**Bradford Mental Health Champions Project:**

**A Report on Children and Young People’s Mental Health and**

**Emotional Wellbeing Needs Which Have Arisen from COVID-19 \***

**Introduction**

COVID-19 is a global pandemic affecting children, young people and their families across the globe. This includes impacting on their mental as well as physical wellbeing, as well as those who support them such as teachers and school staff.

In April 2020, an extensive multi-agency and multi-profession task & finish group (including young people, parents/carers and education settings) from across Yorkshire & the Humber recognised the need to proactively combine their efforts and consider what the mental health needs of children and young people *may* be as a result of COVID-19 and how to respond to these needs.

The key principles of this audit align with those in the guide and include:

* Not over-medicalising or jumping to diagnostic conclusions
* Appreciating that it is normal for children and young people to have various degrees of worry about returning to education
* Understanding that every child or young person is unique, and their needs may change over time
* Viewing the reopening of education settings from a child or young person’s perspective
* Underpinning the return to school with a whole setting approach which promotes kindness, compassion, flexibility and takes a positive psychology approach
* Building on existing strengths and skills of children, young people, parents/carers and education provision staff (for example, active listening with empathy can perform an important therapeutic function)
* Complementing existing guidance and practice
* Building on risk and protection factors for a child or young person’s mental health

In order to corroborate this, an audit was carried out across the Bradford District in order to gather a quick snapshot of children and young people’s recovery and identify any emerging concerns in school in order to inform commissioners, the LA and school leaders in relation to interventions and next steps.

**Methodology**

The audit has been completed by the Mental Health Champion, or a member of staff with an overview of Social, Emotional and Mental Health issues across the individual schools. It is intended to give an overall ‘feel’ of the emotional climate in the setting rather than an exact measure of numbers of cases. It is based on a series of child focused statements regarding coming back to school post covid-19. Emerging feedback indicates that school staff are also experiencing difficulties in relation to their emotional wellbeing. An adapted version of the audit was used to collect this data.

A 6-point Likert scale was used to gather the participant responses to the statements within the audit. The scale categories included: ‘almost all CYP (staff) feel like this’, ‘many CYP (staff) feel like

this’, ‘about half CYP (staff) feel like this’, ‘a few CYP (staff) feel like this’, and ‘hardly any/ no CYP feel like this’. The final point on the Likert scale presented the option of ‘I don’t know whether CYP (staff) feel like this’. This allowed respondents to record their feedback according to the strength of which they agreed with each statement in terms of number of CYP or staff.

The audit will be repeated at half termly intervals to provide dynamic, ongoing feedback on the responses to the pandemic, in order to shape and commission appropriate support.

**Data Analysis**

**Results**

Out of the 104schools that were sent the questionnaire, 67 completed the children and young people’s (CYP) audit (giving a 64.4% response rate). Of these, 14 also completed the staff audit. One additional school completed the staff audit (14.4% response rate), but not the CYP audit. In total, 68 schools responded to at least one audit. The questionnaires were completed by the schools’ mental health champions (MHC) which included members of staff in a variety of roles, such as pupil support workers, teaching assistants, and deputy and head teachers (see [Appendix A](#_Appendix_1:_Demographic) for further details).

The 68 schools covered a range of phases of education. Within the sample there were: 44 primary schools, 10 secondary schools, 2 secondary pupil referral units (PRUs), 2 special schools, 1 further education college, 1 joint primary and special school, and 8 joint primary schools with an early years or nursery phase.

The schools reported having a variety of sources of emotional wellbeing support. 99% reported having a mental health champion and 53% reported having a school nurse. However, two of the schools commented that the nurse was not employed to support mental health. Additionally, 71% of schools reported having at least one of the following: a commissioned counsellor, a commissioned educational psychologist, a primary mental health worker or an emotional wellbeing practitioner (see [Appendix B](#_Appendix_B:_Sources) for further details).

For all schools (except for two), demographic data was collected, including: number of Black, Asian and Minority Ethnic (BAME) students, number of students eligible for free school meals (FSM), number of students from both the top 10% and top 30% most deprived areas in terms of their index of multiple deprivation (IMD), and the IMD decile of the school. The two schools for which this data could not be obtained have been included in an overall analysis, as well as analysis by school type, but have been omitted from further specific analyses. These additional analyses look at findings with regards to demographic (in terms of proportions of BAME students), and socioeconomic status (in terms of proportions of students eligible for FSM, and IMD for both CYP proportions within the school, as well as the overall school decile). (See [Appendix C](#_Appendix_C:_Demographic) for breakdown of demographic data.)

**Children and Young People’s Audit**

**Overall Findings**

Firstly, looking at children and young people’s experience of school life and work upon returning to education after the national lockdown, 94% of the MHC reported either many or almost all the school’s students felt happy about being back. In addition, 87% highlighted many or more to be ready to get back to learning. In terms of relationships and support systems within their school, 81% of MHC reported almost all their CYP to be happy to be able to see their friends again in school.

Despite this, 57% of MHC reported only half of their students to feel confident in their ability to catch up with the work they had missed over the lockdown. Only one of the 67 schools felt almost all their pupils had this confidence.

Additionally, 93% of MHC believed many to almost all CYP to feel that their school had made changes to help them feel safe, so they did not have to worry about catching the virus in school, and 97% reported many or more students to know what they needed to do to keep safe.

In terms of how CYP have been coping with lockdown and returning to school amidst the pandemic, 77% of MHC reported around half to many of their school’s students to feel happy about the future and have a few ideas as to what it might be like for them. Furthermore, almost all (96%) MHC thought at least half of their school’s CYP were happy with the new way of doing things and able to cope with the changes made.

With regards to the CYP’s home life and families, 86% of MHC felt many to almost all students had felt safe at home and had not been mistreated over lockdown. Around half (51%) MHC reported many of their students’ families to get enough help and support at home. However, nine MHC were unsure about this.

Over the lockdown, responses to students being able to keep in touch with their friends as much as they needed to were mixed. Most (79%) reported between half and many students to have this ability, but in nine of the schools, only between hardly any and a few students were reported as having this ability. As well as this, when asked about whether their students had learnt new or different things whilst being in lockdown, responses were also mixed. Fifteen of the 67 schools (22%) reported hardly any to only a few students to have achieved this. 40% said half their CYP had learnt something new over lockdown and an additional 28% said many had.

Finally, 77% of MHC were under the impression that at least half of their school’s CYP did not have anyone in their family or close to them who had been seriously ill or died as a result of coronavirus. However, in 11 of these schools it was recorded that hardly any to just a few CYP did not know anyone whose health had been directly affected by the virus.

**Figure 1**: Percentage of MHC giving each response as to how many CYP they believed to agree with the item “I have learnt new or different things whilst being in lockdown”.

**Findings by School Type**

Generally, across school type, findings were not too dissimilar. In most cases, MHC of all education stages (nursery, primary, and secondary) reported many to almost all their CYP to be both happy about being back at school, and ready to get back to learning (nursery= 100%, 100%; primary= 94%, 87%; secondary= 90%, 80%). With the increase in education stage, more MHC rated higher proportions of CYP to know where to get help or support if they began to feel worried or upset; where they reported almost all students to feel this way in 25% nurseries, 48% primary schools, and 70% secondary schools. For special schools and PRUs, 67% and 100%, respectively, rated all their students as knowing where to find help if needed.

With regard to the students themselves, fewer MHC reported many to almost all their students to feel happy about the new way of doing things and being able to cope with the changes made as a result of the coronavirus pandemic, as age group increased (nursery= 88%, primary= 70%, secondary= 60%). This was similar regarding MHC’s opinions on their students having enough mojo to get them through whatever might happen, where lower proportions of CYP were rated as expressing this in the older age groups: 88% nursery MHC, 66% primary MHC, and 40% secondary MHC reported many to almost all students to have enough mojo upon returning to school. Of secondary MHC, 60% rated half or less to feel as though they could get though whatever might happen. Additionally, no MHC from either PRUs or special schools rated all students this way.

Whilst at home during lockdown, 77% of primary MHC and 80% of secondary MHC recorded at least half of their school’s CYP to have learnt new or different things. This contrasts to only 51% of nursery MHC and 33% of special school MHC who identified only half of their students to have learnt new things over lockdown. Both PRU respondents (100%) indicated hardly any CYP to have learnt anything new.

Almost all MHC across all settings rated many to all their students to have felt safe at home and not been mistreated (nursery= 88%, primary= 87%, secondary= 100%, PRU= 100%). This did, however, differ for special schools, where all MHC rated between half and many CYP to have felt safe at home.

**Figure 2**: Percentage of MHC who rated at least half of the children or young people at their school on the item “I have learnt new or different things whilst being in lockdown”, by type of school.

**Findings by BAME Demographic**

Across many aspects, the proportions of BAME students within schools did not show major differences in responses given by MHC. In terms of school life and work, 35% of MHC from schools with a student BAME percentage of < 25% reported many or almost all their students to feel confident in their ability to catch up with work missed over lockdown. However, of schools with ≥ 75% BAME students, only 11% of MHC reported many or more CYP to have this confidence.

**Figure 3**: Percentage of MHC who rated ‘many’ or ‘almost all’ of the children or young people at their school on the item “I am confident I will be able to catch up with missed work”, by percentage of BAME CYP within their school.

Proportions of BAME students were somewhat associated with MHC’s responses to their school’s CYP being happy about the future. Of the schools with < 25% BAME students, 96% of MHC rated half or more CYP to be happy about their future, having a few ideas as to what it might be like for them. This decreased to only 64% of MHC from schools with ≥ 75% BAME students. The percentages of MHC reporting many or more of their school’s students having enough mojo to get them through whatever might happen were similar across all schools. However, 16% of MHC from schools with the greatest proportions of BAME students (≥ 75%) reported hardly any to only a few to have this mojo.

Regarding more specifically to the CYP’s family and home lives, only 42% of MHC from schools of ≥ 75% BAME students reported many to all CYP feeling as though their family gets enough help and support at home. This contrasts against 70% from schools with < 25% BAME CYP, reporting the same numbers. Finally, there was also some difference in MHC’s opinions on whether CYP could keep in touch with their friends as much as they needed to. Only 21% of MHC from schools with ≥ 75% BAME students reported many to all students to have this ability, contrasting to 54% of MHC from schools with < 25% BAME students.

**Figure 4**: Percentage of MHC who rated ‘many’ or ‘almost all’ of the children or young people at their school on the item “I can keep up with my friends as much as I need to”, by percentage of BAME CYP within their school.

**Findings by Socioeconomic Status**

***Free School Meals***

When looking at items concerning student’s school lives, there was little difference between schools who had greater proportions of eligible FSM students (over 25%) and those who had lesser students (25% or less) eligible for this. MHC reported that many to almost all CYP knew and understood what to do in order to keep safe upon returning to school amidst the coronavirus pandemic; this was the case in 100% of schools with lesser proportions (≤ 25%), and in 90% with greater proportions (> 25%).

An area which did show a difference however, concerned sleeping and eating. Of the schools with 25% or less students eligible for FSM, 67% of MHC reported that many, or more CYP were sleeping

okay. Contrastingly, of schools with over 25% of students eligible for FSM, only 46% of MHC reported many or more CYP to be sleeping okay. Furthermore, 89% of MHC from schools with ≤ 25% CYP eligible for FSM reported many to almost all to be eating okay, compared with 73% of MHC from schools with > 25% eligible.

Some of the largest areas of disparity were on items regarding CYP’s family and home life. Of the schools with over 25% of students eligible for FSM, 79% reported that their students thought that their families were doing okay and had got along during lockdown. Only 48% of MHC from schools with over 25% eligible rated many or more students to feel this way. Similarly, of schools with lesser proportions of students being eligible for FSM, 74% of MHC reported that many or more CYP did not have anyone in their family or close to them who had been seriously ill or died due to coronavirus. Contrastingly, of the MHC from schools with greater proportions of eligible FSM students, 50% reported many or more to not know anyone whose health had been directly affected by the virus.

***Index of Multiple Deprivation***

Responses according to IMD differed slightly more. One area highlighting this was MHC’s opinions regarding students’ happiness about being back at school. Of schools with 75% or greater proportions of students in the most deprived decile, 71% of MHC reported almost all CYP were happy to be back. Yet, of the schools with less than a quarter of their students living in the 10% most deprived neighbourhoods nationally (decile 1), only 26% of MHC reported this statistic.

When assessing CYP’s home lives over lockdown, of schools with less than a quarter of children in the lowest decile, 47% of MHC reported many or more children to be able to keep in touch with their friends as much as they needed to. Yet, MHC from schools with greater proportions of deprived children reported only 14% to feel this way. Further differences were highlighted regarding the effects of level of deprivation in MHC belief that their students were eating okay. Of schools with less than a quarter of CYP in the most deprived decile, 91% reported many or more of their children to be eating okay. Whereas, of the schools with 75% or greater proportions of CYP in the most deprived decile, only 71% of MHC reported this.

In terms of the schools’ IMD deciles, 36% of MHC from schools in the lowest decile (1) reported many, to almost all of their students to feel happy about the future and have some ideas about what it might be like for them. Whereas, of those schools in the least deprived decile (10), 67% identified their students to feel this way.

**Figure 5**: Percentage of MHC who rated ‘many’ or ‘almost all’ of the children or young people at their school on the item “I can keep in touch with my friends as much as I need to”, by percentage of CYP at their school who are in the top 10% of most deprived neighbourhoods nationally.

**Discussion**

Overall, in most cases CYP were rated as being happy to be back at school. This was most influenced by IMD, where in more deprived schools, MHC tended to rate higher percentages of students to be happy to be back and to be able to see their friends again. As age increased, from nursery through to secondary school, MHC often reported fewer CYP to have enough mojo and be able to deal with changes made as a result of coronavirus. MHC reports across schools with varying proportions of BAME children and those eligible for FSM did not greatly differ across the whole audit. However, slight disparities were found across schools with differing percentages of BAME students regarding student’s school and home lives. Both measures of socioeconomic status were primarily associated with MHC’s opinions on their students’ home lives, where responses to these items tended to differ more than those on school life and work.

**Staff Audit**

**Overall Findings**

Across all schools, 87% of MHC reported that many to almost all their staff were happy to be back at school. Additionally, 47% of schools reported that almost all of their staff members felt ready to get back to teaching.

Only 7% of the responding schools reported that almost all of their staff felt confident in their students’ ability to catch up with missed work. Contrastingly, 20% reported only a few staff members had this confidence in their students.

Referring more specifically to the staff themselves, six out of the 14 MHC reported that many of their staff felt happy about the future and had a few ideas of what it might be like for them, with three schools reporting almost all of their staff felt this way. Furthermore, across the sample of schools, 68% rated half or more of their staff to feel as though they had enough mojo to get them through whatever might happen.

Finally, with regard to the staff’s family and home lives, 71% of MHC identified that almost all of their staff members felt safe at home and had not been mistreated during the lockdown. Additionally, 87% of the schools’ MHC reported that half, or more staff felt that they had learnt new or different things whilst being in lockdown. Moreover, 10 out of the 14 schools’ MHC thought that many, to almost all their staff members received enough help and support at home.

**Findings by School Type**

The MHC from the two secondary schools that responded to the questionnaire reported that almost all their staff felt that their school had made changes to make them feel safe, and they did not worry too much about catching coronavirus. Three of the 12 primary schools also reported this result. The one MHC from the PRU setting suggested that many of their staff felt that these changes had been made and did not worry too much.

When reflecting on the staff members themselves, of the staff working in primary schools, two thirds of the MHC reported that many of their staff felt happy with the new way of doing things and could cope with the changes caused by coronavirus. The PRU reported that about half of their staff felt this way, and the feedback from the secondary schools was mixed, ranging from about half, to almost all staff members feeling that they were happy with the new way of doing things and could cope with the changes.

Regarding home life and family, the MHC for the PRU reported that many of their staff felt that they were able to keep in touch with their friends as much as they needed to. 20% of primary schools also reported this result, yet a further 20% of the responding primary schools reported that only a few of their staff members felt this way. In both secondary schools however, MHC reported that almost all their staff felt that they were able to keep in touch with their friends as much as they needed to.

**Findings by BAME Demographic**

Generally, proportions of BAME students within schools did not seem to be largely associated with MHC responses in terms of the staff audit.For schools with 75% or greater numbers of BAME students, MHC reported that almost all their staff knew and understood what they needed to do in school to keep safe. Of the schools with around half (47-57%) BAME students, it was reported that many, or almost all staff also felt this way. This result was also evident in six responding schools who had less than 25% BAME students, where three schools suggested that almost all their staff understood what to do to keep safe

One area which showed generally positive feedback from MHC was in response to knowing where to get help and support. Regardless of the proportion of BAME students, across all schools, MHC reported that many, to almost all staff knew where to get help or support if they started to feel worried or upset.

One area where the schools’ BAME percentage can be seen to be associated with MHC responses was to whether they thought their school’s staff were happy about the changes made as a result of the coronavirus pandemic. Of schools with 75% or greater BAME students, the majority (2/3) reported that almost all their staff felt this way. However, all schools with less than 25% BAME students reported that many of their staff felt this way.

**Findings by Socioeconomic Status**

***Free School Meals***

All MHC from schools with 30% or greater numbers of students accessing FSM reported that many of their staff members felt confident that their students would be able to catch up with work missed as a result of the lockdown. Conversely, of the 10 schools with less than 30% of children accessing FSM, six MHC reported that only a few, to about half of their teaching staff felt this way.

Furthermore, regarding the personal lives of the staff, of the four schools with over 30% FSM students, three reported that many of their staff felt as though they were eating okay, with the final school suggesting that a few of their staff felt this way. Responses from MHC from schools with lower percentages of FSM students tended to vary more; four schools reported that they felt almost all of their staff were eating okay, and a further four schools suggested that about half, to many of their staff felt this way. The remaining two replied as being unsure.

Finally, MHC from schools with 30% or greater proportions of students on FSM reported that many, or almost all their staff members’ families got enough help and support at home. One third of schools who responded with a lesser percentage of children accessing FSM replied to this statement as ‘unsure’, with the remaining reporting many, to almost all their staff’s families as receiving enough support.

***Index of Multiple Deprivation***

Overall, index of multiple deprivation (IMD) did not seem to have a large association with responses to the staff audit. In the schools with 50% or greater students who fall into the top 10% most deprived neighbourhoods nationally (according to their IMD decile score), responses regarding staff’s personal lives showed that generally (in 5 out of the 6 cases), almost all staff felt that they had been safe at home and had not been mistreated during the lockdown. This was also evident for schools who had less than 50% of students in this decile, whose MHC responded either as ‘unsure’, or that almost all their staff felt this way.

With respect to family and home lives of the school staff, MHC from schools with over 50% of students in the top 30% of most deprived small areas nationally, half of the responding schools reported that their staff members felt as though they had got enough help and support at home. The schools with less than 50% of students in this decile however, replied with mixed results, mainly responding as unsure, or that many of their staff felt this way.

**Discussion**

Overall, some factors were more strongly associated to the staff audit than others, however none were particularly profound. For example, the phase of education that staff work in; in secondary schools almost all staff members felt safe during their work and did not worry too much about catching coronavirus. Yet for the PRU, and a large proportion of primary schools, only many staff felt this way, representing a small difference in MHC responses across school settings.

Additionally, proportions of BAME students within educational settings and the responses given to the staff audit did not seem to be greatly linked either. Though, socioeconomic status did seem to have an influence on the audit; staff members who taught higher percentages of students accessing FSM seemed to have more confidence in their student’s ability to catch up with missed work. IMD decile statistics however, had little overall association.

**Limitations**

This audit was based on the views of MHC, meaning the results are not an accurate measure of each CYP or staff member, but rather an overall view of the school as rated by this one individual. Opinions of MHC may have been influenced by several factors, including their own wellbeing and how they have found dealing with the pandemic. This may have caused some biases within responses, where in part they may be reflective of their own personal experiences. Additionally, there may have been some inherent bias relating to BAME or IMD factors, where MHC’s responses may have been influenced by knowledge of their school’s demographics.

**Feedback**

Any feedback or queries about this audit or its findings should be addressed to:

**Queries about the design and implementation of the audit:**

Mental Health Champions: MHChampions@bradford.gov.uk

**Queries about the data analysis**

Centre For Applied Educational Research: Lydia Briggs Lydia.Briggs@bthft.nhs.uk

**Appendices**

##

## **Appendix A**: Job Roles of Mental Health Champions

|  |  |
| --- | --- |
| Role of Mental Health Champion | Number of Schools |
| Support Worker (pupil/ parent/ family) | 5 |
| Head/ Deputy Head/ Assistant Head Teacher | 10 |
| Teacher | 6 |
| Teaching Assistant | 8 |
| Learning Mentor (pupil/ family) | 4 |
| Member of Learning Support Team | 2 |
| Parental Involvement Worker | 3 |
| Member of Inclusion Team | 7 |
| SENCO | 2 |
| Welfare Officer | 2 |
| Other | 19 |

## **Appendix B**: Sources of Emotional Wellbeing Support

|  |  |
| --- | --- |
| Source of Emotional Wellbeing Support | Number of Schools with this Source of Emotional Wellbeing Support |
| Mental Health Champion | 67 |
| School Nurse | 36 |
| Commissioned Counsellor | 19 |
| Commissioned Educational Psychologist | 37 |
| Primary Mental Health Worker | 5 |
| Emotional Wellbeing Practitioner | 11 |
| Other | 25 |

## **Appendix C**: Demographic Data for the Schools

 *Black, Asian and Minority Ethnic Demographics*

|  |  |
| --- | --- |
| Proportion of BAME CYP | Number of Schools with this Proportion of BAME Students |
| 0 – 24% | 26 |
| 25 – 49% | 10 |
| 50 – 74% | 10 |
| 75 – 100%  | 20 |

 *Eligibility of Free School Meals*

|  |  |
| --- | --- |
| Proportion of CYP Eligible for FSM | Number of Schools with this Proportion of Students Eligible for FSM |
| 0 – 24% | 42 |
| 25 – 49% | 23 |
| 50 – 74% | 1 |
| 75 – 100% | 0 |

 *Index of Multiple Deprivation of Schools*

|  |  |
| --- | --- |
| IMD Decile | Number of Schools within this IMD Decile |
| 1 (most deprived nationally) | 25 |
| 2 | 12 |
| 3 | 8 |
| 4 | 3 |
| 5 | 3 |
| 6 | 5 |
| 7 | 5 |
| 8 | 2 |
| 9 | 1 |
| 10 (least deprived nationally) | 3 |

 *Index of Multiple Deprivation of Children and Young People*

|  |  |
| --- | --- |
| Percentage of CYP in the 10% Most Deprived Neighbourhoods Nationally | Number of Schools with this Percentage of CYP in the 10% Most Deprived Neighbourhoods |
| 0 – 24% | 23 |
| 25 – 49% | 13 |
| 50 – 74% | 14 |
| 75 – 100% | 16 |

**Appendix D**: Frequency of Responses for the Children and Young People’s Audit

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question | Almost All | Many | About Half | A Few | Hardly Any | Unsure |
| Q1. I’m happy about being back at school. | 32 (48%) | 31 (46%) | 4 (6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q2. I feel ready to get back to learning. | 14 (21%) | 44 (66%) | 6 (9%) | 2 (3%) | 0 (0%) | 1 (1%) |
| Q3. I am confident I will be able to catch up with missed work. | 1 (1%) | 17 (25%) | 38 (57%) | 4 (6%) | 1 (1%) | 6 (9%) |
| Q4. School has made changes so I feel safe and don't worry too much about catching coronavirus. | 22 (33%) | 40 (60%) | 4 (6%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q5. I know and understand what I need to do in school to keep safe. | 34 (51%) | 31 (46%) | 2 (3%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q6. I am happy that I can see my friends again in school. | 54 (81%) | 11 (16%) | 1 (1%) | 1 (1%) | 0 (0%) | 0 (0%) |
| Q7. People at school understand that no-one is to blame for coronavirus happening. | 26 (39%) | 31 (46%) | 4 (6%) | 0 (0%) | 1 (1%) | 5 (7%) |
| Q8. If I started to feel worried or upset, I know where I could get help or support. | 34 (52%) | 23 (35%) | 7 (11%) | 0 (0%) | 0 (0%) | 1 (2%) |
| Q9. I'm happy about the future and have a few ideas about what it might be like for me. | 2 (3%) | 31 (46%) | 21 (31%) | 4 (6%) | 2 (3%) | 7 (10%) |
| Q10. I am happy about the new way of doing things, and I can cope with the changes caused by coronavirus and lockdown. | 9 (13%) | 37 (55%) | 19 (28%) | 2 (3%) | 0 (0%) | 0 (0%) |
| Q11. I am sleeping okay. | 7 (10%) | 34 (51%) | 16 (24%) | 2 (3%) | 1 (1%) | 6 (9%) |
| Q12. I am eating okay. | 12 (18%) | 44 (66%) | 8 (12%) | 1 (1%) | 0 (0%) | 2 (3%) |
| Q13. I feel I have enough mojo to get me through whatever might happen. | 6 (9%) | 35 (52%) | 17 (25%) | 3 (4%) | 1 (1%) | 5 (7%) |
| Q14. I feel safe at home and have not been mistreated. | 21 (31%) | 37 (55%) | 5 (7%) | 1 (1%) | 0 (0%) | 3 (4%) |
| Q15. I have learnt new or different things whilst being in lockdown. | 4 (6%) | 19 (28%) | 27 (40%) | 10 (15%) | 5 (7%) | 2 (3%) |
| Q16. I can keep in touch with my friends as much as I need to. | 4 (6%) | 23 (34%) | 30 (45%) | 7 (10%) | 2 (3%) | 1 (1%) |
| Q17. My friends and family are fit and well and safe from coronavirus | 9 (13%) | 35 (52%) | 19 (28%) | 2 (3%) | 1 (1%) | 1 (1%) |
| Q18. I think my family are doing okay and have got along during lockdown. | 3 (5%) | 41 (62%) | 17 (26%) | 1 (2%) | 0 (0%) | 4 (6%) |
| Q19. No one in my family or very close to me has been seriously ill or died due to coronavirus. | 12 (18%) | 31 (46%) | 9 (13%) | 6 (9%) | 5 (7%) | 4 (6%) |
| Q20. My family gets enough help and support at home. | 5 (7%) | 34 (51%) | 16 (24%) | 3 (4%) | 0 (0%) | 9 (13%) |

*Numbers represent: the number of schools who gave the given response to the audit item (percentage of schools giving this response rounded to nearest whole number)*

**Appendix E**: Frequency of Responses for the Staff Audit

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Question | Almost All | Many | About Half | A Few | Hardly Any | Unsure |
| Q21. I’m happy about being back at school. | 6 (40%) | 7 (47%) | 2 (13%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q22. I feel ready to get back to teaching. | 7 (47% | 6 (40%) | 2 (13%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q23. I am confident my students will be able to catch up with missed work. | 1 (7%) | 7 (47%) | 4 (27%) | 3 (20%) | 0 (0%) | 0 (0%) |
| Q24. School has made changes so I feel safe and don't worry too much about catching coronavirus. | 5 (33%) | 7 (47%) | 3 (20%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q25. I know and understand what I need to do in school to keep safe. | 10 (67%) | 4 (27%) | 1 (7%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q26. I am happy that I can see my colleagues again in school. | 11 (73%) | 2 (13%) | 2 (13%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q27. People at school understand that no-one is to blame for coronavirus happening. | 10 (71%) | 1 (7%) | 1 (7%) | 0 (0%) | 0 (0%) | 2 (14%) |
| Q28. If I started to feel worried or upset, I know where I could get help or support. | 9 (60%) | 6 (40%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q29. I'm happy about the future and have a few ideas about what it might be like for me. | 3 (20%) | 6 (40%) | 5 (33%) | 1 (7%) | 0 (0%) | 0 (0%) |
| Q30. I am happy about the new way of doing things, and I can cope with the changes caused by coronavirus and lockdown. | 2 (13%) | 8 (53%) | 5 (33%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Q31. I am sleeping okay. | 3 (20%) | 5 (33%) | 4 (27%) | 1 (7%) | 0 (0%) | 2 (13%) |
| Q32. I am eating okay. | 4 (27%) | 6 (40%) | 2 (13%) | 1 (7%) | 0 (0%) | 2 (13%) |
| Q33. I feel I have enough mojo to get me through whatever might happen. | 2 (13%) | 5 (33%) | 5 (33%) | 1 (7%) | 0 (0%) | 2 (13%) |
| Q34. I feel safe at home and have not been mistreated. | 10 (71%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (29%) |
| Q35. I have learnt new or different things whilst being in lockdown. | 5 (33%) | 7 (47%) | 1 (7%) | 0 (0%) | 0 (0%) | 2 (13%) |
| Q36. I can keep in touch with my friends as much as I need to. | 5 (33%) | 4 (27%) | 2 (13%) | 3 (20%) | 0 (0%) | 1 (7%) |
| Q37. My friends and family are fit and well and safe from coronavirus | 3 (20%) | 6 (40%) | 4 (27%) | 0 (0%) | 0 (0%) | 2 (13%) |
| Q38. I think my family are doing okay and have got along during lockdown. | 4 (27%) | 4 (27%) | 4 (27%) | 0 (0%) | 0 (0%) | 3 (20%) |
| Q39. No one in my family or very close to me has been seriously ill or died due to coronavirus. | 5 (36%) | 6 (43%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (21%) |
| Q40. My family gets enough help and support at home. | 5 (36%) | 5 (36%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (29%) |

*Numbers represent: the number of schools who gave the given response to the audit item (percentage of schools giving this response rounded to nearest whole number)*