post’ and scratch me*
* *Sometimes in school people say I’m to small to do things or I’m Small*
* *Me and my friends keep arguing and we’ve sorted it but I’m still a little bit worried*
* *I just feel like I can’t connect with my friends of in some cases family. According to my teacher it has affected my school work and some days I just want to be alone.*

**Problems at home**

* *my mum calls me swear words the last thing she said to me was twat for no reason*
* *my family money is low*

**Family members are unwell or have died**

* *My granny is very ill and my mum spends a lot of time looking after her*
* *My grandad died last year and I don't want to talk to my mum about it because she my get sad…. when I talk about it I always cry about it.*
* *my mum died and my great grandma died too*
* *Well my grandad died a yea ago because of coved 19 and i have been realy sad abowt it .*

**Worries about school/moving school**

* *I have worries about 11+. 11+ is getting ready for high school and I want to get a scholarship*
* *I am struggling in math*
* *Worries are a problem if I make a mistake on a test or with school work that I know I got wrong and knew that I could've gotten correct.*
* *I am not going to secondary school with any of my friends.*
* *because im not really confiedent about my secondary school because its far and its not the one i was hoping to get*
* *In school I struggle with maths and I feel like I will not be able to pass exams in the future.*

**Difficulties managing their emotions**

* *i keep loosing my temper at my mums and feel my dad is stricked on me*
* *My mum thinks I’m going on a I pad to much and then I get angry and my mum and dad have split up*
* *i feel worried in school becaus some problems i cant deal with myself so they make me worrie alot*

**Troubles with sleep**

* *I’m having trouble in my sleep because it was recently my birthday and it was the first one without my grandad*
* *"Soo sleeping well it’s that but also waking up is a problem so that’s why I am sometimes late*
* *I worry myself to sleep some nights.*

**Self-esteem/Self-confidence**

* *I find it hard to believe in myself and wen people say I’m good at something i don’t believe that I really am an example is I’m a good dance and lots of people tell me that but I always think I look ugly wen I dance*
* *I am worrying about what people think about me people have been saying things about my appearance and it has made me feel unhappy sometime. I have learnt to ignore bully’s but sometimes I get upset about it.*
* *I feel nervous what others think about me*

Q4 – What does school do to help you with these problems?

132/342 children responded, the following themes were identified

**Support with friendships**

* *They help us communicate with others .*
* *Friendship groups*
* *Talk to me and then my friends*
* *tell specific people to not bully me cause im small*

**Support with work**

* *Brain breaks*
* *Help me get better with the things I find tough*
* *I get brain breaks and I get time out to talk to a teacher.*
* *I stick my hand up and my teachers help me*

**Someone to talk to**

* *They cheer me up and make laugh*
* *My school talk to people about what is wrong or if they can do anything about it.*
* *School helps me to relax when I feel stressed because I get involved in the moment of learning and forget some of my problems.*
* *they sometimes talk to me ;]*
* *Talk to me and make me more confidant*
* *The teachers make me feel better about the bad things going on in my life :]*

**Resources/Activities**

* *Sometimes I talk with some of the teachers and I have a worry monster and a book I have a book to write my worries in.*
* *Stress toys and figits*
* *The school helps by giving us calming time when you are a bit out of control*
* *They sometimes talk to me ;]*

**Being held in mind**

* *My school doesn’t know about the grandad and the family but they know about my friends and if anything goes wrong people at the school will help not just me but everyone else to*
* *I like school understands you if your going through problems like at school or home*

Q5 – What more could your school do to help you with these problems?

102/342 children responded, the following themes were identified

**Activities/Resources**

* *calming music outside*
* *Give fidget toy*
* *Boxing Club*
* *Do a thing where every day the class has a happy ten minutes to play some nice games*
* *Cricket in game time*
* *Therapy dog*
* *I’m not sure maybe have some more brain breaks but idk*
* *I’m not sure however they could have a place where kids could go to relax on their own and relive stress and anxiety*
* *Take away the yellow/orange/red.*

**Support with relationships**

* *maybe watch out more for bullying in the playground.*
* *hey could maybe let people go and speak to the person who is making them feel bad or sad*

**More time to talk with school staff**

* *Sometimes I want to talk with some teachers*
* *Give me a pep talk*
* *Help with some advice*
* *I could get a set time to talk about my life at home and my feelings.*
* *maybe speak to me more, have more resources to help with anxiety*
* *Maybe they could have a school therapist to help children since they might feel better with an expert*

**Academic support**

* *Prepare us for high school*

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Q6 – Children were asked how they are finding the new COVID rules (335/342 children responded)

* 52% felt positive about the new COVID rules in school
* 23% do not feel positive about the new COVID-rules in school
* 63% felt positive about the new COVID rules at home
* 17% do not feel positive about the new COVID rules at home

Q7 – Children were asked to say more about this

49/342 children responded, the following themes were identified

**Children feel safer**

* *I think school has done a good job at staying covid-19 safe.*
* *I feel very safe but i don’t like covid-19*
* *I like the new rules a bit*

**Children are impacted by not being able to connect with their friends and family in the same way**

* *Not playing with my sister at school*
* *XXXX couldn’t come to my party*
* *It is a bit sad about the covid and i can’t see my family the way i used to*
* *It is quite sad since I cannot go round to my friend’s houses and we are limited to where we can go at the moment.*
* *It makes me sad because I can’t see my family and i really want to see them :(*
* *It’s harder to see grandad*
* *i can’t hug my friends*

**Children dislike the COVID-19 safety measures**

* *There okay, but I don't like washing hands so often even though it helps kill germs because the soap makes my hands sting.*
* *I don’t lick the new COVID rules because I can’t have most equipment*
* *I don’t like the fact that we have to wash are hands and stay apart from each other.*
* *Hand sanitizer hurts my hand*

**Children worry about the health and safety of their families**

* Sometimes I worry my parents are going to die from COVID

**PARENTS/CARERS (45)**

***Demographics***

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| |  |  | | --- | --- | | **Year group** | **Responses** | | Foundation stage | 1 | | Y1 | 0 | | Y2 | 1 | | Y3 | 11 | | Y4 | 12 | | Y5 | 13 | | Y6 | 6 | | Skipped | 1 |  |  |  | | --- | --- | | **Child’s Gender** | **Number** | | Male | 26 | | Female | 18 | | Prefer not to say | 0 | | Skipped | 1 |  |  |  | | --- | --- | | **Additional need** | **Reponses** | | Specific learning difficulties - such as dyslexia, dyspraxia | 2 | | General learning difficulties | 1 | | Autism spectrum disorder | 4 | | ADHD - attention needs | 1 | | Sensory or Physical needs | 1 | | Physical health needs | 0 | | Social emotional mental health needs | 1 | | Communication and Interaction | 1 | | Other | 5 | | Skipped | 29 | | |  |  | | --- | --- | | **Ethnicity** | **Responses** | | White/English/Welsh/Scottish/Northern Irish/British | 34 | | Any other White background, please describe below | 1 | | Mixed, White and Asian | 4 | | Any other mixed ethnic background | 1 | | Asian, Indian | 1 | | Asian Pakistani | 1 | | Prefer not to say | 2 | | Skipped | 1 |  |  |  | | --- | --- | | **Free school meals** | **Number** | | Yes | 1 | | No | 42 | | Prefer not to say | 1 | | Skipped | 1 | |

***Responses***

1. Parents/carers were asked how they thought their child had been feeling over the past week. (45/45 parents responded).
2. Parents/ carers believed that the most significant concerns for their child were as follows (39/45 parents responded).
3. Parents and carers were asked to rate how confident they felt on a scale of 1 to 5 (44/45 parents responded).
4. Parents/carers reported that their child had coped not at all, not very well, OK, quite well or very well with challenges over the past week both at school and outside of school (44/45 parents responded).

1. Parents/carers reported that they felt the school supported their child’s emotional wellbeing and mental health as follows (44/45 parents responded).
2. 86% parents/carers reported that they felt if their child was struggling emotionally they would be most likely to turn to their class teacher/TA. 36% thought they would turn to a friend (44/45 parents responded).
3. Parents/carers were asked what the school currently provides to support their students emotional wellbeing. 37/45 parents responded. The following themes were identified

**Activities/Resources**

* *Nurture group/ Friendship group*
* *Wellbeing information in school and assemblies*
* *Zone of regulation*
* *Focus on resilience*
* *DARE session over several weeks*
* *In class discussions/ education about mh and relationships*
* *Mindfulness*
* *Targeted interventions and peer group meetings to discuss how they can help each other.*
* *The colour/moods exercise*

**Parents are unsure about what the school provides to support students with emotional wellbeing**

* *13/37 responses were ‘unsure’ ‘I don’t know’*

**Individual support**

* *Daily check ins on mood and discussions around this*
* *Coaching*
* *I know they discuss feelings with him and encourage him to be open*
* *They have provided my child with support through a difficult time and some bullying. My child has said this has made them feel better and helped the situation*
* *I think they are really helping to equip the children with the awareness of how powerful emotions can be and how to recognise when something doesn't feel right. I think my child knows he has trusted adults available to talk to if he needs support*

1. Parents/carers were asked if they had any ideas about what the school could do to further support their student’s emotional wellbeing and mental health. 23/45 Parents responded. The following themes were identified

**More frequent and effective communication between school and parents**

* *I don't know what procedures are in place other than raising any issues with teachers or the school office. I don't know who for e.g. is involved in pastoral care, I think is today's society when mental health is so prevalent that regular updates/reminders about support in school and how to access it would be a good idea at the very least.*
* *Just encourage the children to keep talking-to my child is at an age where he is becoming more self aware and self conscious. It would help if school could reinforce the idea that even though they may not think their parents are cool, they can still keep talking to us- and when they really can't face talking to us, how to identify other adults who are trustworthy and supportive*
* *Better communication with parents*

**Responsive and Attuned Support**

* *Listen to them one-to-one. Not belittle or brush off or excuse their sadness / unhappiness / anxiety. Allow them to express their feelings without being reasoned with or corrected by a teacher. Remove all homework so they can relax at home. Take them seriously as one would to an adult. Remove ridiculous targets and tests.*
* *Treat people more as individuals. Try to give more attention to children that need it, rather than the ones who are already happy. My daughter is white, middle-class and therefore isn't really recognised.*
* *Perhaps each child has a nominated teacher / TA who they can go too as well as regular sessions with that person just to touch base about how they are doing. More help around break times would be good - hour long unstructured free time at lunch break doesn’t bode well for a lot of children.*
* *Develop a better understanding of how education affects mental health. Understand a child who looks 'fine in school' may not be.*

**Activities/Resources**

* *Discuss issues in groups such as use of social media, worries, friendships but in a way that gives children a chance to talk rather than be told about things*
* *More creative activities, singing together, painting/art, music in general. School dog?*
* *Mindfulness, yoga and in general teaching the children to relax and identify their emotions. I also believe a big improvement on the food they are given could be made. I strongly think what the children eat has a very strong impact. Organic, seasonal, cooked on site instead of factory made product would be a huge step forward.*

**Adaptations to the curriculum**

* *Do more lessons/teaching on it (emotional wellbeing and mental health)*
* *I think school should just be very aware of how children might be feeling about the pandemic and how aspects of the curriculum can exacerbate these feelings. The Egypt topic focused on death. The 'this day in history' section of a weekly assembly has included beheadings. 'Horrible Histories' and a TV programme on deadly animals that have been watched at lunchtimes have all played a part.*

1. Parents/carers were asked if there was anything they would like as parents to support their child's emotional wellbeing and mental health. 14/45 Parents responded. The following themes were identified

**Information and Signposting**

* *Guidance about what is normal, and how to help*
* *I would like to understand what is normal for a child's age, particularly during a pandemic or stressful situation, and at what point anxiety becomes more of a concern and I should seek professional support.*
* *Knowing how to deal with anger issues*
* *Information on how to access outside services to support children’s mental health*
* *bite size / elearning resources that can be accessed anytime, around recognising and handling emotional issues*

**Improved communication between the school and parents**

* *If a teacher has noticed changes my child then to let me know about it immediately.*
* *A genuine care, response and action from the teachers. Knowing my child is being treated and respected the same as any adult."*
* *For it to be considered as valuable as academic achievements and reported on at parents evening etc, the social interaction of school is actually more important than academic work.*

**Activities**

* *I’d love school to offer yoga, breathing sessions etc at the beginning of school and after lunch*
* *Access to support groups*

1. Parents/carers were asked how they have found supporting their child’s learning during lock-down (44/45 parents responded).

* 16% found it Very stressful
* 36% Found it Quite stressful
* 39% Found it Ok
* 7% Found it enjoyable most of the time
* 2% Found it very enjoyable

1. Parents/carers were asked to add any further comments or feedback for school regarding COVID-19 measures, home learning and/or emotional wellbeing support generally. 11/45 parents responded. The following themes were identified

**Appreciation of schools effort during COVID-19 home learning and general support**

* *Amazing level of professionalism maintained since January by teaching staff in delivery of home learning, with encouraging and constructive individual feedback by email.*
* *My child was much happier during lockdown once the regular Zoom registration sessions were set up. It was nice for him to feel part of something bigger. Contact with his teacher was really important. The teachers at his school have been amazing over Zoom. It was refreshing that they welcomed going out sledging or building snowmen alongside doing actual “work”.*
* *Juggling working, caring for my children, having and recovering from covid affected my well-being. The school was very supportive. It has been a hard time.*
* *School have been great in a difficult time for everyone. Home learning and support made continual improvements throughout the COVID lockdown periods.*

**Concerns regarding schools approach to teaching and providing support**

* *I feel my child has suffered with the unrealistic expectations of school work, unnecessary strictness of the classroom standards and has experienced disrespect and belittling of their feelings. Teachers need to listen to the child and respond in a respectful way as to any adult. Emotional well-being is much more important than education. Learning doesn’t happen when a child is under stress.*
* *No homework being set. Need preparation as a Y6 for expectations as a Y7*
* *I've phoned the school and asked for support and not been given the courtesy of a call back. The teacher seems dismissive of our daughters needs and just says she's doing OK.*
* *I think during the second lockdown there was much more structure for the children and helpful that they had to attend registration both am and pm and have work set for the day - I do think it is important for children to keep that structure. I did feel the pressure to keep up with the work whilst either being in work or trying to work from home myself at times - maybe that is my own fault though. On speaking with school and being told "just do what you can" is ok but equally you are conscious that children are going to be so far behind now but I understand through no fault of the school just hard as a parent - you can't help but worry!!*
* *After school clubs remaining closed is a shame because while they're very helpful from the perspective of working parents, they also provide such important enrichment and socialising opportunities for the children.*

**STAFF (32)**

***Demographics***

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| |  |  | | --- | --- | | **Role** | **Responses** | | Primary classroom teacher | 13 | | Teaching assistant | 13 | | Senior Leadership Team | 4 | | Reception/Office Staff | 1 | | Midday supervisor | 1 | | Not specified | 1 | | |  |  | | --- | --- | | **Pupil group most contact with** | **Responses** | | Nursery / FS |  | | Key Stage 1 |  | | Key Stage 2 |  | | All year groups |  | | Skipped |  | |

***Responses***

1. When staff were asked what proportion of children they had contact with that they felt were emotionally resilient when coping with challenges, the most popular category chosen was (Most) - chosen by 55% of staff. 32/32 staff responded.
2. Staff were asked what proportion of the children they have contact with have significant issues which impact on their access to education. 32/32 staff responded. They responded as follows :

Staff were asked if they would like to say a bit more about this, 11 staff member responded with the following:

* *“Anxiety, Lack of parental support, SEND"*
* *“Not all issues which impact on their access to their education are determined by more obvious social markers.”*
* *“Lock down issues are the main issues. i.e. disruption to learning and stop start year causing regression.”*
* *“With the right support I feel children should be able to reach their full potential and be able to access education”*
* *“The children I work with are on the SEN register and have emotional/ social needs as well as struggling with self-regulation”*
* *“A lot of children have had a tough time in lockdown, and I feel this has impacted on their enthusiasm for learning”*
* *“The students with issues that would normally impact on their access to education are very well supported in my school and therefore are able to access education easier than some others may”*
* *“I think that while I have indicated 76-100%, I am basing this at any one time. Over the course of a year I think more children are affected - probably in the next bracket down.”*
* *“Emotional, concentration, habit, self-esteem”*
* *“There are a significant minority of children in my class who have barriers to education regarding emotional wellbeing and resilience. This is often, but not always, correlated with having SEN. I am also concerned about the number of children no presenting difficulties, but who are nevertheless held back by them.”*

1. Staff reported that the **most important issues** which impact on children’s mental health within school were (32/32 staff responded):

* Anxiety (94%)
* Difficulties with self-esteem (72%)
* ADHD, friendship difficulties (69%)
* Family Stress, Autism, learning difficulties (63%)

1. Staff members were asked to rate how confident they felt on a scale of 1 to 5. 32/32 staff responded.
2. The issues that staff reported feeling **most confident** in dealing with were (31/32 staff responded):

Staff were asked to explain why they chose this answer. 17 Staff members responded as follows:

**Life Experience/Professional Experience/Training**

* *“I can easily see when children are struggling and have life experiences I can try to pass on. I can usually raise children's feelings about themselves and their circumstances to bring them back to a healthy balance.”*
* *“Probably these areas are those I've had most experience with and have had training to deal with.”*
* *“Had experience with dealing successfully/talking about all of the above with pupils previously.”*
* *“I feel I've had a lot of experience with dealing with friendship issues through working in a school. Through my own experience of bereavement and lots of personal workshops through bluebell wood I feel confident with bereavement issues and talking about bereavement with children.”*
* *“These are the areas I deal with on a regular basis.”*
* *“Life experiences and professional education.”*
* *“Having had training and experience of working with these kids”*
* *“These are things that I have dealt with in the past”*
* *“I feel trained in the issues that I have ticked”*
* *“I have had plenty of encounters within educational settings on these specific issues so I have the experience to support me and some of these issues I have training in recently.”*
* *“I feel confident dealing with them initially, but I would not say I am confident that I can achieve a successful outcome every time. My confidence rating are based on my own experience and training.”*
* *“These are the things that I have had most experience dealing with”*
* *“I've had more training around these issues.”*
* *“Most of these difficulties have been presented at one time or another and I have had training on a number of them and long-time experience of others”*
* *“I find it easiest to support children when there is a difficulty that I can present clear and concrete strategies to support with - e.g. anxiety and sleep. It is much harder with issues where this is less straightforward and the children may struggle to talk and open up - e.g. self-esteem”*
* *“These are the areas I have encountered more, have experience in and feel able to give advice in.”*
* *“Experience and training in these areas”*

1. Staff reported the **most challenging** issues were (31/32 staff responded):

Staff were asked to explain why they chose this answer. 18 staff members responded as follows:

**Lack of training/Experience**

* *“Lack of training.*
* *“These are things that are much harder to provide support for unless, for example, the anxiety, low self-esteem or depression is related to school. But normally these things are far more wide reaching and so it's difficult to make a significant impact - although we do try.”*
* *“These are ones that I've had minimal experience with or cannot have a direct influence on in trying to help apart from ensuring the pupils have a safe space in school.”*
* *“OUT OF MY CONTROL LARGELY”*
* *“These are often very complex issues.”*
* *“No training/advice given. Often these topics are not spoken about openly as a staff and with children.”*
* *“Have not had training sessions for these”*
* *“Missing life experiences and professional education.*
* *“Each case is different.”*
* *“Not enough training/experience2*
* *“Not something that I have had to deal with before”*
* *“I do not feel trained as much to address these issues”*
* *“Mainly it is lack of knowledge around the best way to deal with these issues and also the concern that by dealing with them in the wrong way may lead to significant damage or harm to the young person.”*
* *“These issues run deep and they are so fundamental to a child's well being yet there is very little we can do about they and the damage can be irreversible. “*
* *“I haven't had experience dealing with these.”*
* *“I don’t have any experience of dealing with them”*
* *“These are areas I would feel ill-informed giving advice about, for fearing of saying the wrong thing.”*

1. 94% of staff reported that they thought children would be most likely to turn to a teaching assistant if they were struggling emotionally.
2. 50% of staff reported that the school did ‘quite well’ at supporting young people’s emotional wellbeing and mental health. 50% of staff indicated that the school did ‘Very Well’ at supporting young people’s emotional wellbeing and mental health. (30/32 staff responded)

Staff had the following ideas about what the school could do to further support children’s emotional wellbeing and mental health:

**Interventions**

* *“Have more support groups. Open the Play Zone more often. Have designated Quiet Zones. Ask the children for their ideas.”*
* *“More work on online wellbeing / inappropriate messaging / social media. Issues around the pressure on girls related to body image / distorting images / self esteem. To let the children know about mental illness and the fact that many adults experience difficulties with their mental health at times and that people can get better. To try to get rid of the taboo around talking about mental health.”*
* *“Perhaps map out the route to support more clearly”*
* *“Further emotional interventions.”*
* *“bereavement counselling”*

**Training for staff and Parents**

* *“Carry on with providing training”*
* *"Increased training and awareness for all staff. Specific in school interventions for particularly difficult and challenging circumstances, e.g. trauma, attachment."*
* *“Making mental health and wellbeing higher profile for all. Improving communication and support for parents.”*
* *“Further training for all staff to ensure a joined up approach across school. Support for parents and continuous access to that support, such as on the website.”*

1. Staff were asked how they would describe their own current emotional well-being at work (32/32 staff responded)

Staff had the following ideas about what would help improve their emotional well-being at work

**Reduce work-load and pressure on teachers/TA’s**

* *“Greater teaching responsibility.”*
* *“Fewer jobs or more time! But that's teaching for you! “*
* *“More realistic expectations on workload and what can be achieved in a given time. More realistic expectations on timings within the school day, so that you don't feel that you are rushing through the whole day at top speed with adrenalin pumping through your body. An understanding that lunchtimes should be long enough to toilet, wash hands and sit down with at least enough time to drink a cup of tea. Support with technology, as this seriously impacts lessons and can be incredibly stressful. Being able to ask for help without worrying that you will be judged for incompetence. “*

**Opportunities to connect with other staff members**

* *“Being able to mix socially”*
* *“Chatting to the wider staff team - not possible at the moment due to (necessary) restrictions”*
* *“Taking a walk in the park.”*
* *“Being able to work across different classes once more (i.e. when covid restrictions ease”*
* *“Being able to see more of my colleagues.”*
* *“Being able to move freely around school again, being able to have lunch/break with different adults”*

**Restrictions lifting**

* *“There is nothing the school can do. I think things will improve when the pandemic ends.”*
* *“Covid restrictions being lifted”*
* *“A change to the current covid situation allowing me to work closer with a wider range of colleagues.”*

**Improved communication and wellbeing resources for staff**

* *“An independent support counsellor to speak with. More training with MH and behavioural issues.”*
* *“Improving my own positive mental health”*
* *“Kindness, appreciation (genuine) and respect for ALL adults and children, no matter what your position within the school. We need to actively model respect for members of staff who don't get the respect they deserve from children (such as lunchtime supervisors). Passive aggressiveness is not ok and does not go unnoticed. We need to be mindful about what this looks and sounds like. We all need to learn how to manage conflict and get our point across in ways that are respectful and professional.”*

1. Staff members were asked to what extent they feel their answers have been affected by the lockdown measures. 32/32 staff responded

Staff were asked to say a bit more about this, 16 staff members provided the following responses

* *“There have been so many changes in the rules that it's been difficult to settle into routines. It's been difficult to comfort children - eg with a gentle hand on their back.”*
* *“It has impacted pupils and a few issues have been identified due to the pandemic”*
* *“Anxiety is to the fore- seems heightened by Covid”*
* *“Face to face meetings with parents are not possible; interacting with other staff is very limited. Necessary Covid measures bring extra stress eg ensuring bubbles don't mix, sanitising equipment. Several children have been clearly affected by lockdowns and implications of Covid.”*
* *“I feel everyone's mental health has been affected by the lockdown measures, there has been a lot more bereavement and anxiety.”*
* *“Emotional and professional pressure.”*
* *“Feel restricted with what we can/can't do/provide for the kids”*
* *“Our working environment has been extremely difficult over the past 14 months”*
* *“Covid measures feel like they have drained energy from the school, both with the students and staff.”*
* *“Most mental health difficulties in students appear to be based around COVID-19. For example, the loss of family due to COVID-19 or anxiety of what might happen in the future or worries about if the pandemic will end.”*
* *“The lack of opportunity to spend quality time with others in and out of school has created a slight disconnect. Always having to be aware of distance, masks etc is wearing over time and not conducive to openness and trust.”*
* *“In some ways the pressure has subsided, in others it has increased”*
* *“Most of these issues would still exist without COVID 19. Some will have been exacerbated.”*
* *“Difficult balancing work requirements with family need”*
* *“I have felt really isolated at times in school because of covid-19 measures, which I have found difficult. It's made me realise how important the social and relational side of the job is n supporting my mental health.”*
* *“Restrictions/ constant changes are stressful for everyone. It has changed the structure of staffing and support networks have been affected negatively. The environment is unpleasant - cold, damp, noisy (due to windows and doors being open), cramped. it doesn't feel warm/cosy/familiar and I can't wait to get home at the end of the day. I have never worn so many layers before. Eating in a cold, dark, bare, noisy dining room is just awful. Of course I understand that the restrictions are necessary, but I am getting to the point where I have had enough. Restrictions have meant a lack of whole school fun, celebration and community vibe.”*