

XXXX Primary

Children's Health & Wellbeing Study 2021

Feedback Report

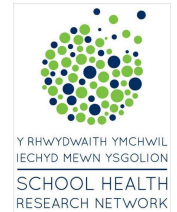


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EXAMPLE

Children's Health & Wellbeing in Wales 2021



Participation



76 schools took part in the Children's Health & Wellbeing Survey, with 1,863 Year 6 students completing the survey.

Life Satisfaction



64% rated their life satisfaction as 8 or more (scale of 0 to 10). Girls and those from schools with a higher percentage entitled to Free School Meals were less likely to report high satisfaction.

Main COVID 19 worry



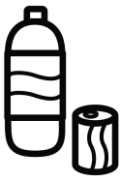
The persistent worry during COVID-19 most commonly reported by children was not seeing their friends (47%).

Mental Health



27% of children reported elevated or clinically significant emotional difficulties. 15% reported elevated or clinically significant behavioural difficulties.

Sugary Soft Drinks



1 in 5 reported consuming soft drinks containing sugar at least daily. A higher percentage of children reported drinking sugary drinks in schools with a higher percentage entitled to FSM.

Physical Activity



Approximately half of children reported exercising four days or more a week, with substantially higher reports among boys. Children in schools with a lower percentage entitled to FSM reported more exercise.

Sleep



More than three quarters of children reported a bedtime of 9pm or later. 68% reported that their parent limited screen use before bedtime. Children attending schools with a higher percentage entitled to FSM were more likely to have a later bedtime.

School Connectedness



76% stated they felt they belonged at their school.

Project overview

We would like to thank your school for supporting the School Health Research Network's (SHRN) piloting work of expansion into primary schools by participating in the Children's Health & Wellbeing Survey 2021. We appreciate your time and support especially given all of the additional challenges posed by the COVID-19 pandemic.

The School Health Research Network is funded by Welsh Government and your 2021 survey forms part of the development process, as we plan to roll out the survey across schools and younger age groups over the coming years.

Between May and July 2021, a total of 76 primary schools across Wales participated in the study, with 1,863 Year 6 pupils completing the survey.

Your report

We are delighted to provide you with this tailored report of student health and wellbeing at xxxxx Primary. National figures used for benchmarking are based on Year 6 pupils (some schools included some Year 5 pupils, and where this is the case, these are included in your school specific data) as they responded to questions about feelings, health protective behaviours such as healthy eating, physical activity and sleep and other aspects of wellbeing.

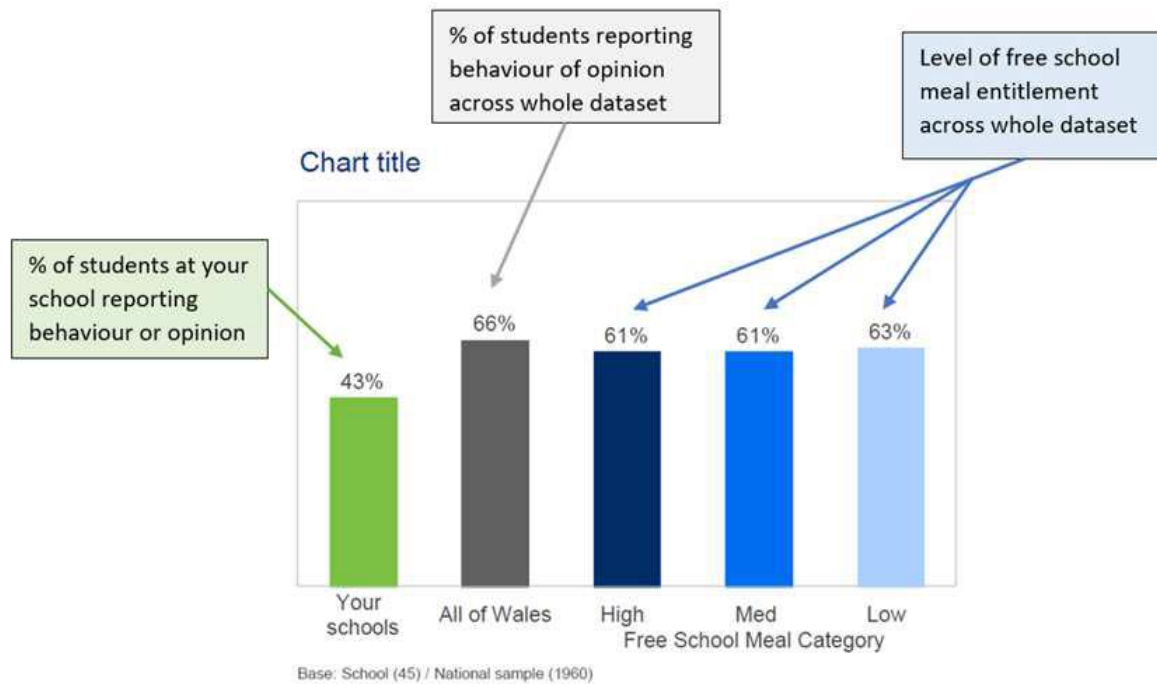
This feedback report provides a breakdown on:

- Experiences and views of COVID-19
- Mental health and wellbeing
- Health protective behaviours
- Screen use and social media
- School connectedness
- School transition

The format of this feedback report is similar to reports provided to secondary schools in Wales who are part of SHRN. This report can help you to identify health and wellbeing issues relevant to young people in your school. We aim to contextualize your results based on relevant research carried out in these topic areas and provide recommendations for ways in which your school might want to engage with these findings and address priorities within the new curriculum.

This feedback report is only provided to your school. However, you are strongly encouraged to share the report with all your students, staff, parents and governors. You might also like to share it with your local Healthy Schools Team, Consortia and others with a wellbeing role in your local authority or consortium as they can provide valuable help. For any queries relating to this report please email The Primary SHRN Team: PrimarySHRN@cardiff.ac.uk

Understanding your feedback report



Data is shown for your school in bar charts. The **green bar** represents responses at your school.

Maintaining Pupil Anonymity:

In larger schools (with more than fifteen Year 6 pupils): if fifteen or fewer pupils have provided an answer to a specific question, we will not provide your school's result for that item in order to maintain pupil's anonymity.

In small schools (with fifteen or fewer Year 6 pupils): we will not show your individual school's results on any question in order to maintain pupil's anonymity. Instead, we have grouped your school's results with other small schools of similar socio-economic status (based on free school meal entitlement banding). This will be reflected in the chart legend of the green bar. Our aim in future surveys will be to include a wider age range, enabling more school-specific feedback.

The **grey bar** titled 'All of Wales' represents the percentage of responses from all primary schools that took part in the survey. A representative sample was used to generate this percentage, which means that it can be applied to Wales as a whole.

Similarly, the **blue bars** reflect prevalence according to Free School Meal (FSM) entitlement levels of participating schools. This is broken down into 3 categories: high, medium and low FSM entitlement. In order for you to identify which category applies to your school, please see our definition below:

- **High FSM:** School where there are between 23% - 67% of pupils who are entitled to Free School Meals.
- **Medium FSM:** Schools where there are between 12% -22% of pupils who are entitled to Free School Meals
- **Low FSM:** Schools where there less than 12% of pupils who are entitled to Free School Meals.

Please note that not all students will have answered all the questions in the survey. Base numbers under each graph indicate the number who completed each question being reported.

COVID-19 Pandemic

Why do we need a particular focus on children's mental health and wellbeing during and after the ongoing COVID-19 pandemic?

On March 23rd 2020, the government announced UK wide restrictions on movement and social interactions in order to control the spread of COVID-19. These fundamentally altered the experiences of children and young people. Studying and monitoring children's mental health and wellbeing following this unexpected global occurrence will be pivotal to facilitate interventions to support young people as we all navigate this unprecedented disruption to our lives.

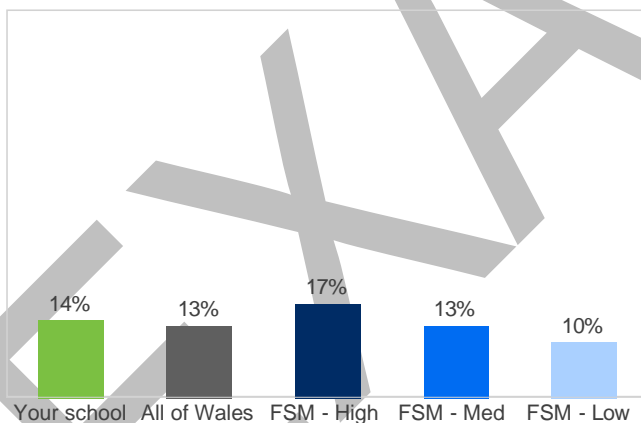
Children have experienced significant restrictions and alterations to their routines, relationships and daily living circumstances. The COVID-19 Study with children aged 5 to 11 years of age in the UK⁽²⁾ showed a worsening of well-being outcomes in July 2020 compared to their historical levels. Among children living in Wales, parents reported increasing emotional and hyperactivity problems, and issues with peers. Internationally, evidence shows that children experienced a wide array of detriments to their wellbeing through the first round of restrictions and school closures⁽⁵⁷⁾.

COVID-19 has been shown to impact certain populations worse than others. The effects of the COVID-19 pandemic, and associated restrictions, have been experienced unequally throughout society⁽⁵⁸⁾. Evidence from Public Health England suggests that some children and young people, including those who are disadvantaged economically, females and those with pre-existing mental health needs, experienced greater negative impacts on their health and wellbeing⁽³⁾.

Experiences and views of COVID-19

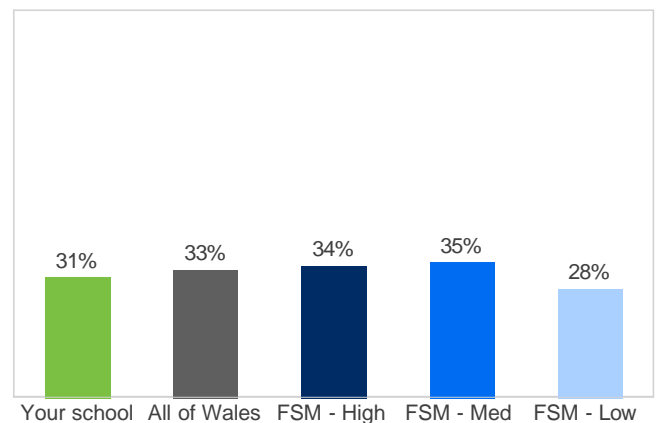
Pupils were asked: "Thinking back to last year when the COVID-19 pandemic started, and most children had to stay at home, since that time, how often have you felt worried about the following...?" The percentage of pupils saying 'most of the time, or all of the time' is shown in the charts below.

Becoming unwell yourself



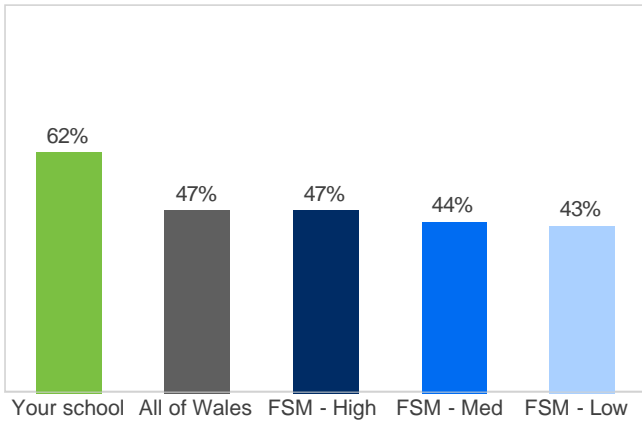
Base: School (37) / National sample (1769)

Your family becoming unwell



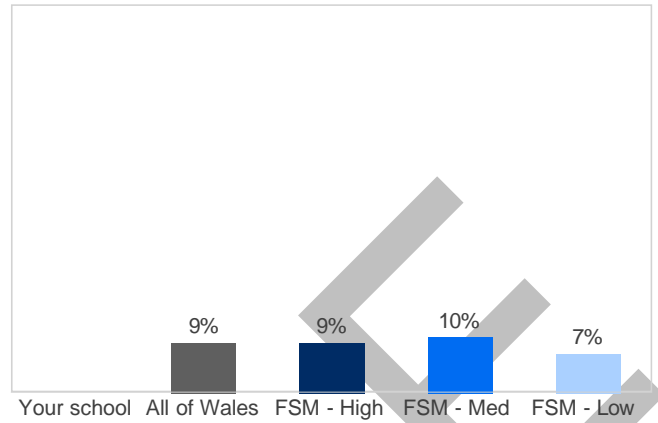
Base: School (36) / National sample (1771)

Not seeing your friends



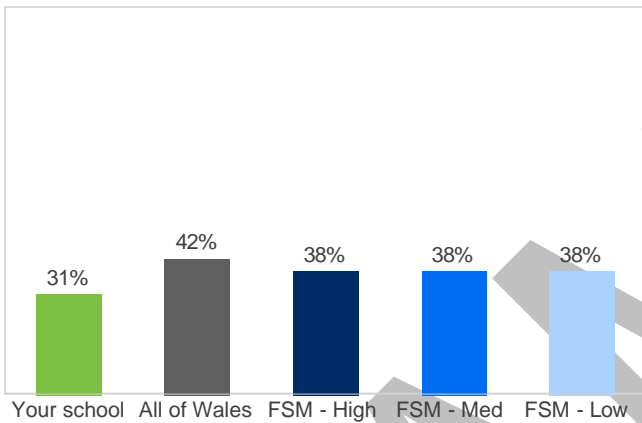
Base: School (37) / National sample (1809)

Not having enough food to eat



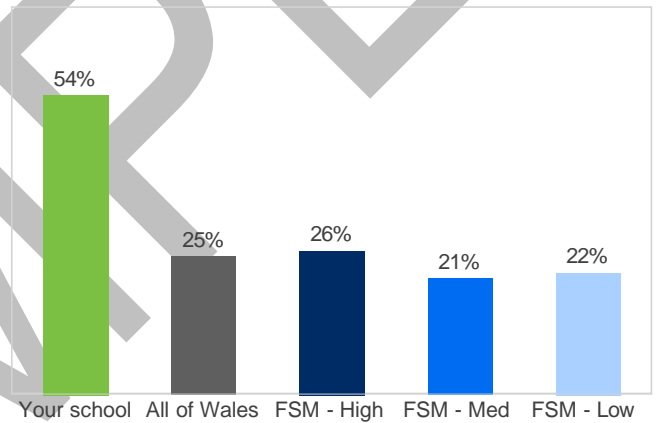
Base: School (37) / National sample (1780)

Not seeing your family



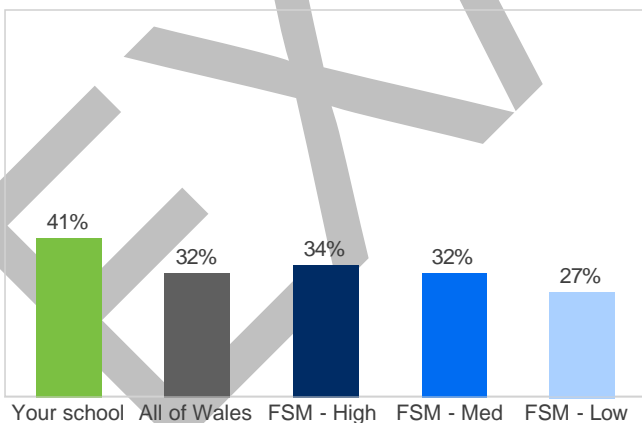
Base: School (36) / National sample (1802)

Being away from school



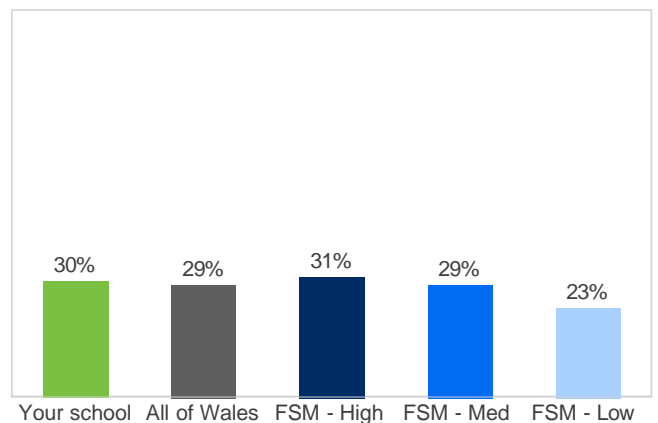
Base: School (37) / National sample (1804)

Going back to school



Base: School (37) / National sample (1784)

Going outside



Base: School (37) / National sample (1797)

Mental health and wellbeing

Why is the mental health and wellbeing of students an important agenda in schools?

Most mental health difficulties begin before adulthood so preventing and managing mental ill health and promoting positive wellbeing in young people is crucial. Improving mental health early in life will have a range of benefits for individuals and society, including improved physical health, fewer risky health behaviours, increased life expectancy, and reduced health inequalities⁽⁴⁾.

The mental health and wellbeing of young people in the UK lags behind their contemporaries in other countries. In 2020 UNICEF ranked the UK 27th out of 41 developed countries in a league table of child well-being outcomes encompassing mental well-being, physical health, and academic and social skills⁽⁵⁾. Our 2019 SHRN survey found that in secondary schools, 20% of young people reported very high mental health symptoms on standardised measures even before the pandemic, including 12% of those young people who had just moved into secondary school⁽⁵⁹⁾. Our 2019 primary school survey also found that 8% of Year 6 pupils reported clinically significant emotional and behavioural difficulties before the pandemic⁽⁶⁰⁾.

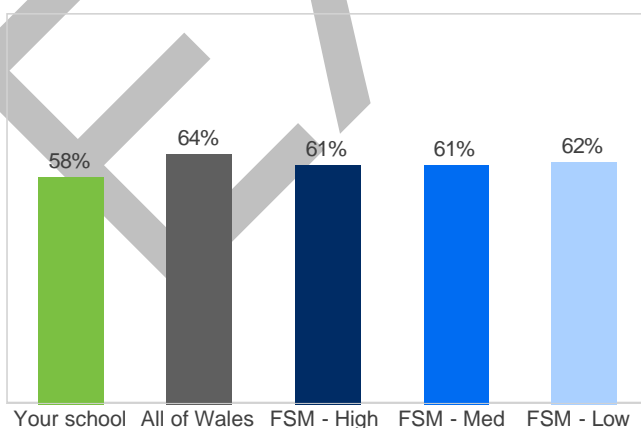
Good mental health and wellbeing are positively related to academic attainment and school engagement. A report submitted to the Department of Education by the Childhood Wellbeing Research Centre at the Institute of Education at University of London, reported children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years⁽⁶⁾. They also found that children with better emotional wellbeing made more progress in primary school and are more engaged in secondary school.

There is good evidence that creating a positive school environment can help students improve mental health. While most of the recent studies in this area focus on secondary schools, the INCLUSIVE trial in South East England found that bringing pupils and school staff together to review local data on pupil wellbeing and plan improvements to the school environment, and training for teachers in moving away from reward and punishment disciplinary models toward restorative approaches, has good effects on pupil mental health⁽⁶¹⁾. Similar effects have been found internationally for the mental health benefits of involving pupils in shaping the school environment. These approaches align with new Welsh Government framework for implementing a whole school approach to improve mental health and wellbeing⁽⁶²⁾.

Life satisfaction

Pupils were given a picture of a ladder where the top of the ladder '10' indicated the best possible life and the bottom is '0', indicating the worst possible life. They were asked to tick the number that best describes where they stand. This chart shows those pupils who opted for 8 and above. This item is a slightly simplified version of an item used in secondary school SHRN surveys.

High life satisfaction

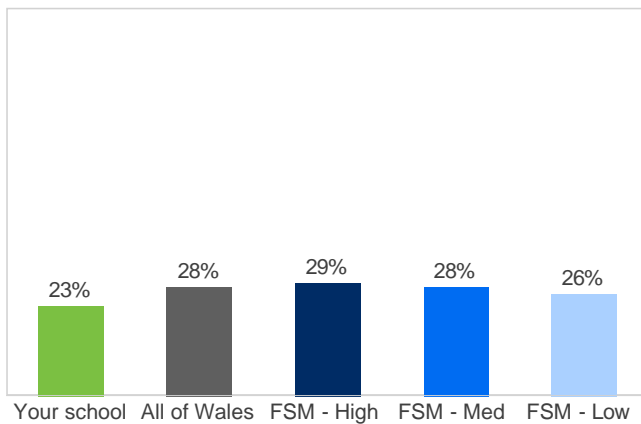


Base: School (36) / National sample (1770)

Bullied by others

Pupils were asked how often they feel they are bullied by others. The percentage of pupils saying they are bullied 'sometimes or always' is shown in the chart below.

Bullied by others



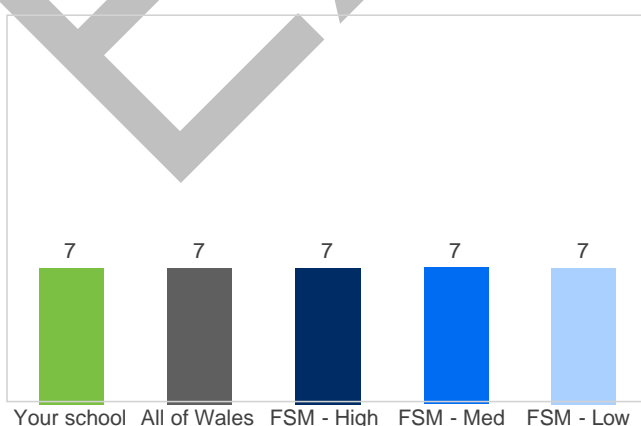
Base: School (35) / National sample (1765)

Emotions and behaviour

This section includes two measures of children's mental health, using a validated measure called the Me and My Feelings Questionnaire (MMFQ) ⁽⁶³⁾. This is a different measure to that used in secondary SHRN surveys because the Strengths and Difficulties Questionnaire is not recommended for self-completion below the age of 11 years. It includes 16 questions, 10 of which relate to emotions (e.g. 'I feel lonely', 'I cry a lot') and six to behavioural difficulties (e.g. 'I get very angry', 'I break things on purpose'). The first 10 form an 'emotional difficulties' score. The remaining six form a 'behavioural difficulties' score. A score of 10-20 on the first scale is considered 'elevated' emotional difficulties, with 12-20 clinically significant. A score of 6-12 on the second scale is considered 'elevated' behavioural difficulties, with 7-12 clinically significant.

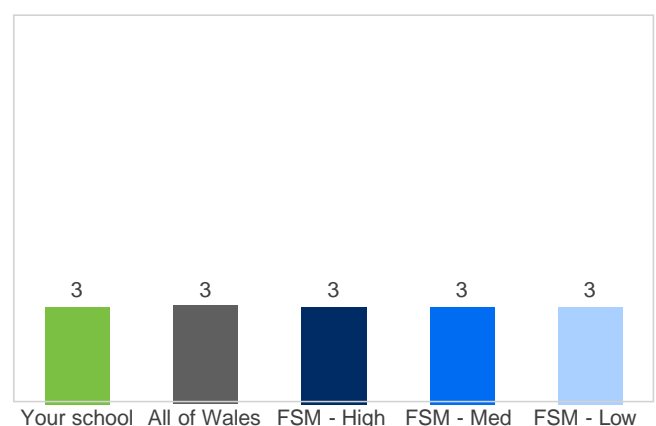
The charts below show the average score on each scale (emotional and behavioural difficulties) across Wales, and where numbers allow, in your school. Emotional difficulties among children appear to have increased in Wales during the pandemic, with 27% of children reporting elevated difficulties in 2021 (compared to 17% in 2019⁽⁶⁰⁾). The average score of 7 out of 20 below indicates that the Wales average is around 3 points below the range considered elevated. Behavioural difficulties do not appear to have increased to the same extent across Wales during the pandemic, but around 1 in 7 pupils report elevated behavioural difficulties. Where a school's average score is higher (or lower) than the Wales average, it likely that there will be more (or fewer) pupils experiencing elevated emotional or behavioural difficulties.

Emotional difficulties (mean score scale of 0-20)



Base: School (28) / National sample (1528)

Behavioural difficulties (mean score scale of 0-12)



Base: School (34) / National sample (1686)

How can your school support students with their emotional and mental health and wellbeing?

In March 2021, Welsh Government published their Framework on embedding a whole-school approach to emotional and mental well-being. This is issued as statutory guidance to governing bodies of maintained schools and local authorities in Wales.

The data included within this and future Feedback Reports, will be invaluable to support the different elements of the Framework: the scoping stage, action planning and implementation and the evaluation of actions.

Contact your local Healthy Schools team for advice on all aspects of wellbeing and emotional health and recommended local support and resources

The Children's Commissioner for Wales stands up for children and young people's rights. This work links to the United Nations Convention on the Rights of the Child.

www.childcomwales.org.uk/

There are a range of bilingual resources on Children's Rights, bullying and cyber bullying

<https://www.childcomwales.org.uk/resources/primary-teachers/>

Welsh Government
Rights, Respect, Equality: Guidance for Schools and also for Children
<https://gov.wales/school-bullying>

Mind Cymru provides advice for adults and support to empower anyone experiencing a mental health problem. Information leaflets on many issues such as relaxation, anger management, anxiety and improving self-esteem.

<https://www.mind.org.uk/about-us/mind-cymru/>

Mind Infoline (9am-6pm weekdays only) 0300 1233393

Mentally Healthy Schools

<https://www.mentallyhealthyschools.org.uk/>

ChildLine provides advice for young people on a range of issues including bullying, online and mobile safety and self-harm.

<https://www.childline.org.uk>

Freephone 0800 1111 (bilingual helpline)

1-2-1 online chat also available

Hafan Cymru Spectrum Project domestic abuse schools programme works in primary and secondary schools across Wales to teach children about healthy relationships, abuse and its consequences and where to seek help. The programme includes raising awareness of abuse amongst teachers and teaching support staff, youth workers, and other interested professionals.

07776 464295 www.hafancymru.co.uk/spectrum/

Health protective behaviours

Healthy Eating

Why is healthy eating an important agenda in schools?

Food and drink provision in school can make a positive contribution towards children's health. By providing children with a healthy balanced diet and encouraging the development of good eating habits schools can support children to live healthier longer lives ⁽⁷¹⁾.

A healthy diet is important for good growth and development and to prevent ill-health. Healthy eating supports a healthy weight and intake of important nutrients. On the other hand, being overweight during childhood and youth is associated with a wide range of serious health conditions including type-2 diabetes and depression⁽⁷⁾. Welsh Government have recently developed a Healthy Weight Strategy⁽⁷²⁾ to support individuals to make healthy choices and be active.

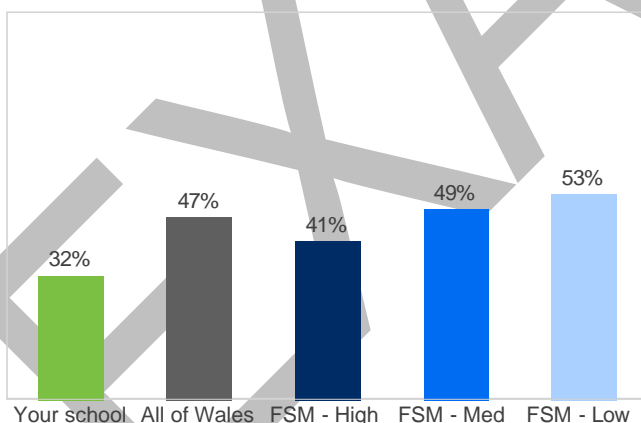
What children eat and drink before and during school may affect their behaviour and attainment at school. Research has shown that dietary intake is commonly associated with adverse emotional health outcomes such as lower self-esteem⁽⁸⁾. An observational study using data from the Welsh Government's Primary School Free Breakfast Initiative found significant positive associations between self-reported breakfast consumption and educational outcomes⁽⁹⁾.

Young people's eating habits can stay with them into adult life, so establishing healthy habits in childhood and adolescence could have long term benefits. Studies in the UK and elsewhere have measured young people's diets and then followed them for up to 24 years, finding that dietary habits 'track' into adulthood^(10 11). Research from America has also found that eating breakfast 'tracks' in the same way⁽¹²⁾.

Healthy eating

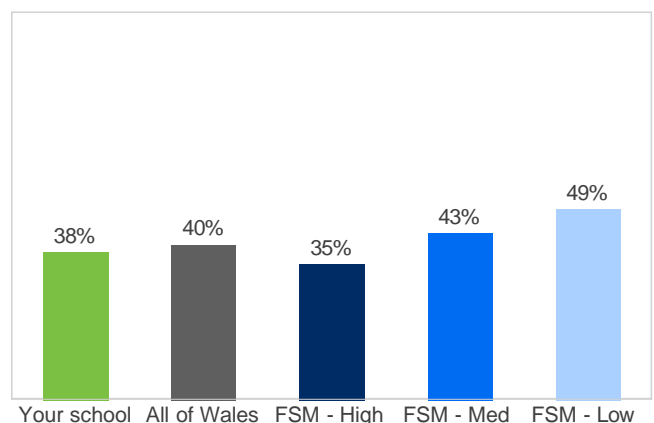
Pupils were asked how many times a week they consumed the following items. The percentage of pupils saying 'at least once a day or more' is shown in the charts below.

Daily consumption of fruit



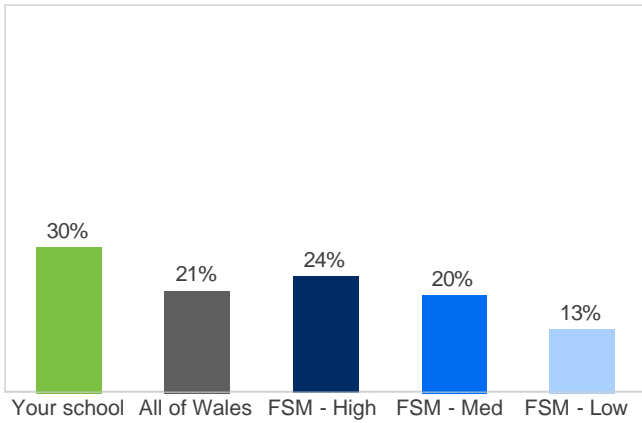
Base: School (37) / National sample (1806)

Daily consumption of vegetables



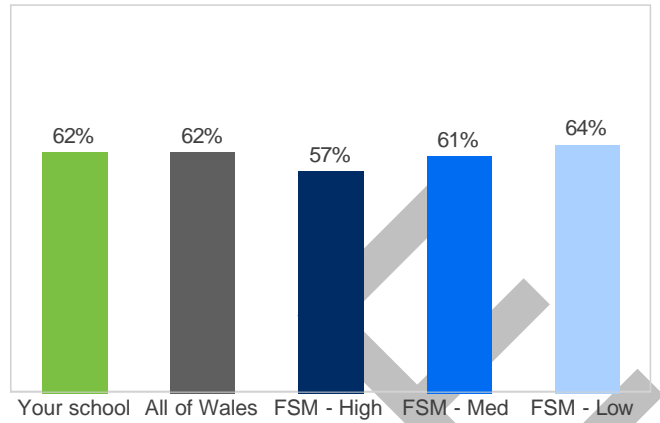
Base: School (37) / National sample (1793)

Daily consumption of sugary drinks



Base: School (37) / National sample (1781)

Daily consumption of water



Base: School (37) / National sample (1784)

EXAMPLE

Physical Activity

Why is **physical activity** an important agenda in schools?

International standard guidelines on physical activity recommend that all young people undertake moderate to vigorous physical activity for at least 60 minutes every day.

Whatever your age, being physically active has substantial benefits for health. The World Health Organization estimates that each year over 3 million deaths worldwide are attributable to being inactive. But it's not just physical health. Being active also has benefits for mental health: sports participation, for example, has been linked to self-esteem in young people⁽¹³⁾.

Being more active is associated with better academic attainment. Over 4,500 children in Bristol had their moderate to vigorous physical activity levels measured at age 11 and their academic attainment recorded at ages 11, 13 and 16 (GCSE grades). Higher levels of physical activity at age 11 were associated with higher subsequent attainment and this was true for English, Maths and Science, regardless of other factors⁽¹⁴⁾.

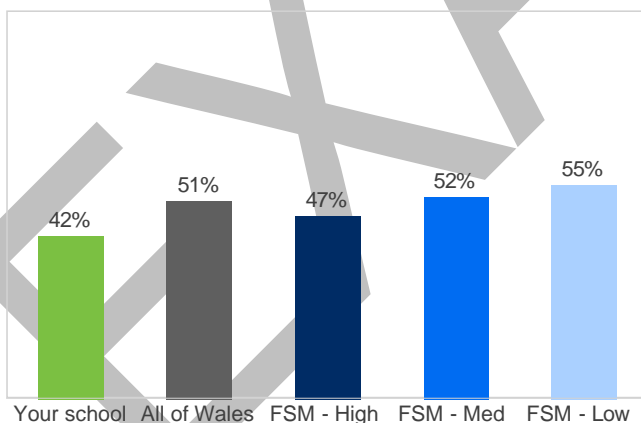
Physical activity levels tend to decline as children move into adolescence. However different activities have different likelihoods of being maintained. Between the ages of 10 and 14 years, for example, around 80% of young people dropped out of skipping, gymnastics and hockey, but less than 50% dropped out of dancing, football and running⁽¹⁵⁾.

School-based physical activity programmes can help young people be active. Lots of physical activity interventions have been found not to have lasting effects and this probably depends to a large extent on how well they are integrated into schools' everyday business⁽⁶⁴⁾. However, multi-component programmes (i.e. those that include education, the curriculum and the school environment) show most promise. Family involvement in the programme also appears to be important. Research shows, however, that programmes with a PE component that targets boys and girls together, tend to favour the boys, whereas girls benefit when the PE component targets them separately⁽¹⁶⁾.

Physical activity

Pupils were asked how often they usually exercise in their spare time outside of school hours. The percentage of pupils saying 'at least 4 times a week' is shown in the chart below.

Exercising at least 4 times a week



Base: School (36) / National sample (1713)

How can your school support healthy eating and physical activity for students?

The food and drink provided in all local authority maintained schools must meet **the Healthy Eating in Schools (Nutritional standards and Requirements) (Wales) Regulations 2013**⁽¹⁷⁾. Your school could look for ways to share good practice and learning with other schools to support healthy lifestyles among pupils. The Welsh Government's [Healthy Weight: Healthy Wales Strategy](#) includes a dedicated version for supporting Youths.



Simple guidance on a healthy diet for primary schools should be based on the Eatwell Guide. <https://gov.wales/eatwell-guide>

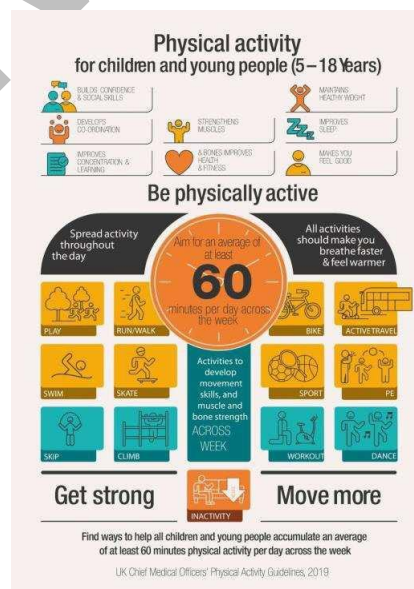
It shows the proportions of the main food groups that make for a healthy, balanced diet. The proportions shown represent food consumption over the period of a day or even a week, not necessarily each meal time.

The Chief Medical Officers (CMOs) of the UK recommend that children and young people engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports. Time spent being sedentary should also be minimised. This diagram summarises the CMOs' advice.

www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report

Sport Wales offer a number of online resources to support sport and physical activity in schools:

<https://www.sport.wales/education-and-teachers/free-access-to-sport-wales-education-resources/>



Senior Leadership Team and Governors can

Ensure the school has an up-to-date Food and Physical Activity policy developed by a representative working party from all sectors of the school community. Ensure measures place responsibility on the governing body, to include in their report to parents, information about actions taken to promote healthy lifestyles among students.

Make sure that all food provision is in line with The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013⁽¹⁷⁾. There is local authority help available to support this. Training on delivering key messages in terms of healthy eating could be available from local dieticians and Local Authority catering staff.

Provide facilities in the school that encourage physical activity such as bike racks, climbing walls, measured running/walking tracks. Provide the recommended 2 hours Physical Education a week.

School staff can

Support teaching and learning on the issue of healthy eating and physical activity within the Health and Wellbeing area of Learning and Experience and across the whole curriculum.

Offer a variety of sports and activity clubs to appeal to a range of pupils; run a cooking club offering healthy recipes.

With the support of staff, students can

Set up pupil voice groups such as a School Nutrition Action Group and utilise Young Ambassadors, (the Sport Wales initiative) to review the curriculum and school environment in relation to food and fitness.

Offer assemblies or plan peer education sessions to encourage healthy eating and physical activity among pupils.

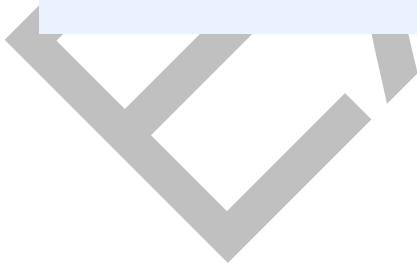
Family and Community Involvement

Ensure that the Parent Teacher Association is aware of the school's drive to encourage healthy eating and physical activity so this can be mirrored in any fund-raising events. Ask for funds to be spent to support student healthy lifestyles.

Consider inviting local chefs to teach healthy recipes to pupils /staff/parents and representatives from local sports clubs so that pupils know about opportunities to be physically active in their free time.

Work with representatives from local agencies to support this agenda in school.

Encourage families and members of the local community to join in any food and fitness events such as a healthy eating fair and Race for Life
<https://raceforlife.cancerresearchuk.org/about-our-events/schools/primary-schools>



Sleep

Why is sleep an important agenda in schools?

Sleep plays a crucial role in the development of young minds. According to the Sleep Foundation, in addition to having a direct effect on happiness⁽¹⁸⁾, research shows that sleep impacts alertness and attention⁽¹⁹⁾, cognitive performance⁽²⁰⁾, mood⁽²¹⁾, resilience⁽²²⁾, vocabulary acquisition⁽²³⁾, and learning and memory⁽²⁴⁾.

Sleep also supports healthy growth and development. Deep sleep triggers the body to release the hormone that promotes normal growth in children and teens. This hormone also boosts muscle mass and helps repair cells and tissues in children, teens, and adults. Sleep also plays a role in puberty and fertility⁽²⁵⁾.

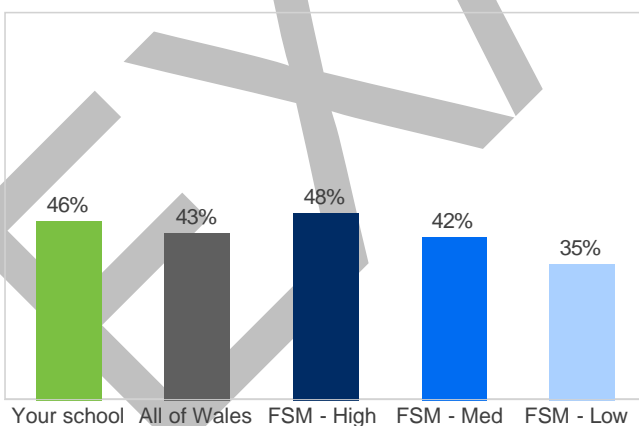
Sleep deprivation is a significant hidden factor in lowering the achievement of school pupils. The analysis was part of the huge data-gathering process for global education rankings - the Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). International researchers wanted to learn more about the influence of home life and so the tests were accompanied with questionnaires for teachers, pupils and parents about sleep patterns. This information was compared to student test results. Across all countries surveyed on average, of pupils taking maths and science tests, aged 9 to 10 years, 46% were suffering from sleep deprivation. That proportion was higher in England at 64% with the highest rates of sleep deprivation reported in the United States at 73%^(26 27).

Screen media, especially near bedtime, is adversely associated with sleep time and quality. There has been a growing interest in the association between screen time and sleep patterns. The vast majority of these studies indicate that the extent of screen time among children and adolescents is associated with delayed bedtime and shorter total sleep time^(28 29 30). Several studies also found associations between screen time and reduced sleep quality^(31 32), and increased daytime tiredness^(33 34). Most studies examined total daily screen time as a predictor, but even greater effects on sleep have been documented in evening media use in the bedroom (i.e., in the 1–2 hours before bedtime)^(35 36) and in use of violent media at any time^(37 38).

Bedtime

Pupils were asked what time they usually go to bed on a school night. The percentage of pupils saying they go to bed at 10pm or later is shown in the chart below.

Bedtime

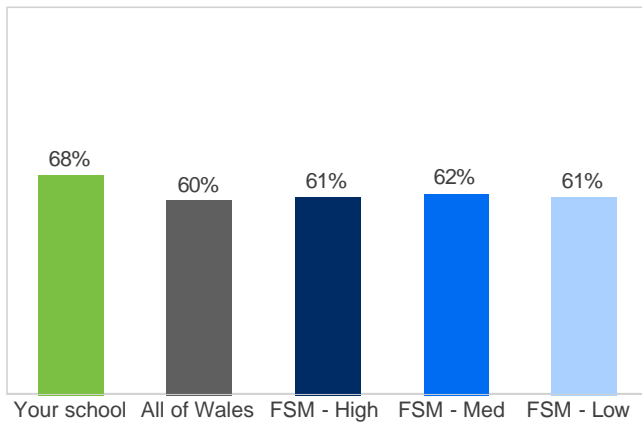


Base: School (37) / National sample (1774)

Pupils were asked if they have problems sleeping. The percentage of pupils saying they 'sometimes or always' have problems sleeping is shown in the chart below.

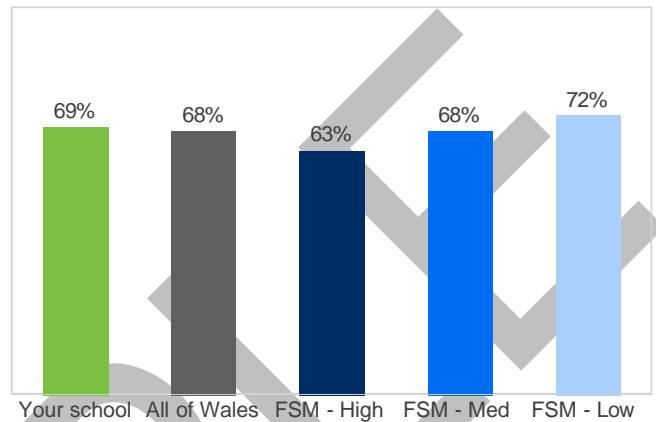
Pupils were asked if their parents limit their screen time before bed. The percentage of pupils saying 'sometimes, most of the time, or all or the time' is shown in the chart below.

Problems sleeping



Base: School (37) / National sample (1827)

Parents limit screentime before bed



Base: School (36) / National sample (1756)

How can your school support children's sleep?

Mentally Healthy Schools: Sleep	Helpful hints and tips for schools to support healthy sleep habits among pupils	https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/lifestyle-factors/sleep/
Mind sleep problems guide	This guidance document from Mind aimed at adults has lots of useful information about sleep problems and ways to tackle them for use by staff in schools	https://www.mind.org.uk/media-a/2957/sleep-problems-2016.pdf

Screen use and social media

Why is screen use and social media an important agenda in schools?

The World Health Organisation recommend that consistent limits should be placed on the time children spend using forms of media, with limits on media content and minimal disruption to health promoting activities such as sleep, diet and physical activity⁽⁷⁰⁾.

Digital screens have become an integral part of daily life for many children. A recent survey by Ofcom found that among children aged 8-11 years, 66% owned their own tablet and nearly one in two owned their own phone⁽³⁹⁾. Reporting on timings and use of devices, The Insights Family global report, noted that almost a quarter of children aged 5-15 used their mobile phone or tablet at the same time as watching TV⁽⁴⁰⁾.

Parents have reported greater difficulty controlling their child's screen time during the COVID-19 pandemic. While more than half of parents reported that their child had a good balance between screen time and other activities, Ofcom found that four out of ten parents found it hard to control their child's screen time in 2020 compared to 2019⁽⁴⁰⁾.

The impacts of excessive screen time among children on health behaviours and outcomes are unclear. Correlation data suggest that spending more than two hours a day on recreational screen-time activities is linked to poorer cognitive scores among 8-11 year olds⁽⁴¹⁾. A review found very small associations between screen time and adiposity⁽⁴²⁾. To date, findings linking screen time to psychological well-being (e.g. self-esteem and anxiety) are mixed⁽⁴³⁾.

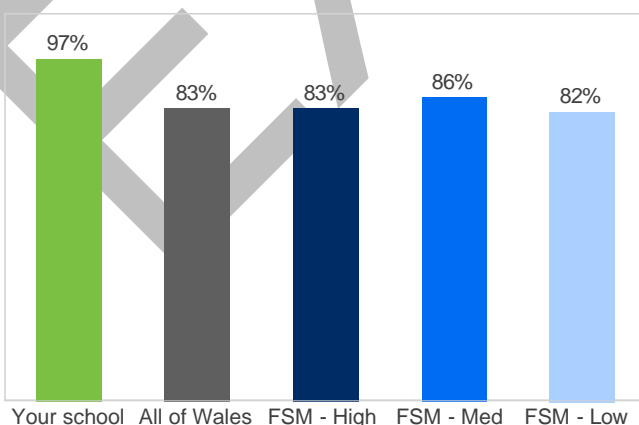
Social media platforms are growing increasingly popular among children. Findings from the UK Household Longitudinal Study in 2020 indicated that moderate use of social media among 10 to 15 year olds did not significantly impact life satisfaction. Higher levels of use were however associated with lower levels of happiness, particularly among girls⁽⁴⁴⁾.

While screen use is often much maligned, screens have played a vital positive role during the COVID-19 pandemic. Over the course of the last 18 months, much of children's learning has occurred via screens. Smartphones and video-conferencing tools have likely afforded children opportunities to remain connected with family and friends from whom they were otherwise isolated. However, there have been concerns that unequal access to digital devices in Wales and the UK may have further exacerbated inequalities during the pandemic ^(65 66 67)

Devices

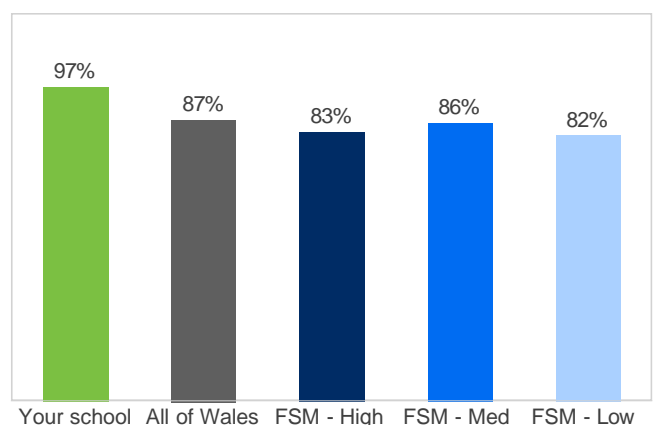
Pupils were asked if they had their own smartphone, laptop or tablet. The percentage of pupils who do own these portable devices are shown in the charts below.

Percentage who own a smartphone



Base: School (37) / National sample (1818)

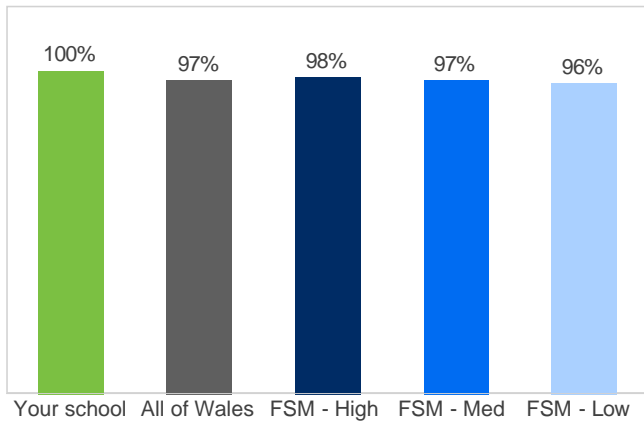
Percentage who own a computer, laptop or tablet



Base: School (37) / National sample (1818)

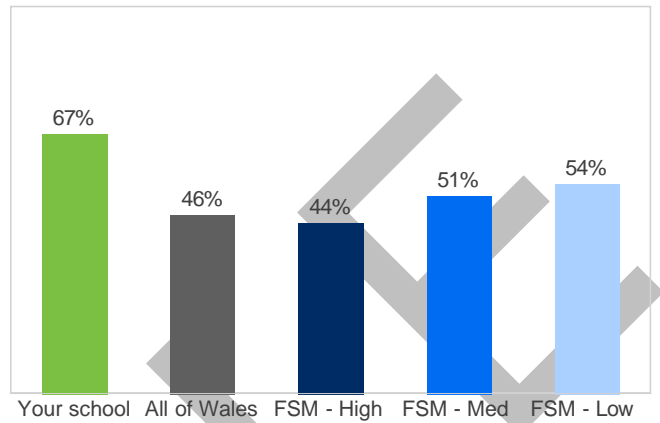
Pupils were asked how often they use portable devices to do the following activities. The percentage of pupils saying 'a few time a week or everyday' is shown in the charts below.

Play videos, watch TV or game



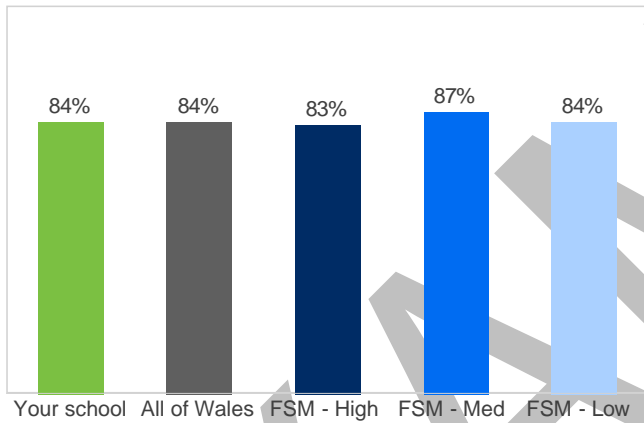
Base: School (37) / National sample (1841)

Read books



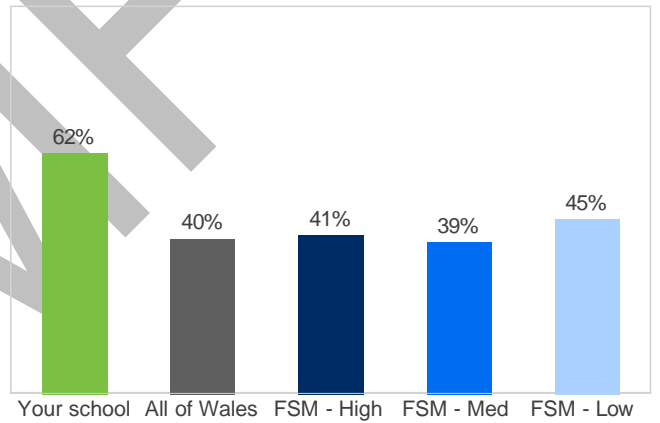
Base: School (36) / National sample (1790)

Speak to family or friends



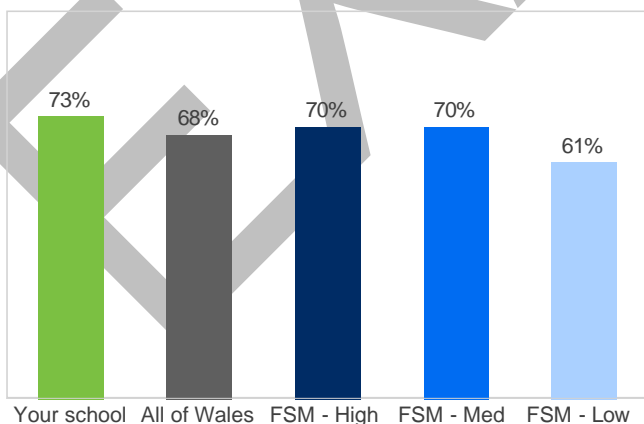
Base: School (37) / National sample (1824)

Do homework



Base: School (34) / National sample (1656)

Social media



Base: School (37) / National sample (1758)

How can your school support children's screen use and use of social media?

<p>Welsh Government</p>	<p>Education for a Connected World 2020</p> <p>A framework to equip children and young people for digital life.</p> <p><i>Online safety action plan for children and young people in Wales 2019.</i></p> <p>The document provides an update on the work Welsh Government have completed and the forthcoming planned work to keep children and young people in Wales safe online.</p> <p>Hwb resources on online safety for primary school staff and pupils</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf</p> <p>https://gov.wales/sites/default/files/publications/2019-10/online-safety-action-plan-for-children-and-young-people.pdf</p> <p>https://hwb.gov.wales/zones/keeping-safe-online/resources/a-teacher-s-guide-to-recognising-and-challenging-online-bullying</p>
<p>Social Care Wales</p>	<p>Key information and ideas on how to support children and young people stay safe while online</p>	<p>https://socialcare.wales/service-improvement/online-safety-and-well-being</p>
<p>Free online resources</p>	<p>There are a wide variety of resources and toolkits available online. Key resources are available at the Mentally Healthy Schools website by searching 'online safety'.</p>	<p>https://www.mentallyhealthyschools.org.uk/resources</p>

EXAMINER

School connectedness

Why is school connectedness an important agenda in schools?

School connectedness refers to the extent to which a child feels accepted, supported, valued and encouraged by teachers and peers within the school environment.

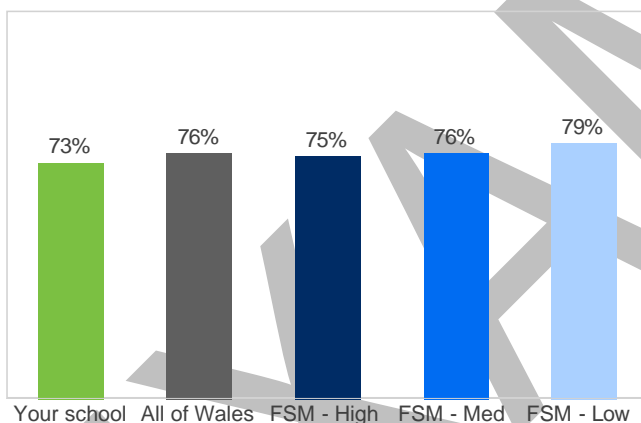
A sense of belonging at school is an important protective factor for young people's mental wellbeing. Research⁽⁴⁴⁻⁴⁹⁾ has shown a strong relationship between school connectedness and educational outcomes, which includes school attendance, higher exam results and better classroom test scores. Our own research within secondary SHRN finds that pupils relationships with teachers and perceptions of peer relationships are associated with a diverse array of wellbeing outcomes⁽⁶⁸⁻⁶⁹⁾.

A healthy, safe school environment with a supportive psychosocial climate enhances connectedness. Positive school environments are typically characterised by opportunities to participate in school activities and decision-making, caring and supportive interpersonal relationships and shared positive norms and values⁽⁵⁰⁻⁵¹⁾. Lower reports of connectedness have been shown among students at schools with a disciplinary climate⁽⁵²⁻⁵³⁾.

School connectedness

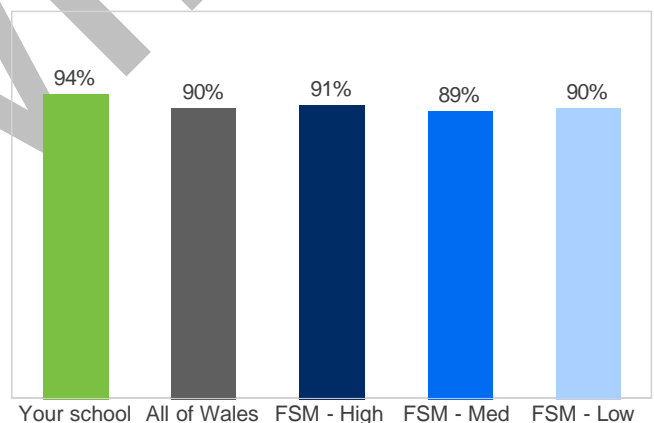
Pupils were asked how much they agree or disagree to the following sentences. The percentage of pupils saying they 'agree or strongly agree' is shown in the charts below. These items are a slightly simplified version of items used in the secondary school SHRN surveys.

I feel like I belong at this school



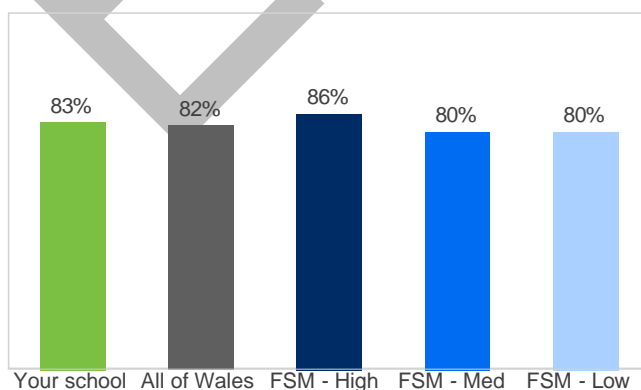
Base: School (37) / National sample (1731)

My teacher cares about me as a person



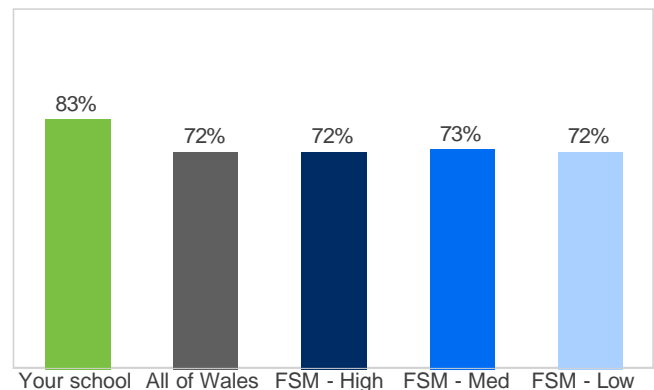
Base: School (36) / National sample (1794)

There is at least one adult at this school I can talk to about things that worry me



Base: School (35) / National sample (1752)

Pupils ideas are treated seriously



Base: School (36) / National sample (1747)

How can your school support pupil connectedness?

The Centers for Disease Control and Prevention (CDCP) recommends that schools use the following strategies to increase students' feelings of connectedness to school.

1	Create decision-making processes that facilitate student, family and community engagement, academic achievement and staff empowerment.
2	Provide education and opportunities to enable families to be actively involved in their children's academic and school life.
3	Provide students with the academic, emotional and social skills necessary to be actively engaged in school.
4	Use effective classroom management and teaching methods to foster a positive learning environment.
5	Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional and social needs of children and adolescents.
6	Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families and communities.

The World Health Organization have produced an [Information Series on School Health](#) which illustrates how certain health issues can serve as entry points in planning, implementing, and evaluating health interventions as part of the development of a Health-Promoting School. Pupil involvement within decision making is central to the intervention models discussed under mental health and wellbeing.

School transition

Why is school transition an important agenda in schools?

The primary–secondary transition can impact on a child’s wellbeing and academic achievement. It signifies a period of change during which it is important that children are able to voice any concerns and are supported to prepare and cope with necessary readjustments.

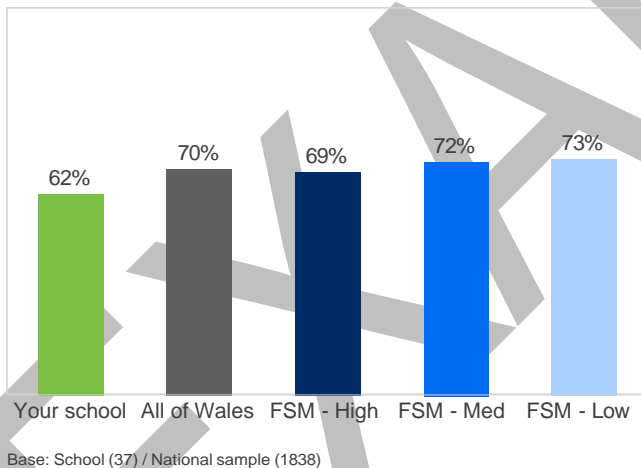
Transition encompasses simultaneous changes in school environments, social interactions, and academic expectations. Children, parents, carers and teachers often experience apprehensions around transition, with worries most often representing a normative short-lived response⁽⁵⁴⁻⁵⁵⁾. A recent UK-based study found that children’s concerns about secondary school were specifically associated with loneliness⁽⁵⁶⁾. Findings also revealed that children experiencing mental health difficulties and those with additional educational needs were more likely to express greater transition worries, worries which were also echoed by parents and teachers. While most young people look forward to transition, many look forward to it and worry about it at the same time; within our 2019 primary school survey in Wales we found that worries about transition were more common among children with emotional difficulties or from more disadvantaged backgrounds⁽⁶⁰⁾.

Transition can negatively affect pupils’ emotional and psychological adjustment. Throughout this period studies have shown links with numerous school behaviours including absenteeism, lower grades and behavioural issues.

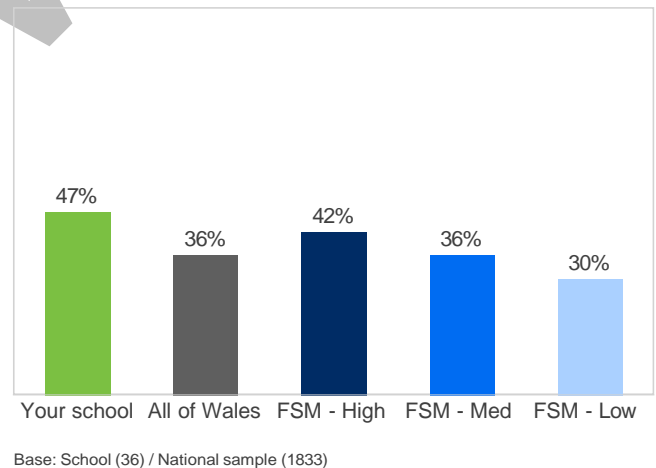
School transition

Pupils were asked how much they were looking forward to going to secondary school and how worried they were about it. The percentage of pupils saying ‘quite a bit or very much’ are shown in the charts below.

Looking forward to going to secondary school



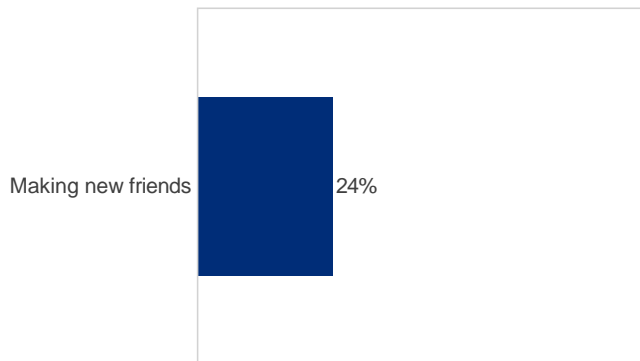
Worried about going to secondary school



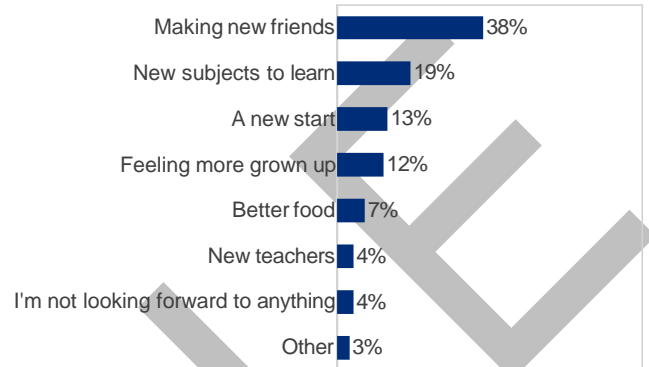
Pupils main worry and main thing they are looking forward to at secondary school is shown in the charts below.

What is the main thing you are looking forward to about secondary school? (top answer for your school)

What is the main thing you are looking forward to about secondary school? (All of Wales)

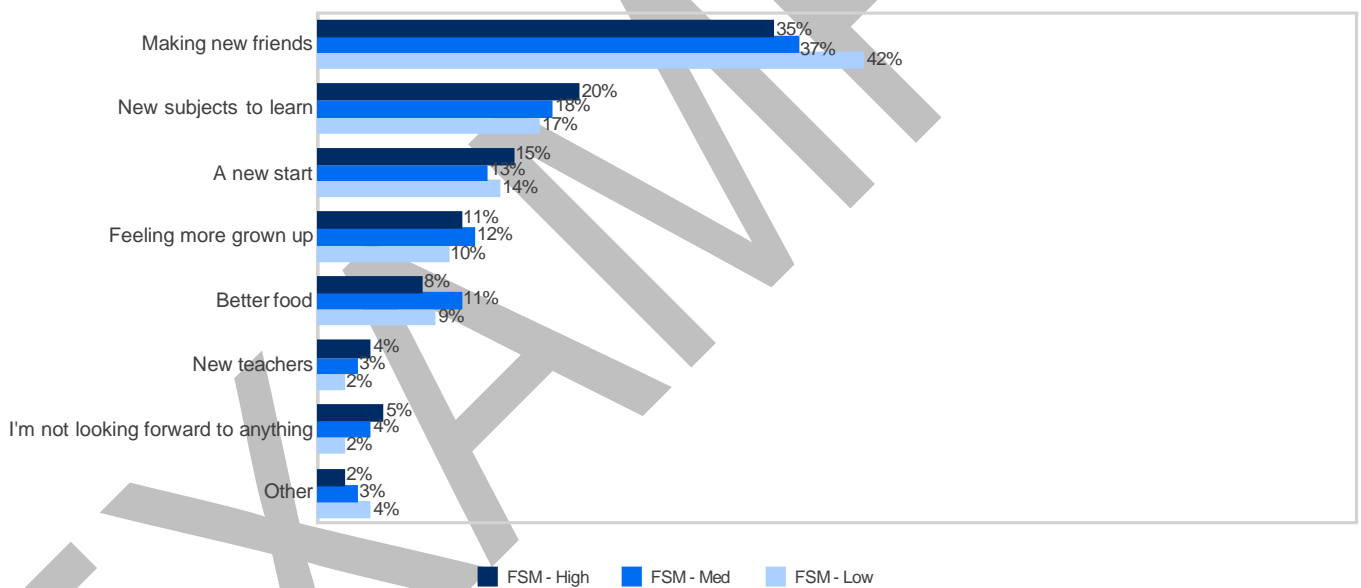


Base: School (9)



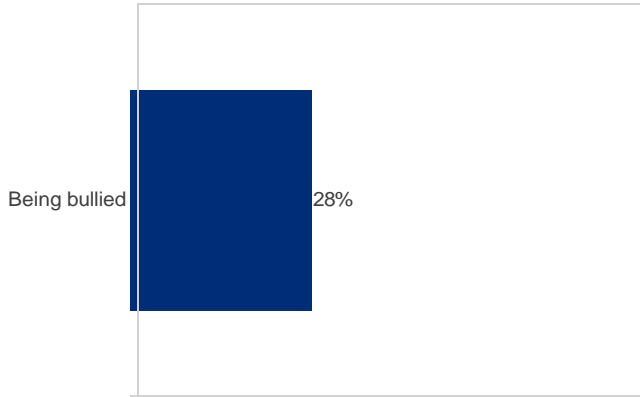
Base: National sample (1802)

What is the main thing you are looking forward to about secondary school?



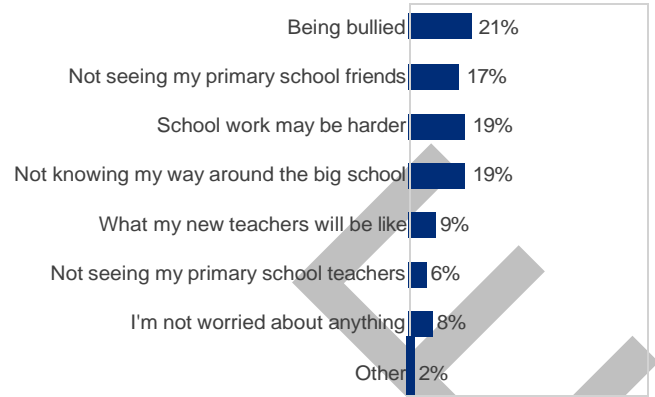
Base: National sample (1802)

What is the main thing that worries you about going to secondary school? (top answer for your school)



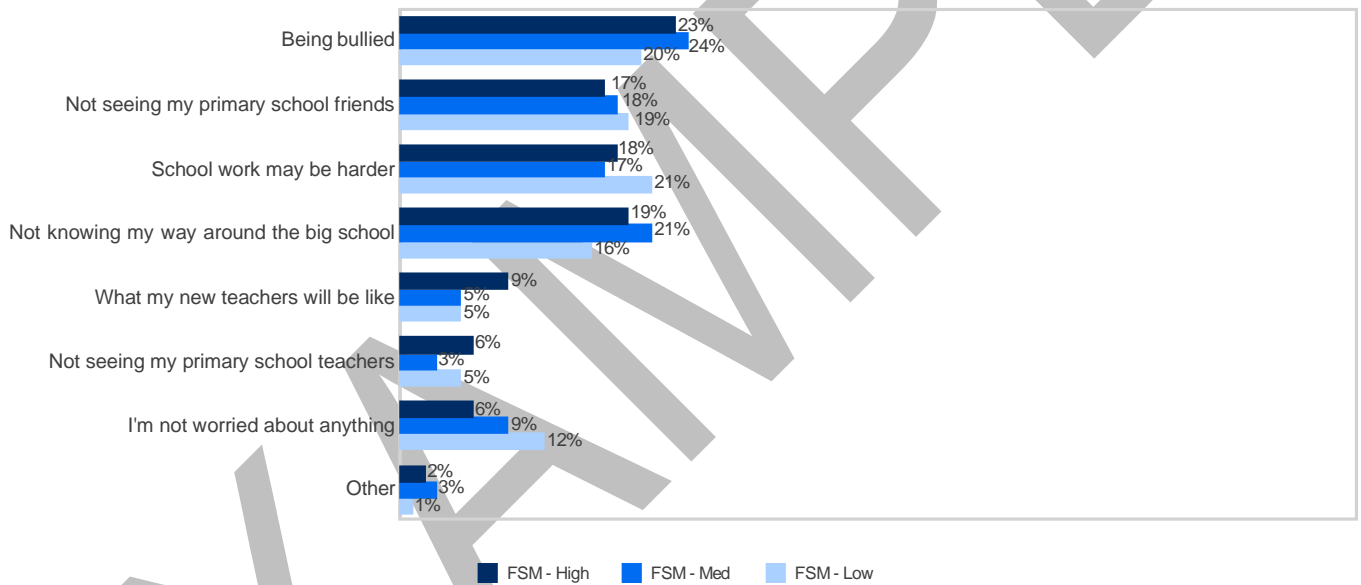
Base: School (10)

What is the main thing that worries you about going to secondary school? (All of Wales)



Base: National sample (1783)

What is the main thing that worries you about going to secondary school?



Base: National sample (1783)

How can your school support pupil transition to secondary school?

There are a wide variety of resources and toolkits available online. A few key resources are highlighted below with many more available at the Mentally Healthy Schools website here:

<https://www.mentallyhealthyschools.org.uk/resources/?SearchTerm=transition>

Guiding principles include:

1. Engage with parents and carers
2. Connect with local education settings
3. Use health & wellbeing lessons to prepare pupils

Teachers

Transition to secondary school lesson plan pack

<https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack>

Managing transitions for disabled children and SEND children

<https://www.foundationyears.org.uk/files/2015/06/Section-10-Transitions.pdf>

Transition assembly

<https://www.mentallyhealthyschools.org.uk/media/2059/transition-assembly.pdf>

Parents and Carers

Transition to Secondary School - Parent/carer guidance on supporting children with transition to secondary school.

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/schools/atschool/absence/transitiontosecondaryschool.pdf>

Children

Moving Up! The transition to secondary school

<https://www.annafreud.org/schools-and-colleges/resources/moving-up-the-transition-to-secondary-school-animation-teacher-toolkit/>

Other sources of health and wellbeing data in the UK

These additional sources of data may be useful to provide context for health action planning in your school.

<p>Good Childhood Reports https://www.childrenssociety.org.uk/the-good-childhood-report-2017</p>	<p>The Good Childhood Reports are a series of annual reports published by the Children's Society about how children in the UK feel about their lives.</p>
<p>The Millennium Cohort Study https://www.cls.ioe.ac.uk/page.aspx?sitesectionid=851#</p>	<p>The Millennium Cohort Study is a national longitudinal birth cohort study following the lives of around 19,000 children born in the UK in 2000-01. It collects information on diverse topics as parenting; childcare; school choice; child behaviour and cognitive development; child and parental health; parents' employment and education; income and poverty; housing, neighbourhood and residential mobility; and social capital and ethnicity.</p>
<p>My local school http://mylocalschool.gov.wales/?lang=en</p>	<p>See where your school sits in relation to other schools, local authority and nationally, and over time, on a range of education outcomes.</p>
<p>Sport Wales Survey http://sport.wales/research--policy/surveys-and-statistics/school-sport-survey.aspx</p>	<p>In addition to providing school-level reports for Primary and Secondary schools, Sport Wales publish data tables and a range of infographics at different levels, e.g. local authority and health board.</p>

EXAMINE

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