



Healthy Minds Survey February 2019

Nook Lane Junior School

Introduction

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

This is a summary of the data collected from the Healthy Minds surveys completed by **Nook Lane Junior School** in **February 2019**. These surveys supply a snapshot as to staff, students' and parents' experience of young people's mental health within the context of the school environment. As there are no norms to benchmark this data against, we need to be cautious about how we interpret the results.

The aim of this exercise is to give your school and your link CAMHS clinician some direction as to what could be fruitful areas of intervention in supporting emotional wellbeing within your school. We hope to work in partnership with you to identify key areas of intervention to address your students' emotional wellbeing at a whole school level, thinking systemically about what areas could be improved and addressing the needs of the most vulnerable students by enhancing and supporting pastoral staff skills through reflective practice.

Survey findings

STUDENTS (197 responses)

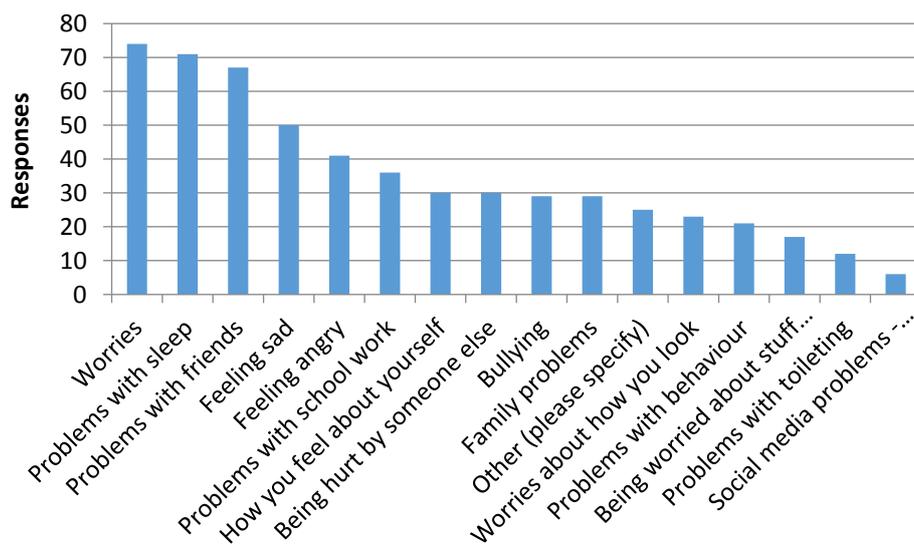
Demographics

Year group	Responses
Y3	54
Y4	53
Y5	60
Y6	28
Did not answer	2

Gender	Percentage
Male	43
Female	46
Prefer not to say	11

Responses

1. The majority of Y3 – Y6 pupils reported feeling happy or very happy about how they were in themselves (81%), how things were in their family (81%), how they were managing in school (81%) and how everything generally was going (79%). They also reported feeling positive about how they were looked after at home (95%) and at school (88%).
2. The data highlighted a very small proportion of pupils that may have been having a difficult time or who were generally emotionally vulnerable. 3% of children reported that they were not doing well in themselves, in their family (4%), in school (4%) and overall (5%).
3. Similarly, 2% of children reported feeling sad about how they were looked after at home and 2% reported feeling sad about how they were looked after at school.
4. Children reported that their biggest problems were (NB 42 children chose no problems):



PARENTS/CARERS (96 responses)

Demographics

Year group	Responses
Y3	19
Y4	26
Y5	22
Y6	28
Did not answer	1

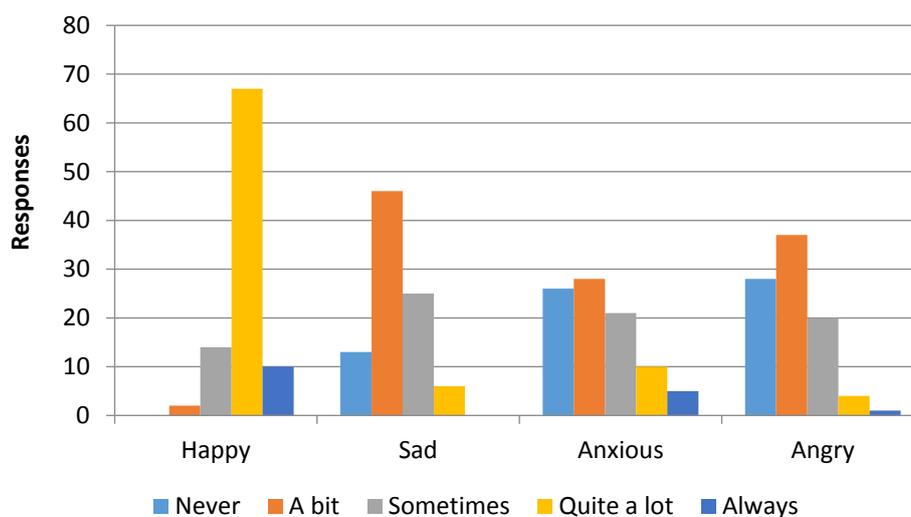
Child's ethnicity	Percentage
White, British	89
Mixed, white and Asian	3
Other	3
Prefer not to say	2

Gender of child	Percentage
Male	43
Female	54
Prefer not to say	3

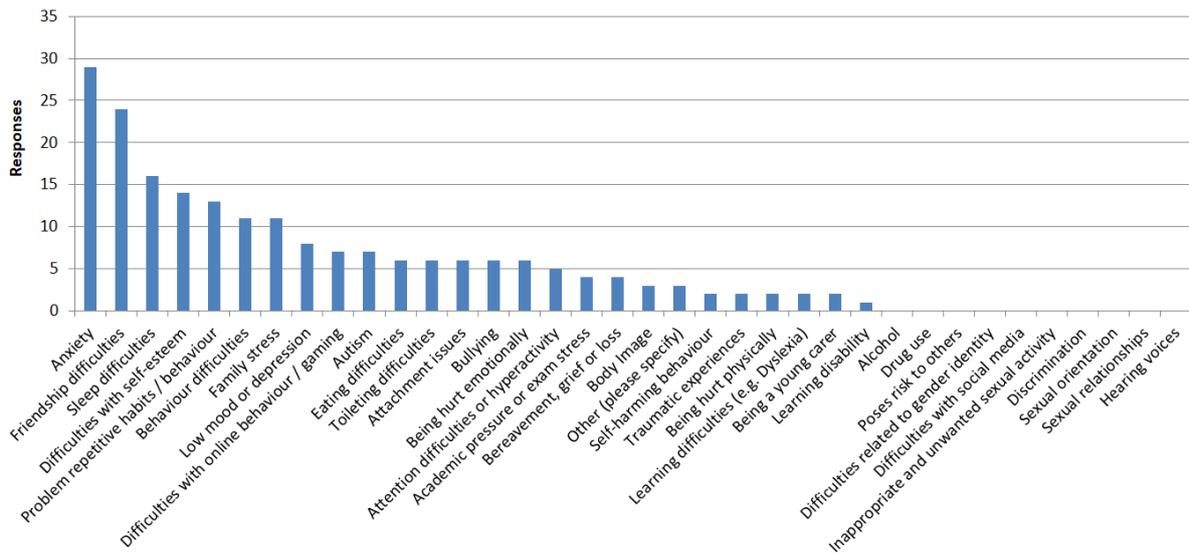
Free school meals	Percentage
Yes	39
No	61

Responses

1. Parents/carers were asked how they thought their child had been feeling over the past week:



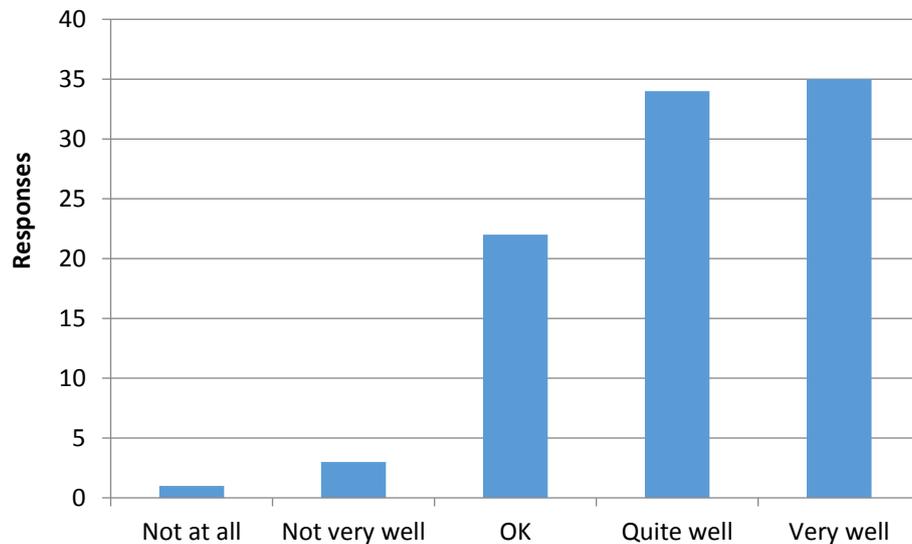
2. Parents/carers believed that the **most significant concerns** for their child over the past 3 months were:



3. Parents/carers reported feeling confident (45%) or very confident (31%) recognising mental health difficulties in their child, with 1% saying they were not at all confident. In terms of knowing how to access mental health support, 19% were very confident and 24% were confident, with 15% not at all confident. 51% of parents/carers felt very confident and 29% confident discussing mental health difficulties with school and 79% felt confident or very confident discussing them with their family.

4. The majority of parents/carers reported that their child had coped quite well or very well with challenges over the past week both at school (77%) and outside of school (73%). A smaller amount of parents reported that their child had not coped very well with challenges over the past week both at school (1%) and outside of school (1%).

5. Parents/carers reported that they felt the school supported their child's emotional wellbeing and mental health as follows:



6. Parents/carers reported that they felt their child in school would be most likely to turn to their class teacher (79%) if they would like to talk about any mental health concerns, followed by their friend (54%) and teaching assistant (19%).
7. Parents/carers were asked what the school currently provides to support mental health and emotional wellbeing:

- They have seal sessions
- Not sure
- Quite a lot
- Don't know.
- I don't honestly know
- Assemblies
- Group work
- Not sure.
- Areas where children can be quieter e.g. at playtimes, supportive staff, supportive and caring ethos, information displayed around school about who they can turn to for help.
- not sure - lots of daily support and social story work.
- They have a dedicated SENCO worker. The school also holds assembly's dedicated to emotional well being.
- After their name is said on the register, the pupil has to say a number between 1-10 to indicate how they are feeling. This is now embedded and pupils openly give their number instantaneously.
- I don't know of anything
- Don't know

- *Don't know - but when I have phoned/ emailed previous teacher, she took my concerns seriously which helped, she then dealt with my concerns quickly.*
- *no idea*
- *Opportunity to discuss feelings/talk to an adult.*
- *Don't know*
- *Not sure*
- *I think there is pastoral support available? We have voiced recent concern with class teacher which has been dealt with.*
- *not sure*
- *•Check in with the pupil .*
- *•Time*
- *Not knowingly had to use any services regarding these things so I'm unsure*
- *I don't know!*
- *The "feelings thermometer", we have TAFF meeting and MAST are involved*
- *No idea*
- *not sure*
- *peer support?*
- *SEAL, emotion register*
- *Group discussions and assemblies*
- *Senco*
- *Awareness days*
- *Chill out areas*
- *Peer support groups*
- *Emotional well-being education for students and parents.*
- *An open, caring, nurturing environment.*
- *Teacher knows the kids and is able to identify any changes in mood.*
- *Not sure*
- *Quiet, calm down corner.*
- *Assemblies on key issues.*
- *Consistent class teacher as a point of contact.*
- *Positive relationships.*
- *Child self report on feeling state every day; assemblies and class discussion about lots of issues.*
- *class teachers get to know children and their families and there is a culture of providing after school and other extra curricular activities*
- *unknown*
- *Not sure, coffee mornings for parents but not sure re pupils.*
- *Don't know*
- *They are there all the time .*
- *they have a cbt course, think that started this year.*
- *Access to staff as needed*
- *Support from school to refer on to relevant services as needed*
- *Emotional score at every registration. Regular assemblies re emotional and mental health*
- *awareness across staff and children of emotional and mental health issues*
- *specialist staff to help children with known issues*

- *When taking the register each child is asked out of 10 how they feel. There are areas of the playground for quiet time if needed. Regular running ie around the playground*
- *Peer mediation and access to teachers for support*
- *Discussion and openness*
- *Have staff that can talk to the child*
Have places they access support
- *Numbers to show how happy they're feeling am and pm, assemblies/themes on mental health. My youngest daughter has informed me that January is the saddest month, the 20th is the saddest day, and her birthday is the 21st, so it's not fair! (She's still very excited). Lots of assemblies on positive mindsets etc. Youngest talks about it as part of normal conversation, oldest (Y6) doesn't mention content of assemblies or lessons, but very happy*
- *I know they have assemblies discussing bullying and other things like that.*
- *They discuss their feelings daily (I think)*
- *Will talk to pupils, have an open policy, try to identify needs and help chiloto talk about them*
- *Don't know, sorry.*
- *Emotional thermometer twice a day, with discussion with child if score low. Peer mediators, friendship bench. Regular focus and assemblies on emotional health*
- *I don't know*