**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 health 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 and 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 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 the number 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**

This report outlines the findings of a fourth questionnaire completed by schools’ mental health champions (MHC) in order to gage understanding of whether pupils’ attitudes had changed or stayed consistent throughout the COVID-19 Pandemic. Out of the 104 schools that were sent the questionnaire, 50 completed the children and young people’s (CYP) audit (48% response rate). The staff audit was also completed by 41 of these (39% response rate). The schools’ MHC included members of staff in a variety of roles, such as learning and wellbeing mentors, pastoral managers, head teachers and classroom teachers (see [Appendix A](#_Appendix_A:_Job) for further details).

Within the sample there were 41 primary schools including five with a joint early years or nursery phase. There were also seven secondary schools, one special school and one tertiary (Sixth Form) school.

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 the 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. (See [Appendix B](#_Appendix_B:_Demographic) for breakdown of this demographic data).

Some schools left detailed comments on how they felt their CYP and staff were currently coping, as well as about some of the things they had been doing to support the return to schooling. Regarding CYP, one school’s MHC stated “many of the children are happy to be back” and that they have “enjoyed being back with their friends and settling back into a routine”. Another school’s MHC reported that they could “see and feel a really positive vibe throughout school” and that every child coming in walks in “with a smile ready to learn”. Contrastingly, other schools identified issues with children returning. For example, one school identified behavioural problems, and another noticed how more, “mostly emotional” needs seemed to be rising.

Regarding staff, one MHC felt that their school’s staff were able to “get to grips” with the new way of doing things, quickly adapting to change, and that they “all have managed very well”. However, a different school reported how they felt “staff are really struggling” due to the lack of adult support in classrooms and “feeling the pressure of media and government initiatives of ‘catching up’”. A couple of the schools additionally noted how they have been trying to promote “positive wellbeing” via the environment created by teachers or setting up specific “wellbeing days” for both at school and at home.

**Children and Young People’s Audit**

**Overall Findings**

At the fourth time point, 94% of schools’ MHC reported many to almost all of their students to be happy to be back at school after the third national lockdown. The remaining three schools reported about half of their school pupils to feel this way. Additionally 98% of MHC thought that many to almost all of their pupils were happy to be able to see their friends again upon their return to school. Despite this, only 40% of schools reported many to all their students to feel confident in their ability to catch up with missed work. A further 38% reported only about half of their pupils to have this confidence. This slightly decreased from the third time point where 46% reported many to almost all, and 46% reported about half of their pupils to feel this way.

Regarding how students felt about the new way of doing things and being able to cope with the changes caused by coronavirus and the lockdown, 78% of MHC thought that about half to many were happy about this (a slight increase from the third time point, where 69% MHC reported this result). A further 10% of MHC at this time recorded almost all of their pupils to feel happy about this. In addition, 90% of MHC felt that about half to almost all of their schools’ CYP had enough mojo to get them through whatever might happen (similar to the previous audit where 85% of MHC reported this same answer).

Finally, thinking about the home lives of their schools’ pupils, 88% of MHC reported many to all to feel safe at home and not be mistreated. Furthermore, 70% felt that many to almost all of their CYP’s families get enough help and support at home.

**Findings by School Type**

Looking at MHC’s opinions on their CYP returning to school with regards to the school phase, 81% of primary school MHC rated many to almost all pupils to feel ready to get back to learning. Among the secondary and tertiary phases, 75% felt that many of their pupils were ready to learn again. However, no MHC from secondary or tertiary phases rated almost all students to be ready. The special school felt that about half of their pupils were ready to get back into learning. Despite quite high numbers of schools thinking their pupils felt ready to return to school, only 47% primary school MHC, and 13% secondary and tertiary MHC felt that many to almost all of their CYP were confident in their ability to catch up with missed work. Most secondary school MHC (63%) felt that around half of their CYP had this confidence, and one thought that hardly any did.

In response to the item “I’m happy about the future and have a few ideas about what it might be like for me”, 56% of primary school MHC rated many to almost all of the schools’ pupils to feel this way. A further 27% felt that about half of their pupils did. From secondary and tertiary phase schools, 51% MHC rated many to almost all students to feel this way, with an additional 38% thinking about half did. However, the MHC from the special school only rated a few CYP to feel this way. In terms of being able to cope with the changes caused by coronavirus and lockdown, 87% of primary school MHC rated about half to almost all pupils as being able to cope (similar to the third time point where 92% primary school MHC reported the same result). 88% of secondary and tertiary MHC also reported about half to almost all pupils to be able to cope with the changes, and the special school MHC felt that around half of their pupils could.

More specifically regarding the CYP’s home lives, 91% of primary school MHC rated around half or more of their pupils to feel as though they could keep in touch with their friends as much as they needed to over lockdown (similar to the 92% who reported the same in the third audit). Additionally, 88% of secondary and tertiary school MHC also felt that about half to almost all their students could keep in contact with their friends as much as they needed. However, the special school felt that only a few of their pupils had this ability. In terms of the schools’ CYP’s families, 95% of MHC from primary schools, and 100% from secondary schools rated half to all to be doing okay and having got along during the lockdown. The special school rated many of their CYP’s families to be doing okay.

**Findings by BAME Demographic**

When looking at the fourth audit responses in association with school proportions of BAME students, there are not many major differences. For example, when comparing those schools with < 25% BAME CYP and those with ≥ 75% BAME, 100% MHC from both categories rated many to almost all of their school’s CYP to know and understand what they need to do in school in order to keep safe. The same result was identified at the third time point. Similarly, 95% of MHC from schools with < 25% BAME CYP and 92% from schools with ≥ 75% BAME CYP reported that many to almost all of their pupils would know where to get help or support if they began to feel worried or upset. Again, this was similar to the previous time point, where 100% of MHC from both categories reported the same result.

Furthermore, there were also little differences when it came to thinking more specifically about the CYP themselves. For example, 56% MHC from schools with < 25% BAME and 54% MHC from schools with ≥ 75% BAME CYP rated many or more pupils to feel happy about the future and have a few ideas as to what it might be like for them. However, this does differ to the previous audit where 85% MHC from schools with < 25% and 67% MHC from schools with ≥ 75% BAME pupils recorded this same outcome.

Finally, some slight differences can be seen when looking into the home lives of the CYP. Of schools with < 25% BAME population, 56% of their MHC rated many to almost all pupils to have learnt something new over lockdown. Contrastingly, at the previous time point 71% MHC from this category recorded this result. Furthermore, only 39% of MHC from schools with ≥ 75% BAME population reported this. In addition, a slight difference can be seen in terms of MHC opinions on whether their CYP’s friends and families are well and safe from coronavirus; 79% of MHC from schools with < 25% BAME and 69% of MHC from schools with ≥ 75% BAME pupils thought that many to almost all felt this way.

**Figure 1**: Percentage of MHC who rated ‘Many’ or ‘Almost All’ of the children or young people at their school on the item “I have learnt new or different things whilst being in lockdown”, by percentage of BAME CYP within their school. Comparisons are shown to the third time point.

**Findings by Socioeconomic Status**

***Free School Meals***

When comparing answers given by MHC from schools with < 25% pupils eligible for FSM and those with ≥ 25% eligible, there are not too many disparities. For example, 94% of MHC from schools with < 25% FSM eligible and 93% of MHC from schools with ≥ 25% FSM eligible rated many to almost all of their pupils to feel safe around school due to the changes made so that they do not need to worry too much about catching coronavirus. Additionally, on the audit item “I am happy that I can see my friends again in school”, 97% of MHC from schools with < 25% pupils eligible for FSM, and 100% from schools with ≥ 25% eligible reported many to almost all of their pupils to feel this way.

In terms of whether or not MHC felt their school’s CYP were sleeping okay, 45% from schools with < 25% FSM eligible rated this to be true for many or more of their pupils. An additional 39% of MHC from this category felt that around half of their pupils were sleeping okay. Similarly, 47% of MHC from schools with ≥ 25% students eligible for FSM rated many or more to be sleeping okay, with an additional 27% rating about half to be sleeping okay. A slight difference can be seen in whether MHC thought their CYP were eating okay; 73% of MHC from schools with < 25% eligible for FSM, and 54% of MHC from schools with ≥ 25% eligible rated many or more of their pupils to be eating okay.

**Figure 2**: Percentage of MHC who rated ‘Many’ or ‘Almost All’ of the children or young people at their school on the item “I am eating okay”, by percentage of CYP eligible for FSM within their school. Comparisons are shown to the second and third time points.

There also weren’t many differences between FSM eligibility proportions with respect to CYP home life. For example, of those MHC from schools with < 25% pupils eligible for FSM, 90% rated about half to almost all to not know anyone in their family or close to them who had been seriously ill or died due to coronavirus. 86% of responding MHC from schools with ≥ 25% FSM eligibility gave the same response. This did, however, slightly decrease in both cases from the 100% of MHC at the third time point who rated half to almost all of their CYP to not know anyone who had been seriously affected by the virus.

***Index of Multiple Deprivation***

A few slight differences can be seen when it comes to comparing those schools with less than 25% pupils who fall within the top most deprived IMD decile nationally, and those schools with 75% or greater numbers of pupils within this decile. Regarding school life, 85% of MHC from schools with < 25% CYP in the most deprived decile rated about half to almost all of their pupils to be confident in their ability to catch up with missed work. However, of those schools with ≥ 75% CYP in this decile, 71% of MHC gave this same answer. In addition, 95% of MHC from schools with < 25% in decile 1 reported that many to almost all of their CYP felt safe at school, not having to worry too much about catching coronavirus due to the changes school had made upon their return. Of schools with ≥ 75% CYP in decile 1, this percentage of MHC giving this result was 86%.

With respect to the CYP themselves; whether they felt happy about the new way of doing things and could cope with the changes caused by coronavirus, 63% of MHC from schools with < 25% CYP in decile 1 rated many or more to feel this way. Not too contrastingly, 57% of MHC from schools with ≥ 75% CYP in this decile gave the same result. On the item “I feel I have enough mojo to get me through whatever might happen”, 58% of MHC from schools with < 25% CYP in decile 1 reported many to almost all to feel this way. Of those MHC from schools with ≥ 75% CYP in decile 1, 43% gave these answers.

Regarding the home lives of the CYP over the pandemic, 50% of MHC from schools with < 25% CYP in the most deprived decile rated many to almost all of their students to have been able to keep in touch with their friends as much as they needed to. However, only 29% of MHC from schools with ≥ 75% CYP in this decile rated many of their students this way. No MHC from this category gave the answer ‘almost all’. Thinking about whether their CYP’s families get enough help and support at home, 79% of MHC from schools with < 25% CYP in decile 1 rated many to almost all this way. On the contrary, of those MHC from schools with ≥ 75% CYP in decile 1, only 43% reported this same result.

**Figure 3**: 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 within their school who live in the top most deprived decile (in terms of IMD).

**CYP Discussion**

Generally, MHC reported their CYP as being happy to return to school and see their friends again after the third national lockdown. However, similarly to the previous audit, there was not a high rating of confidence across schools in their students’ ability to catch up with missed work. This applied to all phases of education. In terms of demographics, not too many differences were identified between groups. Some slight differences were seen in some items regarding home life with respect to BAME school proportions, and there was also a difference in whether pupils were eating okay with respect to proportions of FSM eligibility. A few more small differences were seen when comparing schools with different proportions of students who fall into the most deprived IMD decile, such as being able to keep in touch with friends over lockdown. Overall, there were a few slight differences to the previous audit, although for the most part similar trends were seen.

**Staff Audit**

**Overall Findings**

The questionnaire which looked into staff experiences reported that 90% of MHC felt many to almost all of their staff were happy to be back at school. This result shows a 6% rise since the last time this data was collected, demonstrating a trend of increase from previous reports. Similarly, little differences were seen in response to the statement “I feel ready to get back to teaching”, where 90% of MHC thought many or almost all of their staff felt this way; this shows only a small decrease from the first and second audits (95% and 92% respectively). Further similarities can be seen again from previous audits in MHC responses to staff's confidence in their student’s ability to catch up with missed work. 44% reported that many to almost all of their staff had this confidence. Response to this statement has shown a steady decrease from the previous audit, 46%, and the one before of 50%.

When focusing particularly on the staff themselves, 71% of MHC suggested that many or almost all of their staff members felt happy about the future and had a few ideas of what it might be like for them; increasing from the previous report. A decrease in the many/ almost all response however, can be seen to the statement “I am eating okay”. 71% of MHC reported that many or almost all of their staff would agree with this statement, in the previous report this response was at 93%. Again, 71% of MHC responded that many to almost all of their staff felt they had enough mojo to get them through whatever might happen; this is similar to the response in the last report.

Finally, on closer inspection of the family and home lives of staff, 88% of MHC suggested that many or almost all of their staff had felt safe at home during the lockdown and had not been mistreated. This statistic has decreased from the previous audit where all MHC responded this way; and also a decrease from the one before this. Additionally, 75% of schools responded that many to almost all of their staff thought their family were doing okay and had got along during the lockdown. This shows another decrease since the previous time point when this data was collected (92%).

**Findings by School Type**

The majority of areas showed little difference in MHC responses when taking into account school type. 100% of responding schools reported that many or almost all their staff knew and understood what they needed to do in school to keep safe, showing little association of phase; this is the same statistic as the previous report. 94% of MHC from primary schools reported that many to almost all their staff would know where to get help or support if they started to feel worried or upset. Similarly, 100% of secondary education MHC, as well as the special and tertiary schools, responded this way.

Small differences can be seen in response to the statement “I feel happy about the new way of doing things, and I can cope with the changes caused by coronavirus and lockdown’. For primary education, 68% of MHC reported almost all or many of their staff would agree with this statement, showing a small decrease from the third time point (73%). However, for secondary schools, 80% of MHC responded in this way. Dissimilarly, the one responding special school reported about half of their staff felt this way and the tertiary school provided an unsure response.

92% of the responding primary school MHC reported that many to almost all of their staff members felt safe at home and had not been mistreated, with the remaining three schools replying as unsure. Similarly, 100% of secondary schools gave the response of many to almost all. Responses to this section were similar to the previous time points when this data was collected.

**Findings by BAME Demographic**

Likewise, the pupil BAME demographic was not largely associated with MHC responses, only small differences were found. Of schools with < 25% BAME pupils, 80% of MHC reported that many to almost all of their staff felt ready to get back to teaching. This item response shows a small decrease from the previous two audits where responses were 86% and 100%, respectively. However, all schools with ≥ 75% BAME pupils felt that almost all or many of their staff felt this way. In response to knowing where to get help or support if they feel worried or upset, 95% of MHC from schools with a < 25% BAME demographic reported that many or almost all of their staff would know where to go to get this support. Similarly, 91% of ≥ 75% BAME schools also reported this result. This demonstrates an increase since the previous time point where only 67% of MHC thought staff would know where to access this support.

When inspecting more specifically on staff’s home lives, once again, results were similar to previous audits. 70% of schools with < 25% BAME students reported that many to almost all of their staff had learnt new or different things during the lockdown. 73% of responding schools ≥ 75% BAME pupils also reported this statistic.

**Findings by Socioeconomic Status**

***Free School Meals***

Overall, FSM pupil percentage had very little association with audit responses. Similar results from the previous audit were found in response to the statement “I feel happy about the new way of doing things, and can cope with the changes caused by coronavirus and lockdown”, regardless of the FSM percentage. Of schools with < 25% of FSM eligible students, 70% of MHC reported that many to almost all of their staff would agree with the statement. The remaining responses were mixed with 19% suggesting about half would feel this way and the last 12% reporting only a few. Of the schools with ≥ 25% FSM eligible students, nine out of the 11 responding MHC also reported many to almost all of their staff to feel this way (69%). The remaining two schools thought that hardly any of their staff felt this way. The previous audit reported 70% and 67% for the respective categories.

Small disparities can however be seen when considering the personal lives of staff. Of the schools with < 25% students accessing FSM, 73% of MHC reported that many to almost all of their staff were sleeping okay. This is similar to the same response in the previous audit (70%). However, of schools with ≥ 25% FSM eligible students, 62% reported this response. Whilst a small association of FSM percentage can be seen in response to this area, there is a noticeable difference since the last time this data was collected, where of schools with ≥ 25% students accessing FSM, only 33% of MHC reported that many to almost all their staff were sleeping okay.

Of schools with < 25% of eligible FSM pupils, 77% responded that many to almost all of their staff felt that their friends and family were fit, well and safe from coronavirus. Similarly of the schools with ≥ 25% students accessing FSM, 77% responding MHC gave the same response. A change since the last audit can be seen here where only 33% of schools with < 25% FSM eligible pupils responded the same way, and 90% of MHC from schools with ≥ 25% of students eligible for FSM reported that many, to almost all their staff agreed with this statement.

***Index of Multiple Deprivation***

IMD also seemed to demonstrate associations in particular areas within MHC responses to the staff audit. Of schools with < 25% of students living in the top three most deprived deciles nationally, MHC perceptions of staff confidence in their students’ ability to catch up with missed work suggested that only 45% of MHC thought many to almost all of their staff would agree with this statement. This differs from the previous audit where 80% of MHC reported that many to almost all their staff had this confidence. Similarly of the schools with ≥ 75% of students in deciles 1 to 3, 48% reported the same response. This also differs from the previous point this data was collected (33%).

One area where the percentage of students in deciles 1 to 3 seemed to be associated with MHC responses in this audit was when responding to the statement “I feel happy about the new way of doing things and can cope with the changes caused by coronavirus”. 82% of MHC from schools with < 25% of students living in these deciles reported that many to almost all of their staff would agree with the statement. Dissimilarly, only 57% of responding MHC from schools with ≥ 75% students at this level of deprivation reported the same result (with 10% of MHC responding that hardly any or a few of their staff would agree with the statement). This is a similar association to the previous time point, however, overall general agreement with the statement did decline.

**Figure 4**: Percentage of MHC who rated ‘Many’ or ‘Almost All’ of the staff at their school on the item “I feel happy about the new way of doing things, and I can cope with the changes caused by coronavirus and lockdown”, by percentage of CYP within their school who live in the top three most deprived deciles nationally (in terms of IMD). Comparisons are shown to the third time point.

When focussing more on the family and home lives of the school staff, all responding MHC from schools with < 25% of students in the three most deprived deciles reported that many to almost all their staff had not experienced anyone in their family or close to them be seriously ill or die due to coronavirus. This is similar to the previous time point. Furthermore, of schools with ≥ 75% students in the same deciles, only 60% of MHC responded this way.

A difference can also be seen in response to the statement “I think my family are doing ok and have got along during lockdown”, where of schools with < 25% of students in the top three most deprived deciles, 82% of MHC reported many or almost all of their staff to agree with the statement, yet on 66% of schools with ≥ 75% students in the same deciles responded in the same way.

**Discussion**

Conclusively, the majority of MHC who responded to the audit thought their staff were happy to be back at school; more so than in previous reports. Only small differences from the last audit were seen in response to items such as, “I feel ready to get back to teaching”, and “I am confident my students will be able to catch up with missed work”, where MHC responses when reporting many or almost all of their staff to agree with the statements only slightly changed. In this report, pupil demographics appeared to have only small associations with MHC responses on the staff audit.

School type, BAME demographic and FSM percentage demonstrated only a slight association on item responses, whereas IMD decile showed a few more differences. For example, feeling happy and coping with the changes caused by coronavirus differed between schools with < 25% of their student population in the top three most deprived deciles nationally and those with ≥ 75% of students in the same decile. A difference in response between IMD categories was also found regarding staff family and home lives.

**Limitations**

The 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 responses may have been influenced by knowledge of their school’s demographics.

**Appendices**

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

|  |  |
| --- | --- |
| Role of Mental Health Champion | Number of Schools |
| Support Worker (pupil/ parent/ family) | 2 |
| Head/ Deputy Head/ Assistant Head Teacher | 5 |
| Teacher | 6 |
| Teaching Assistant | 4 |
| Learning Mentor (pupil/ family) | 6 |
| Member of Learning Support Team | 4 |
| Parental Involvement Worker | 1 |
| Member of Inclusion Team | 5 |
| SENCO | 2 |
| Pastoral Manager | 1 |
| Other | 12 |

**Appendix B: Demographic Data for the Schools**

 *Black, Asian and Minority Ethnic Demographics*

|  |  |
| --- | --- |
| Proportion of BAME Students | Number of Schools with this Proportion of BAME Students |
| 0 – 24% | 23 |
| 25 – 49% | 6 |
| 50 – 74% | 6 |
| 75 – 100%  | 13 |

 *Eligibility of Free School Meals*

|  |  |
| --- | --- |
| Proportion of Students Eligible for FSM | Number of Schools with this Proportion of Students Eligible for FSM |
| 0 – 24% | 30 |
| 25 – 49% | 14 |
| 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) | 17 |
| 2 | 7 |
| 3 | 4 |
| 4 | 3 |
| 5 | 4 |
| 6 | 5 |
| 7 | 3 |
| 8 | 2 |
| 9 | 1 |
| 10 (least deprived nationally) | 2 |

**Appendix C**: 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. |  16(32%) | 31(62%) | 3(6%)  | 0(0%)  | 0(0%)  | 0(0%)  |
| Q2. I feel ready to get back to learning |  8(16%) | 31(62%) | 9(18%)  | 2(4%)  | 0(0%)  | 0(0%)  |
| Q3. I am confident I will be able to catch up with missed work. |  4(8%) | 16(32%)  | 19(38%)  | 6(12%)  | 1(2%)  |  4(8%) |
| Q4. School has made changes so I feel safe and don't worry too much about catching coronavirus. |  20(40%) | 27(54%)  | 3(6%)  | 0(0%)  | 0(0%)  | 0(0%)  |
| Q5. I know and understand what I need to do in school to keep safe. |  25(50%) | 25(50%)  | 0(0%)  | 0(0%)  | 0(0%)  | 0(0%)  |
| Q6. I am happy that I can see my friends again in school. |  40(80%) | 9(18%)  | 1(2%)  | 0(0%)  | 0(0%)  | 0(0%)  |
| Q7. People at school understand that no-one is to blame for coronavirus happening. |  31(63%) | 14(29%)  | 3(6%)  | 1(2%)  | 0(0%)  | 0(0%)  |
| Q8. If I started to feel worried or upset, I know where I could get help or support. |  25(51%) | 22(45%)  | 2(4%)  | 0(0%)  | 0(0%)  | 0(0%)  |
| Q9. I'm happy about the future and have a few ideas about what it might be like for me. |  7(14%) | 20(40%)  | 14(28%)  | 2(4%)  | 1(2%)  | 6(12%)  |
| Q10. I am happy about the new way of doing things, and I can cope with the changes caused by coronavirus and lockdown. |  5(10%) | 25(50%)  | 14(28%)  | 4(8%)  | 0(0%)  | 2(4%)  |
| Q11. I am sleeping okay. |  6(12%) | 17(34%)  | 18(36%)  | 4(8%)  | 1(2%)  | 4(8%)  |
| Q12. I am eating okay. |  9(18%) | 24(48%)  | 12(24%)  | 2(4%)  | 0(0%)  | 3(6%)  |
| Q13. I feel I have enough mojo to get me through whatever might happen. |  8(16%) | 19(38%)  | 18(36%)  | 3(6%)  | 0(0%)  | 2(4%)  |
| Q14. I feel safe at home and have not been mistreated. |  16(32%) | 28(56%)  | 1(2%)  | 2(4%)  | 0(0%)  | 3(6%)  |
| Q15. I have learnt new or different things whilst being in lockdown. |  4(8%) | 17(34%)  | 21(42%)  | 2(4%)  | 2(4%)  | 4(8%)  |
| Q16. I can keep in touch with my friends as much as I need to. |  9(18%) | 19(39%)  | 15(31%)  | 4(8%)  | 0(0%)  | 2(4%)  |
| Q17. My friends and family are fit and well and safe from coronavirus |  7(14%) | 30(60%)  | 11(22%)  | 0(0%)  | 0(0%)  | 2(4%)  |
| Q18. I think my family are doing okay and have got along during lockdown. |  7(14%) | 30(60%)  | 11(22%)  | 0(0%)  | 0(0%)  | 2(4%)  |
| Q19. No one in my family or very close to me has been seriously ill or died due to coronavirus. |  10(21%) | 24(50%)  | 9(19%)  | 0(0%)  | 2(4%)  | 3(6%)  |
| Q20. My family gets enough help and support at home. |  10(20%) | 25(50%)  | 9(18%)  | 1(2%)  | 0(0%)  | 5(10%)  |

*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 D**: 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. |  18(44%) | 19(46%)  | 3(7%)  | 1(2%)  | 0(0%)  | 0(0%)  |
| Q22. I feel ready to get back to teaching. |  20(49%) | 17(41%)  | 4(10%  |  0(0%) | 0(0%)  | 0(0%)  |
| Q23. I am confident my students will be able to catch up with missed work. |  2(5%) | 16(39%)  | 17(41%)  | 4(10%)  | 1(2%)  | 1(2%)  |
| Q24. School has made changes so I feel safe and don't worry too much about catching coronavirus. |  19(46%) | 17(41%)  | 4(10%)  | 0(0%)  | 0(0%)  | 1(2%) |
| Q25. I know and understand what I need to do in school to keep safe. | 28(70%) | 12(30%)  | 0(0%)  | 0(0%)  | 0(0%)  |  0(0%) |
| Q26. I am happy that I can see my colleagues again in school. |  35(85%) | 6(15%)  | 0(0%)  | 0(0%)  | 0(0%)  |  0(0%) |
| Q27. People at school understand that no-one is to blame for coronavirus happening. |  34(83%) | 6(15%)  |  0(0%) | 0(0%)  | 0(0%)  |  0(0%) |
| Q28. If I started to feel worried or upset, I know where I could get help or support. |  24(59%) | 15(37%)  | 1(2%)  | 0(0%)  | 0(0%)  |  1(2%) |
| Q29. I'm happy about the future and have a few ideas about what it might be like for me. |  8(20%) | 21(51%)  | 10(24%)  | 0(0%)  | 0(0%)  |  2(5%) |
| Q30. I am happy about the new way of doing things, and I can cope with the changes caused by coronavirus and lockdown. |  5(12%) | 22(54%)  | 8(20%)  | 3(7%)  |  2(5%) | 1(2%)  |
| Q31. I am sleeping okay. |  5(12%) | 18(44%)  | 9(22%)  | 1(2%)  | 2(5%)  | 6(15%)  |
| Q32. I am eating okay. |  9(22%) | 20(49%)  | 5(12%)  | 1(2%)  | 0(0%)  | 6(15%)  |
| Q33. I feel I have enough mojo to get me through whatever might happen. |  5(12%) | 24(59%) | 8(20%)  |  1(2%) | 0(0%)  | 3(7%)  |
| Q34. I feel safe at home and have not been mistreated. |  28(68%) | 8(20%)  | 0(0%)  |  0(0%) | 0(0%)  |  0(0%) |
| Q35. I have learnt new or different things whilst being in lockdown. |  17(41%) | 12(29%)  | 5(15%)  | 2(5%)  | 0(0%)  | 4(10%)  |
| Q36. I can keep in touch with my friends as much as I need to. |  16(39%) | 17(41%)  | 4(10%)  | 1(2%)  | 0(0%)  | 3(7%)  |
| Q37. My friends and family are fit and well and safe from coronavirus |  9(22%) | 22(54%)  | 8(20%)  | 0(0%)  | 0(0%)  | 2(5%)  |
| Q38. I think my family are doing okay and have got along during lockdown. |  12(29%) | 19(46%)  | 5(12%)  | 0(0%)  | 0(0%)  | 5(12%)  |
| Q39. No one in my family or very close to me has been seriously ill or died due to coronavirus. |  9(23%) | 18(46%)  | 4(10%)  | 3(8%)  | 0(0%)  | 5(13%)  |
| Q40. My family gets enough help and support at home. | 15(37%)  | 20(49%)  | 0(0%)  | 0(0%)  | 0(0%)  | 6(15%)  |

*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)*