

**Report on the 2022 School Environment Questionnaire for the
Welsh Network of Health School Schemes**

September 2022

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1. Data collection and sample

The School Environment Questionnaire 2022 was administered by Ipsos, on behalf of Cardiff University. It was completed online by School Health Research Network (SHRN) member schools in Wales. Fieldwork took place between 24 January to 4 March 2022.

SEQ survey sample in 2022 was 211 schools. Three schools, however, were comprised of two physically distant sites with no crossover of students. These schools were asked to complete the School Environment Questionnaire separately for each site. One hundred and seventy-four (174) schools out of 214 school sites (including some independent schools) participated in the SEQ survey (81%). Forty schools (23%) did not complete the survey, of which 28 have opened the survey link but did not complete the questionnaire and 12 did not access the questionnaire. These represented 22 local authority areas in Wales (see Table 1). The sample of secondary schools was provided by Cardiff University.

Table 1. Summary of School Health Research Network membership by Local Authority and completion of the School Environment Questionnaire

| Local Authority | School Health Research Network membership (Secondary and 'through' schools) | |
|--|--|--------------------------------|
| | Completed questionnaire in full | Questionnaire not completed |
| Abertawe / Swansea | 13 | 1 |
| Blaenau Gwent | 3 | 1 |
| Bro Morgannwg / Vale of Glamorgan | 8 | 0 |
| Caerdydd / Cardiff | 10* | 9 |
| Caerffili / Caerphilly | 10 | 2 |
| Casnewydd / Newport | 8 | 1 |
| Castell-nedd Port Talbot / Neath Port Talbot | 9^ | 0 |
| Ceredigion | 5 | 2 |
| Conwy | 7 | 0 |
| Gwynedd | 13 | 1 |
| Merthyr Tudful / Merthyr Tydfil | 3 | 1 |
| Pen-y-Bont ar Ogwr / Bridgend | 8* | 2 |
| Powys | 11^^ | 2 |
| Rhondda Cynon Taf | 12 | 4 |
| Sir Ddinbych / Denbighshire | 6 | 3 |
| Sir Fynwy / Monmouthshire | 5* | 1 |
| Sir Gâr / Carmarthenshire | 11* | 3* |
| Sir Penfro / Pembrokeshire | 7 | 1 |
| Sir y Fflint / Flintshire | 9 | 2 |

| | | |
|-----------------------------|------------|-----------|
| Torfaen | 5 | 1 |
| Wrexham / Wrexham | 7 | 2 |
| Ynys Môn / Isle of Anglesey | 4 | 1 |
| Total | 174 | 40 |

*includes one fee-paying school, ^contains one split-site school, both sites took part in the survey (in full), ^^contains two split sites schools: for one of these schools both sites completed the survey (in full), and for the other one site took part (completing part of the survey)

In this wave of the study responses from schools which have not fully completed the survey were not retained. The bases for charted questions are given underneath each chart. For questions that are not charted, bases are provided in a table following the summary findings in each section. School sites are counted separately in the bases. For charts showing Years 12 and 13, all schools without sixth forms were excluded from the relevant bases for these year groups. Seventy-five school sites that took part did not have a sixth form.

Percentages in the text and in the charts are rounded to the nearest integer. Where combined percentages in the text or charts do not exactly match the sum of their parts, this may be due to rounding. In some charts, low percentage figures may not be labelled for clarity.

The maintained schools within the sample are representative of all schools in Wales with respect to size and level of free school meal entitlement, with very small differences between schools that completed the questionnaire and those that did not (see Table 2).

Data cleaning

Some data cleaning was required where schools had not provided valid data or answers were given that were not considered plausible. In such cases, the data were re-coded as "missing".

Table 2 Mean free school meal entitlement and school size (PLASC data 2022) in maintained schools completing the School Environment Questionnaire and those that did not

| | Survey participants (n = 174) | Non-participants (n = 40) |
|----------------------------------|----------------------------------|------------------------------|
| Free school meal entitlement (%) | 20.27% | 23.95% |
| Student roll | 807 | 721 |

Note: the school where only one site completed the questionnaire (see Table 1) is included in this table as a survey participant.

2. Findings

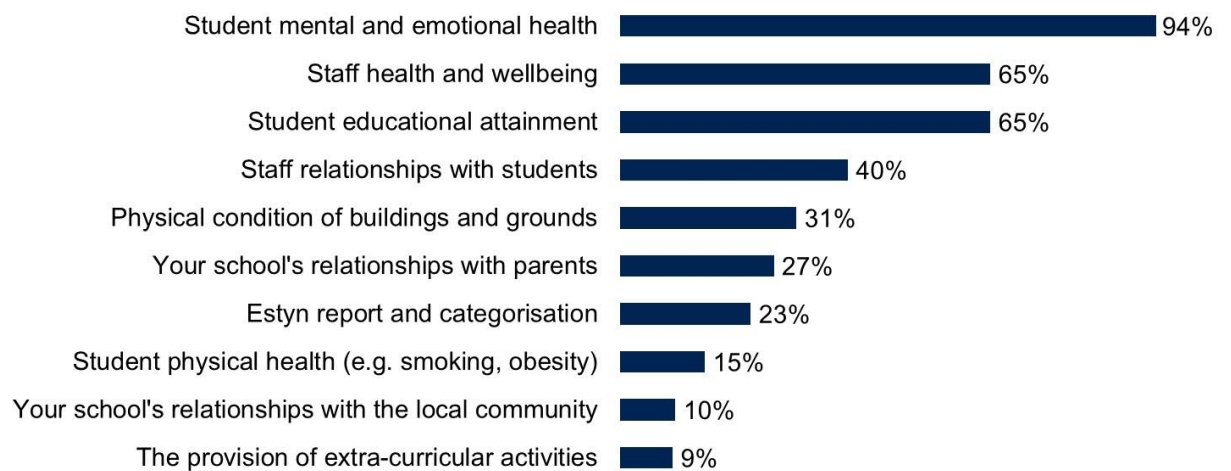
2.1 General questions about your school

Summary findings

- The most frequently selected **senior management team priority** was student mental and emotional health (94%). Staff health and wellbeing (65%) and student educational attainment (65%) were also frequently selected priorities.
- In four fifths (81%) of schools with a **single strategic lead** for health and wellbeing, the lead was a senior manager i.e. either the headteacher, deputy headteacher or assistant headteacher (see Figure 2). For over half of the schools surveyed, the strategic lead for health and wellbeing was an assistant headteacher.
- Of schools participating in the **local healthy school scheme**, the majority (76%) received advice or guidance from the scheme, whilst three in ten (30%) had developed a Phase Action Plan (see Figure 3). However, less than one in ten (8%) had undergone a Phase assessment visit within the last two years.
- A majority (73%) of schools thought their **membership of the local healthy school scheme** was important (see Figure 4).
- All schools said that they used at least one **source of health and wellbeing data to update their policies and practices on creating a healthy school**. The two most frequently mentioned data sources used were the school's own student surveys (87%) and the Student Health and Wellbeing report (92%) (see Figure 5).
- **Health and wellbeing data was used by** various groups within the school, mainly by the wellbeing and pastoral care teams (95%) and the senior management team (98%). Six in ten (62%) shared data with their healthy school coordinator, school governors (59%), or school council or other student voice groups (58%) (see Figure 6).
- Over nine in ten schools (95%) **used data to** identify need and set health and wellbeing priorities, and over eight in ten (86%) used data to support school improvement (see Figure 7).
- Use of **restorative practices in schools' approaches to student discipline** was common (see Figure 8). Nine in ten (92%) used peer mediation as an approach to student discipline.

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|---|--|
| Q2 Does your school have a single strategic lead for student health and wellbeing? | All school respondents (174) |
| Q3 Does your school have a single lead or multiple leads for the following? | All school respondents (174) |
| Q4 Is your school a member of its local healthy school scheme as part of the Welsh Network of Healthy School Schemes (WNHSS)? | All school respondents (149) |
| Q6 Is your school currently working towards the WNHSS National Quality Award? | All schools that are members of their local healthy school scheme (117) |
| Q7 How important is your membership of your local Healthy School Scheme to your school's health and wellbeing work? | All whose school is a member of the local healthy school scheme, excluding those who selected 'Don't know' (131) |
| Q8 Does your school have a written school health and wellbeing action plan or school health and wellbeing targets? | All school respondents (166) |
| Q9 Are your action plan or targets included in your current School Development Plan? | All schools that have a written school health and wellbeing action plan/targets (134) |
| Q10 Does the Senior Management / Leadership Team formally assess progress against the action plan or targets? | All schools that have a written school health and wellbeing action plan/targets (133) |
| Q14 Does your school use isolation to manage student behaviour? | All school respondents (174) |
| Q16 Which other restorative practices do you use? | All school respondents who used other restorative practices (61) |

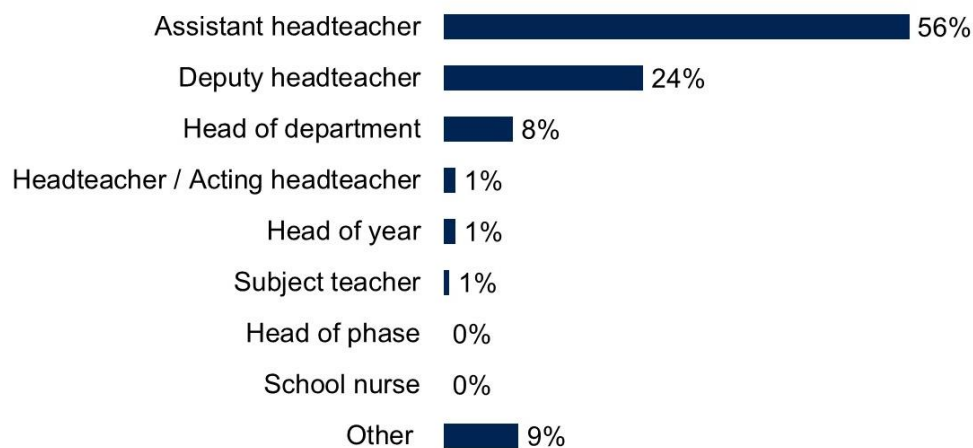
Fig. 1 Senior management team priorities



Q1 In which of the following areas did the senior management team focus their efforts to make improvements?

Base: All school respondents, excluding 'Don't know' (171). A maximum of four options could be selected.

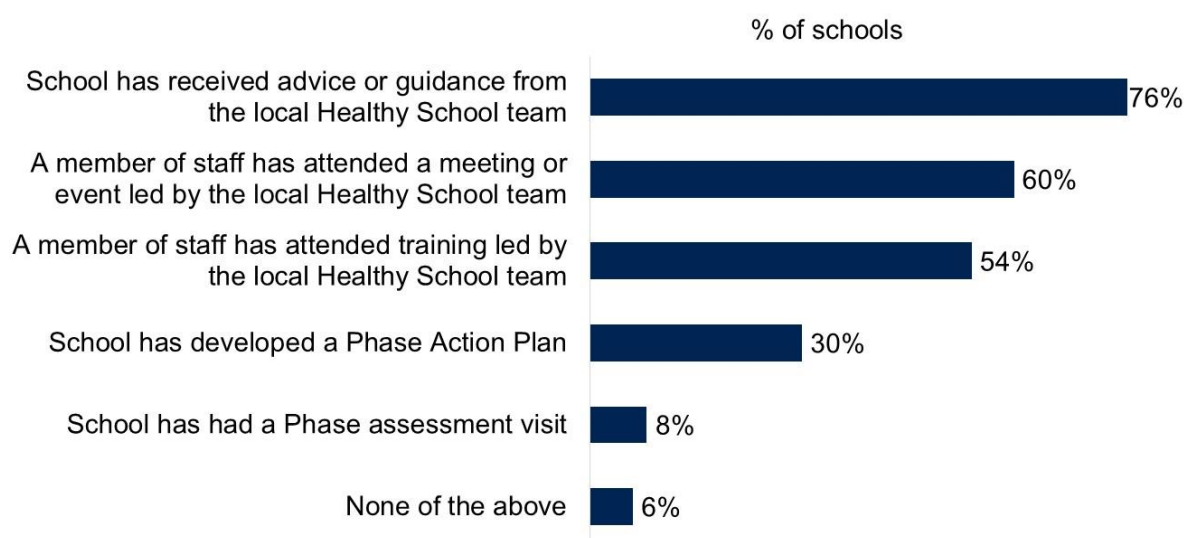
Fig. 2 Professional role of school health and wellbeing leads



Q2A. What is the professional role of the student health and wellbeing lead?

Base: All school respondents with a single strategic lead for student health and wellbeing, excluding 'Don't know' (144).

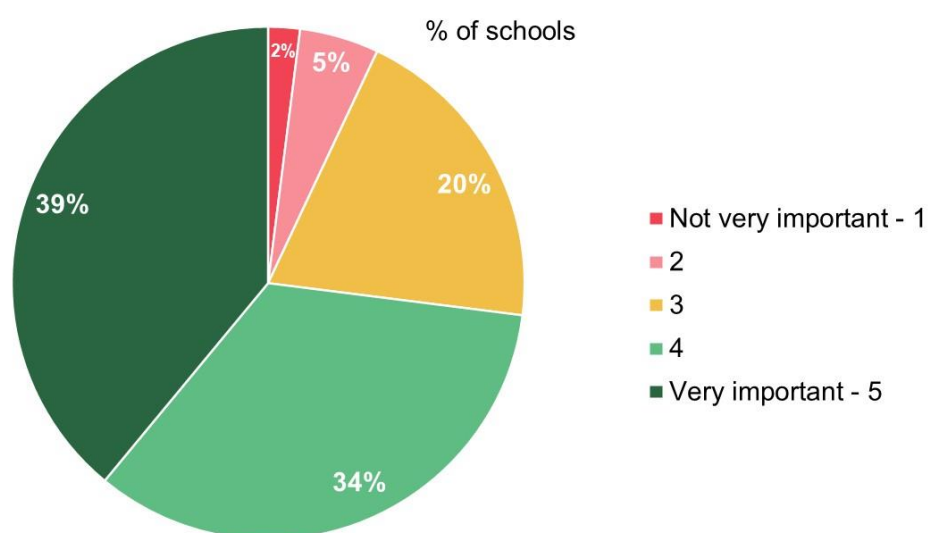
Fig. 3 Healthy School Scheme activities that have taken place in the last two years



Q5 Which of the following Healthy School Scheme activities have taken place in the last two school years?

Base: All school respondents that are a member of their local health school scheme as part of the Welsh Network of Healthy School Schemes (WNHSS), excluding 'Don't know' (134).

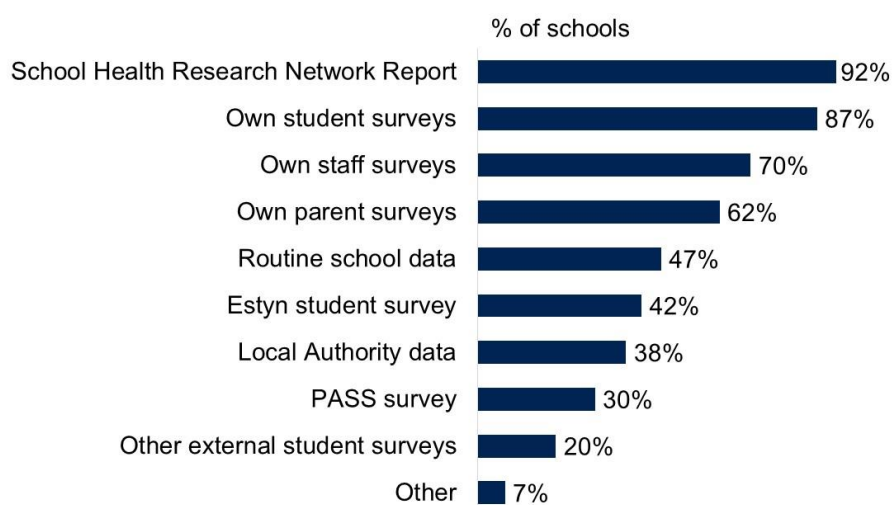
Fig. 4 Importance of Healthy School Scheme membership to health and wellbeing work



Q7 How important is your membership of your local Healthy School Scheme to your school's health and wellbeing work?

Base: All school respondents that are WNHSS members, excluding 'Don't know' responses (131).

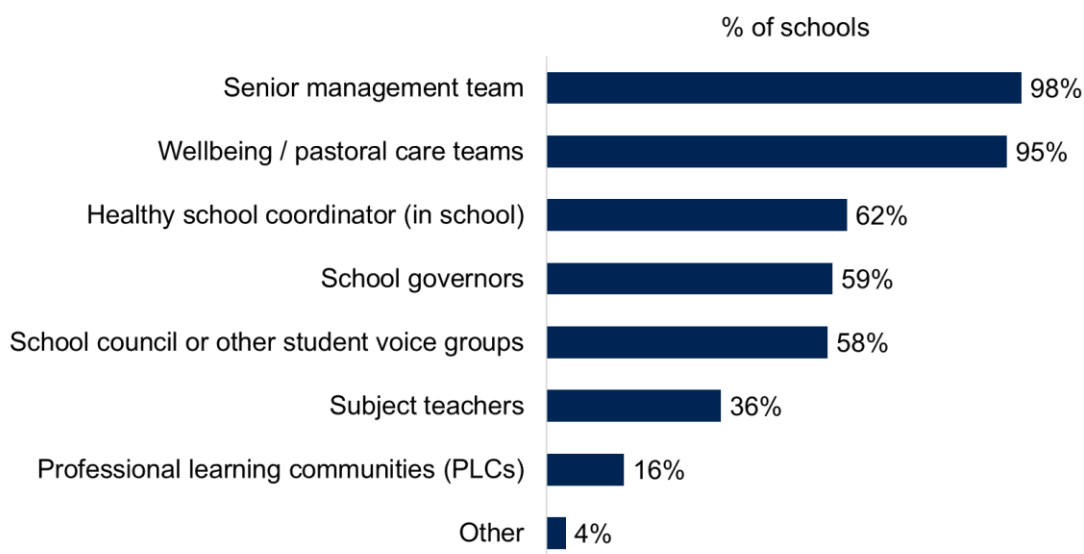
Fig. 5 Sources of data used to update school health policies and practices



Q11 Which of the following sources of health and wellbeing data does your school use to update its policies and practices on creating a healthy school?

Base: All school respondents, excluding 'Don't know' or not stated responses (174).

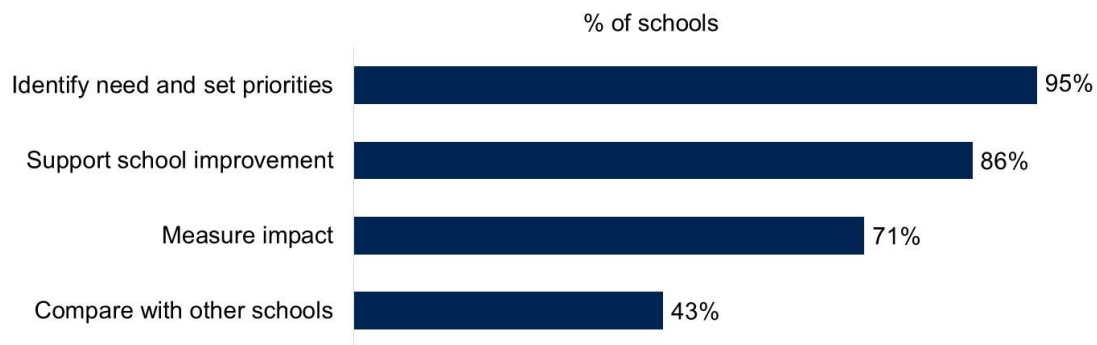
Fig. 6 Users of health and wellbeing data



Q12 Who uses the health and wellbeing data?

Base: All school respondents that use data to update policies and practices on creating a healthy school, excluding 'Don't know' or not stated responses (174).

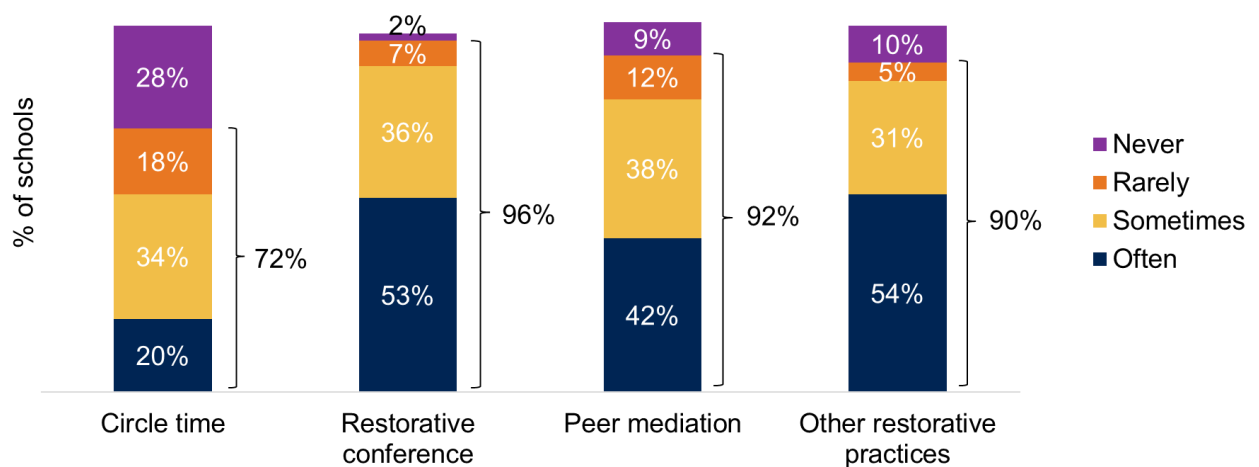
Fig. 7 Schools' uses of data to create a healthy school



Q13 How do you use the health and wellbeing data?

Base: All school respondents that use data to update policies and practices on creating a healthy school, excluding 'Don't know' (174).

Fig. 8 Use of restorative practices in schools' approach to student discipline



Q15 How often does your school use the following restorative practices in your approach to student discipline?

Base: All school respondents, excluding 'Don't know' responses: Circle time (172), Restorative conference (170), Peer mediation (171), Other restorative practices (159)

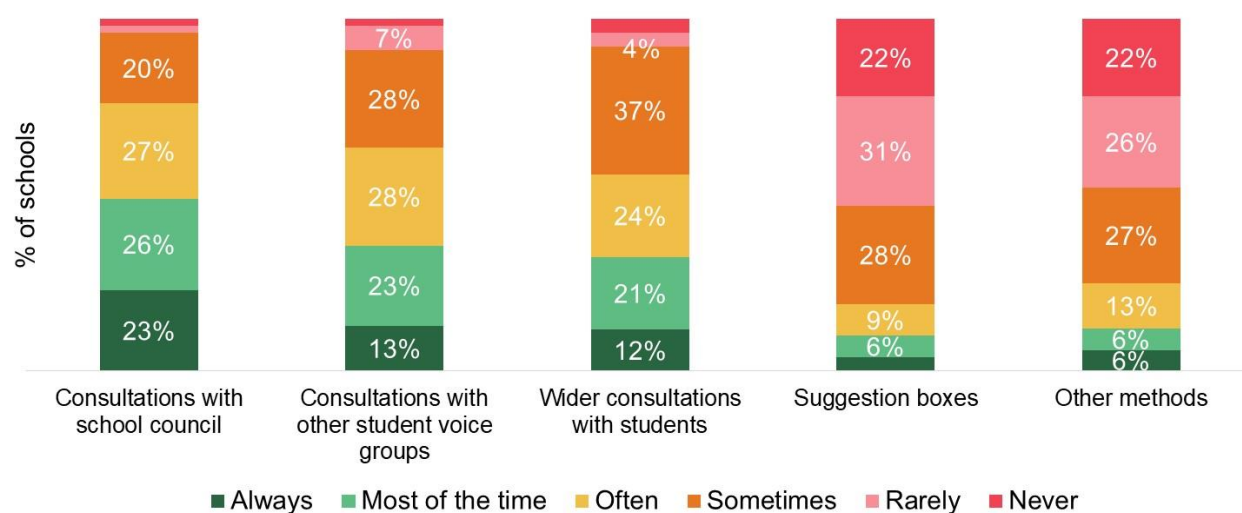
2.2 Student, parent and community involvement in health and wellbeing

Summary findings

- Of those schools that **involved students in health and wellbeing policy development**, 49% did so 'always' or 'most of the time' via consultations with school council, 34% via consultations with other student voice groups, and 33% via wider consultations with students (see Figure 9: note that percentage figures are rounded so combined percentages may not necessarily match the sum of individual percentages).
- **Students were most commonly involved in policy development at the stage** of commenting on a draft policy (65%), and developing a policy (64%) (see Figure 10). Half of schools (52%) reported that students were involved in proposing new policies (see Figure 10).
- **Student voice groups most commonly worked on** mental wellbeing topics (83% of schools). Bullying (73%), food and nutrition (62%), and physical activity (53%) were also commonly discussed topics (see Figure 11).
- Most schools did not involve parents in health and wellbeing improvement decisions. Of those schools that **involved parents in health and wellbeing improvement decisions**, 83% did so through parent governors, 79% via surveys and 63% via information evenings (see Figure 12).
- Over four in ten (47%) schools were dissatisfied with the current level of parent involvement versus only 15% that were satisfied (see Figure 13).
- Nearly all schools (88%) that **made their facilities available** for groups in the local community, charged some or all groups for using them (see Figure 14).
- **All schools worked with at least one local or national partner to improve student health and wellbeing.** Partnerships with the police/PCSOs (98%), youth workers (86%), health professionals (83%) and sport development officers (80%) were the most common (see Figure 15).

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|---|---|
| Q19 How many times a year does your School Council or similar student-led body meet? | All school respondents (172) |
| Q21 In what areas are parents involved in decisions regarding health and wellbeing improvement at your school? | All school respondents (149) |
| Q24 Which of the following has your school done to support staff knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC)? | All school respondents (166) |
| Q25 To what extent has the United Nations Convention on the Rights of the Child (UNCRC) informed your school's approach to the following? | All school respondents (166) |
| Q26 Which of your school's facilities are available for groups in the local community to use and when? | All school respondents with facility: Outdoor sports (172) Indoor sports (171) Dining facilities (164) Other facilities (153) |
| Q27A Why are community groups charged to use your school's facilities? | All schools that charge local community groups to use school facilities (124) |

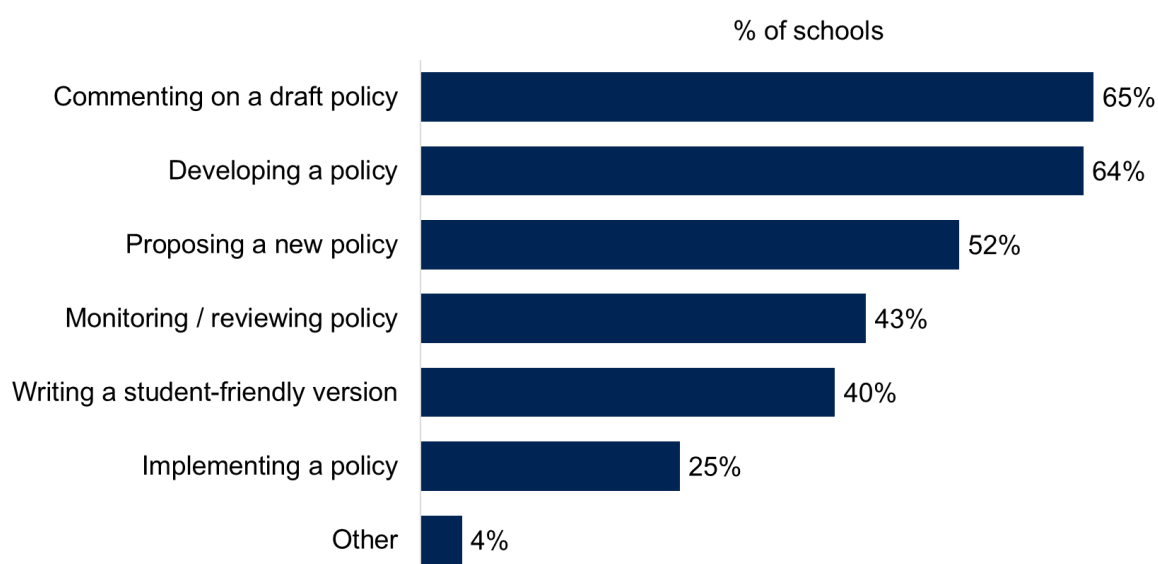
Fig. 9 Methods used to involve students in health and wellbeing policy development



Q17 How frequently do you use the following methods to involve students in policy development?

Base: All school respondents that use at least one method to include students in health and wellbeing policy development, excluding 'Don't know' responses. Consultations with school council (173), Consultations with other student voice groups (168), Wider consultations with students (172), Suggestion boxes (170), Other methods (98).

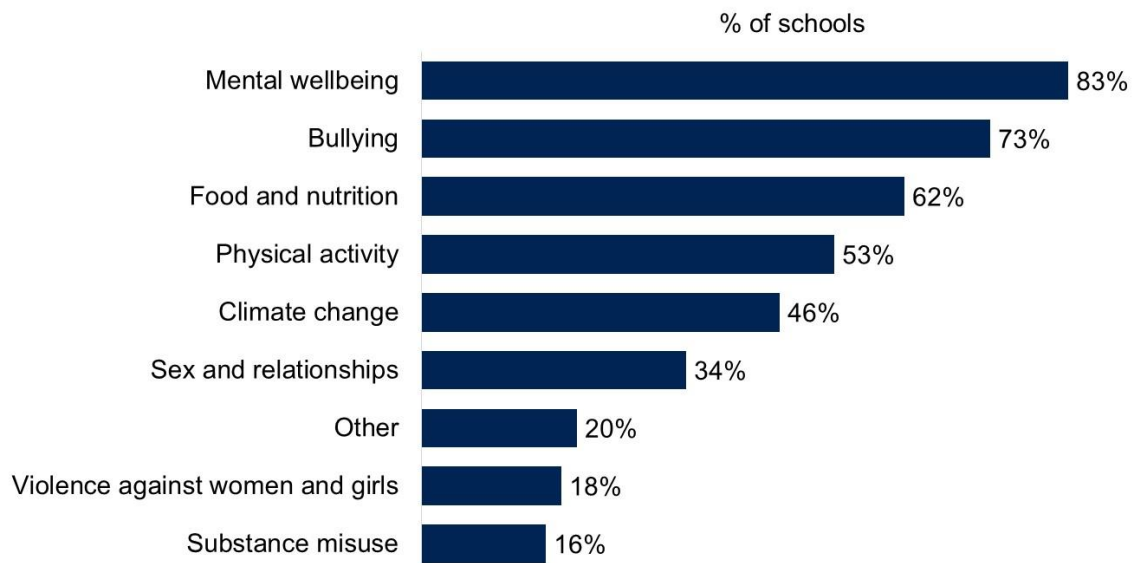
Fig. 10 Stage at which students are involved in health and wellbeing policy development



Q18 At what stage are your students usually involved?

Base: All school respondents that involve students in health and wellbeing policy development, excluding 'don't know' and 'we do not involve students in policy development' (159).

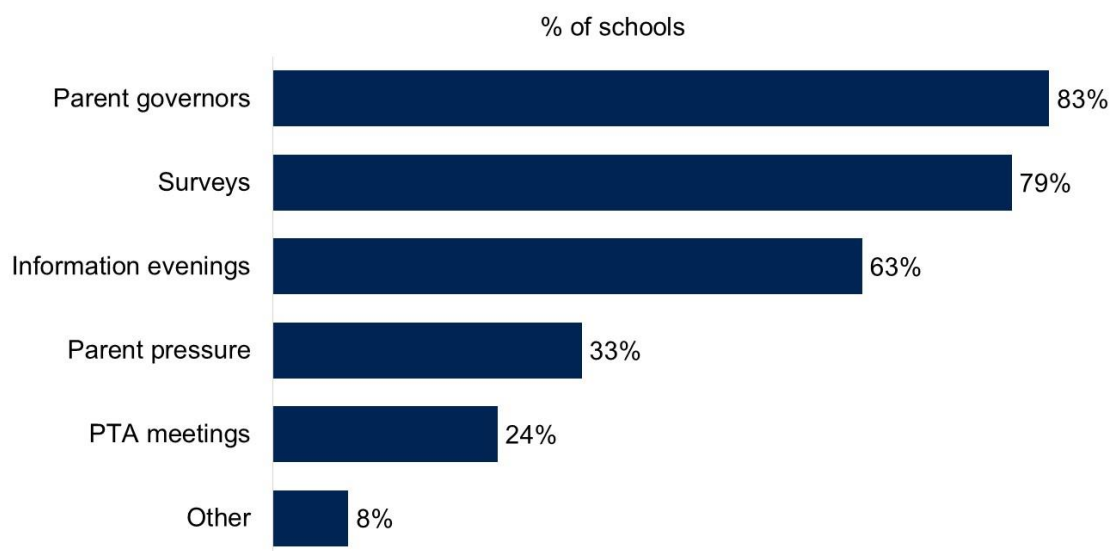
Fig. 11 Health and wellbeing topics that student voice groups have worked on in the last two years



Q20 Which health and wellbeing topics have your student voice groups worked on in the last two years?

Base: All school respondents, excluding 'Don't know' responses (169).

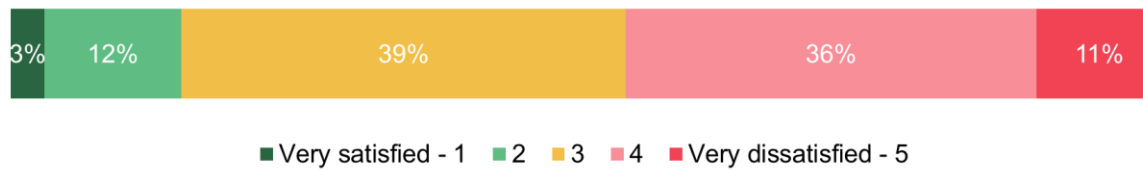
Fig. 12 Ways in which schools involve parents in health and wellbeing improvement decisions



Q22 In what ways are parents involved in health and wellbeing improvement decisions?

Base: All school respondents that involve parents in decisions regarding health and wellbeing improvement, excluding 'Don't know' responses (75).

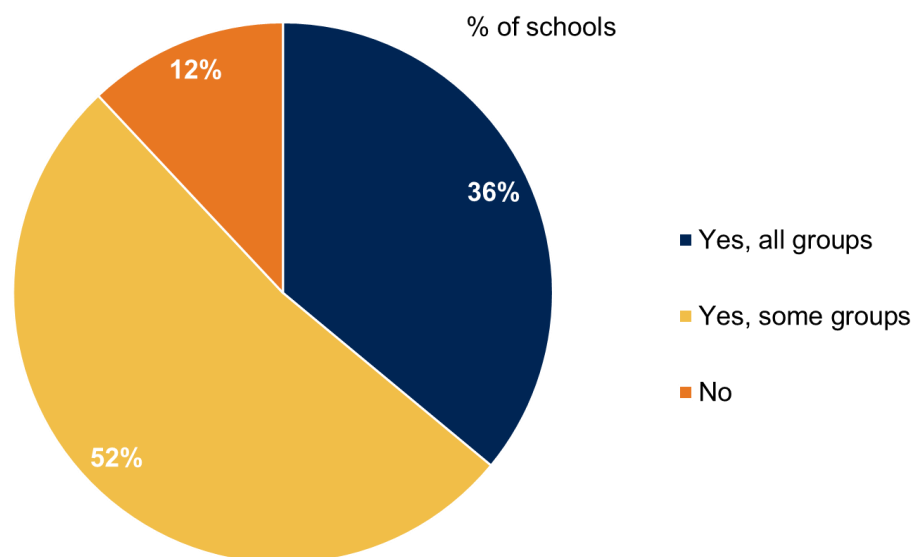
Fig. 13 Satisfaction with current level of parent involvement in health and wellbeing improvement



Q23 How satisfied are you with the current level of parent involvement in health and wellbeing improvement at your school?

Base: All school respondents, excluding 'Don't know' responses (165).

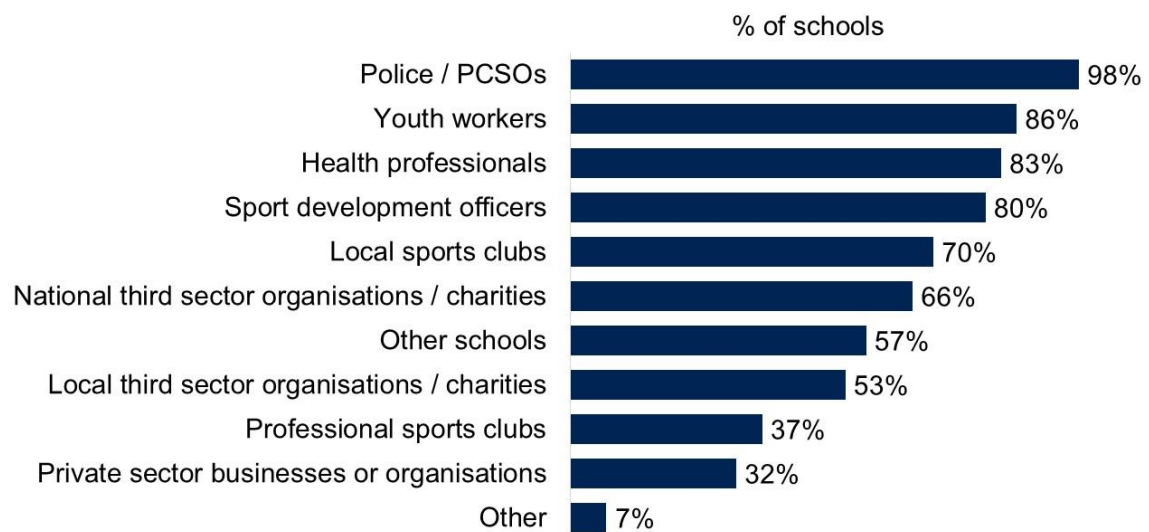
Fig. 14 Proportion of schools that charge community groups to use their facilities



Q27 Are local community groups charged to use your school's facilities?

Base: All school respondents that have facilities that are used by local community groups, excluding 'Don't know' (141).

Fig. 15 Partnerships to improve student health and wellbeing



Q28 Does your school have partnerships* with any of the following individuals or groups to help improve student health and wellbeing?

Base: All school respondents, excluding 'Don't know' responses (174).

* Partnerships are any formal or informal relationships which exist for a period of time or on an on-going basis and which, in the case of local authorities and health boards, go beyond statutory requirements.

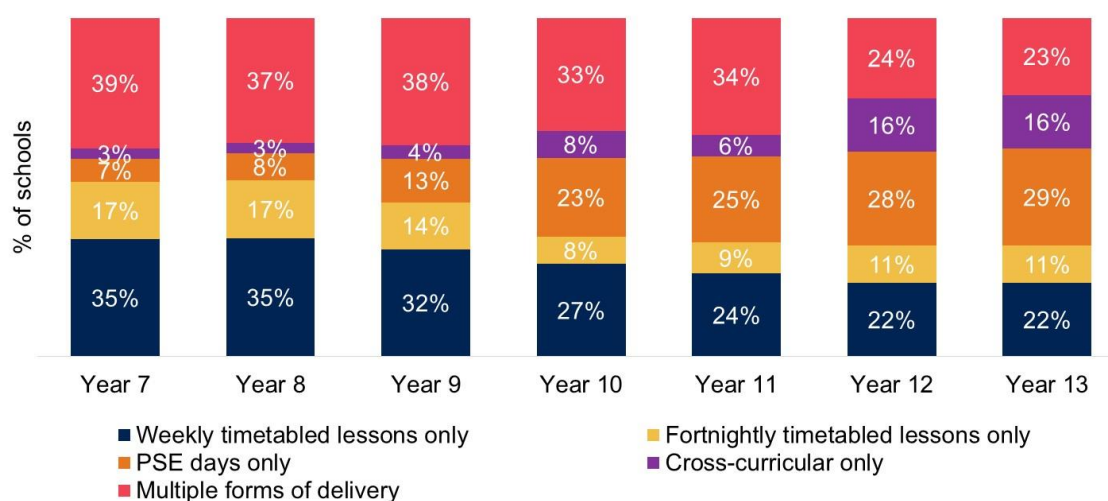
2.3 Health and wellbeing education and curriculum reform

Summary findings

- Half (50%) of Year 7 students were delivered **PSE through weekly timetabled lessons only**. This proportion decreased to a third (33%) of year 11 students (see Figure 16).
- **PSE was coordinated by staff in a wide variety of roles**. Almost four in ten had a specialist PSE teacher (38%) co-ordinating PSE. Over a third (37%) had a member of the school senior management team in this role, which was split mostly between assistant headteachers (27%) and deputy headteachers (8%) (see Figure 17).
- In over a third of schools surveyed (36% of schools), no group or simply any classroom teacher had **main responsibility for teaching PSE**. In three out of ten schools (28%), this responsibility was held by form teachers, and only 14% of schools had a specialist PSE or health education teacher who held main responsibility for teaching PSE (see Figure 18).
- Almost half of schools (49%) **provided no formal training to non-specialist PSE teachers**. Such training was compulsory in a fifth (22%) of schools, and optional in a further fifth (24%) (see Figure 19).
- The proportion of schools **providing over an hour of PE per week** was 74-81% in Years 7 to 9, versus just over 20% in Years 10 and 11 (23% and 22% respectively). Over 90% of schools provided more than 45 minutes of PE per week across Years 7 to 11 (see Figure 20).
- In four in ten schools (41%), **responsibility for coordinating RSE lessons** was held by a member of the senior management team, with 30% of schools assigning responsibility to an assistant headteacher (see Figure 21).
- Over half of schools (56%) used outside agencies to help **contribute to delivering RSE**. Science teachers (48%), school nurses (48%), and form tutors (47%) also contributed to teaching RSE in nearly half of all schools surveyed (Figure 22).
- Over four fifths of schools (85%) were planning cross-curricular teaching of health and wellbeing as part of their **actions taken to prepare to deliver health and wellbeing education within the new curriculum** (see Figure 23). Only 5% of schools were doing nothing or waiting for guidance.

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|---|--|
| Q36 For each year group, please indicate whether you teach the following | All school respondents: Year 7 (155), Year 8 (155), Year 9 (157), Year 10 (148), Year 11 (146) |
| Q39 What do you think will be the outcomes of the curriculum reform (both positive and negative) for: Learners, Schools, Society | All school respondents: 1) Learners (51) 2) Schools (56) 3) Society (70) |
| Q40 What do you think are the potential challenges in delivering curriculum reform within your school? | All school respondents (40) |
| Q41 How, if at all, has your school considered ways in which the reforms can be used to reduce inequalities in health and well-being? | All school respondents (80) |

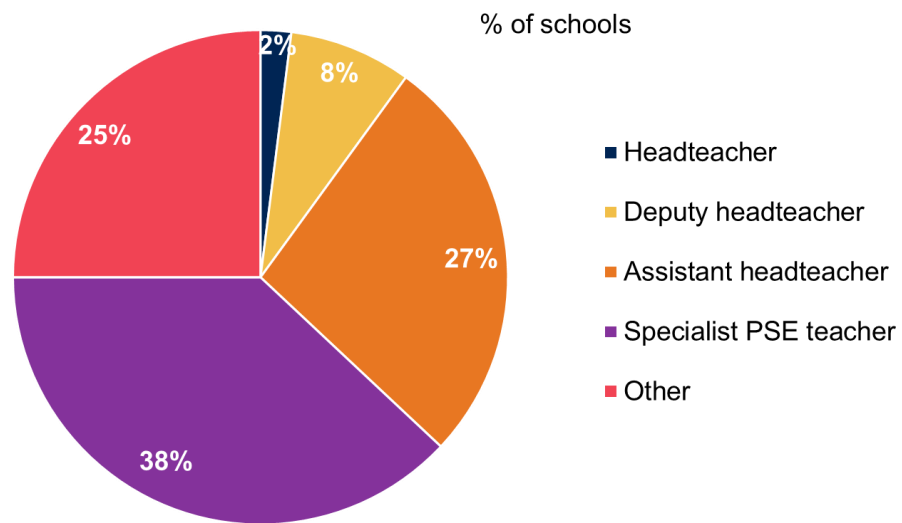
Fig. 16 PSE delivery in the formal curriculum



Q29 How do you deliver PSE in your school (either as PSE lessons or within the Welsh Baccalaureate)?

Base: All school respondents, excluding 'Don't know' responses (bases for Year 12 and Year 13 also exclude schools without a sixth form): Year 7 (174), Year 8 (173), Year 9 (173), Year 10 (170), Year 11 (166), Year 12 (101), Year 13 (102).

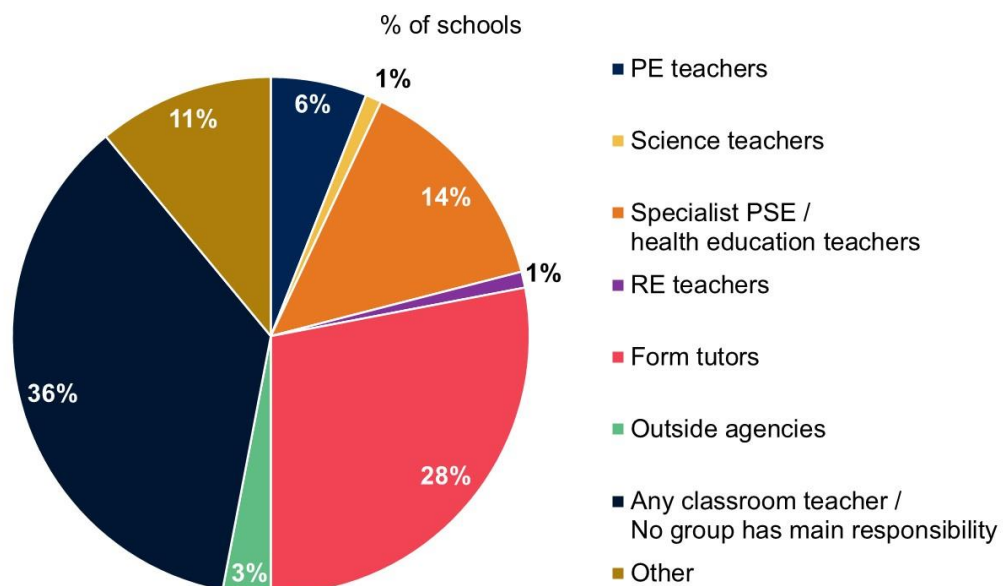
Fig. 17 Role of the individual with responsibility for coordinating PSE provision



Q30 Who is responsible for coordinating PSE provision in the school?

Base: All school respondents, excluding 'Don't know' responses (173).

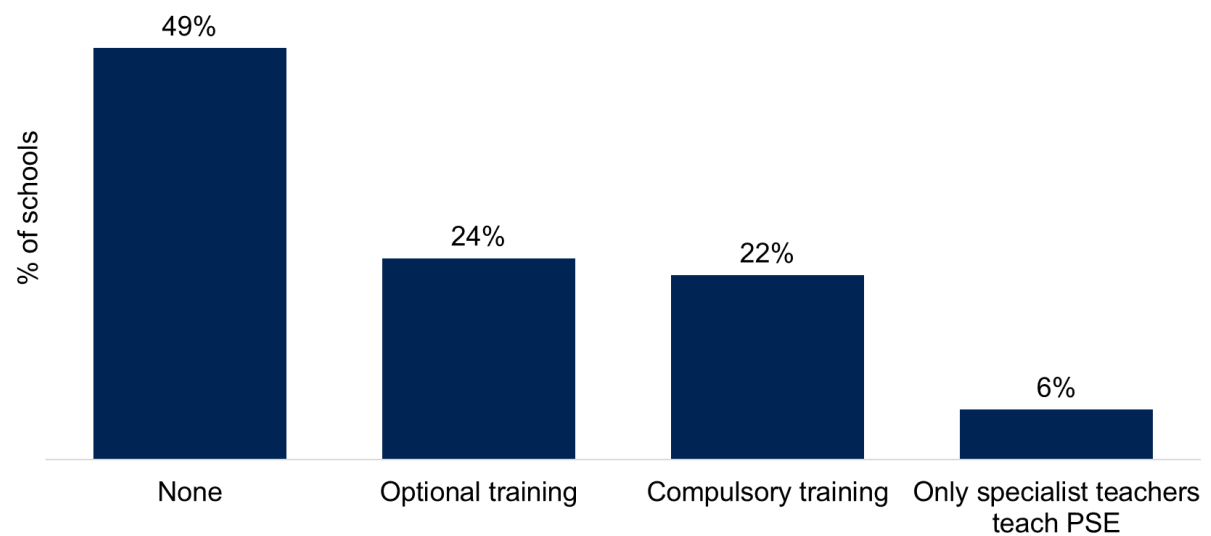
Fig. 18 Teachers with main responsibility for teaching PSE



Q31 Who has the main responsibility for teaching PSE?

Base: All school respondents, excluding 'Don't know' responses (174).

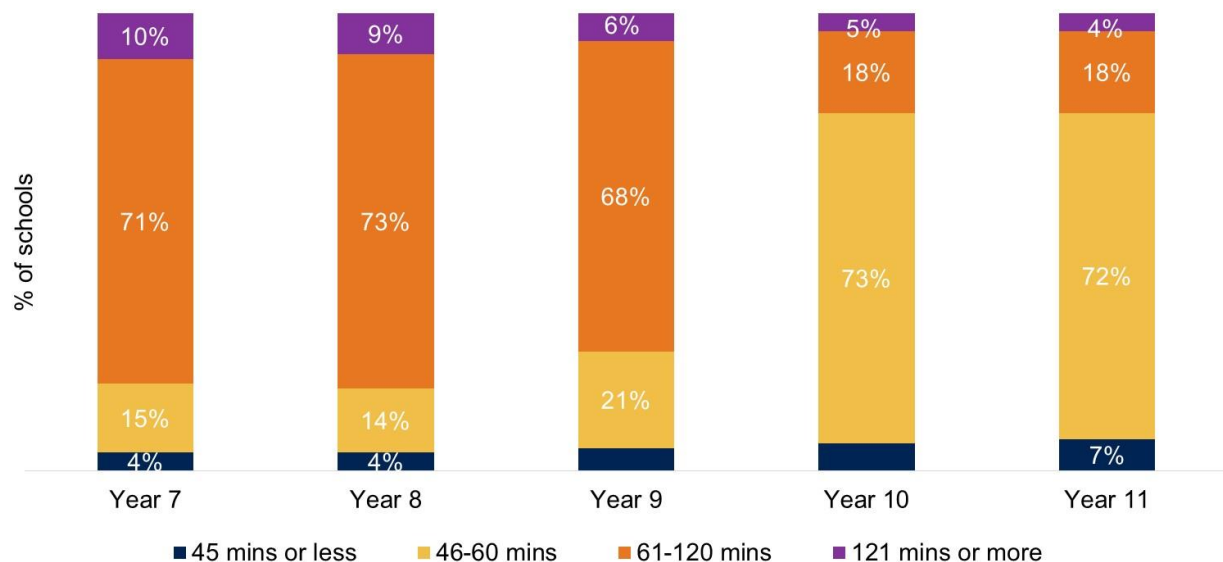
Fig. 19 Provision of formal training to non-specialist PSE teachers



Q32 If non-specialist PSE / health education teachers teach PSE, is formal training provided to support their delivery of the PSE curriculum?

Base: All school respondents, excluding 'Don't know' or not applicable responses (163).

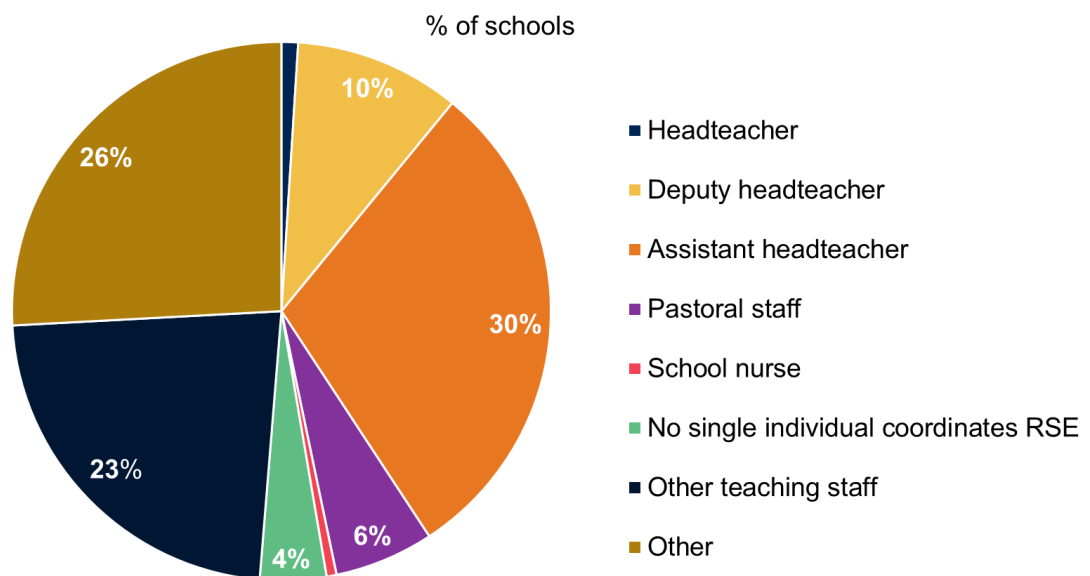
Fig. 20 Time allocated to PE within the formal curriculum (weekly)



Q33 For each year group, how much PE is timetabled weekly within the formal curriculum?

Base: All school respondents, excluding 'Don't know' responses. Year 7 (154), Year 8 (153), Year 9 (150), Year 10 (146), Year 11 (149).

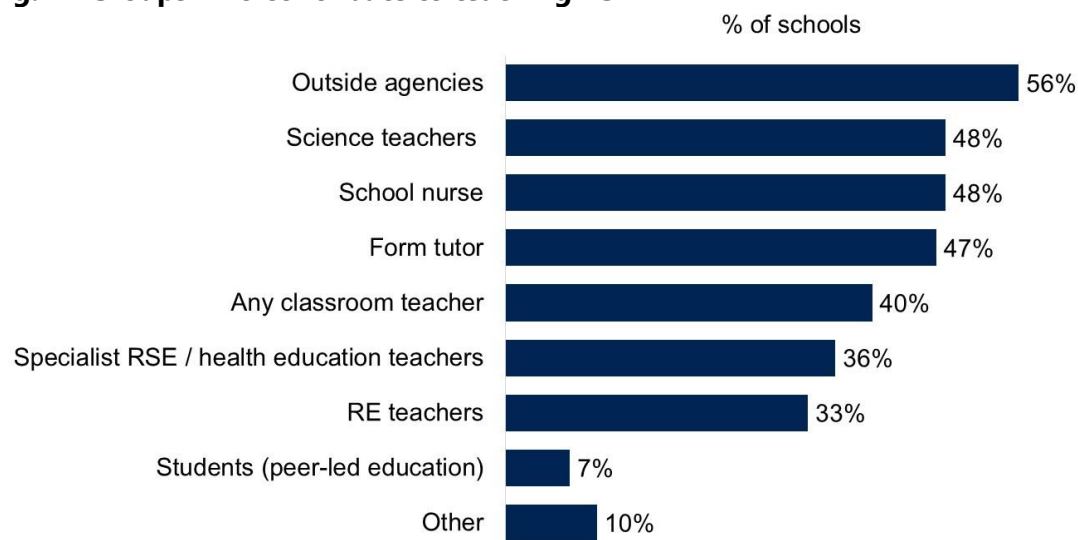
Fig. 21 Responsibility for coordinating RSE



Q34 Who is responsible for coordinating relationships and sexuality education (RSE) in the school?

Base: All school respondents, excluding 'Don't know' responses (173).

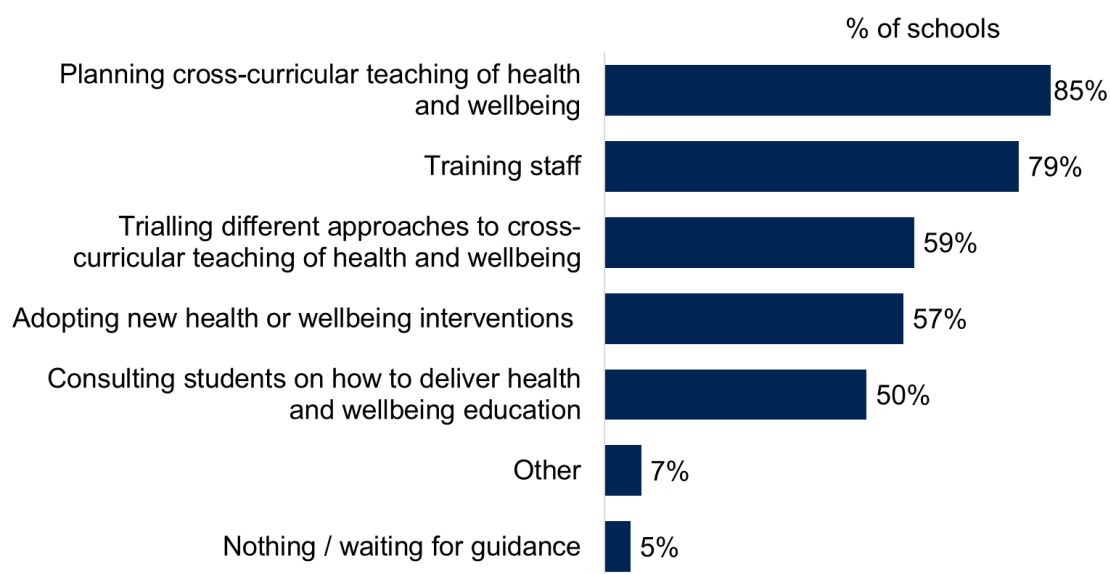
Fig. 22 Groups who contribute to teaching RSE



Q35 Who contributes to teaching relationships and sexuality education (RSE)?

Base: All school respondents, excluding 'Don't know' responses (174).

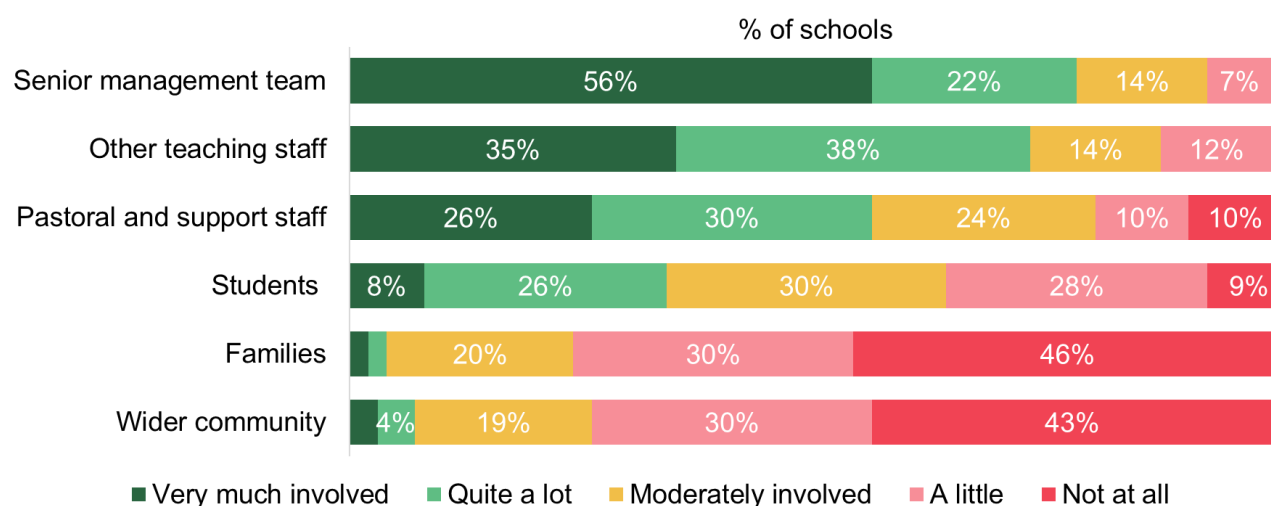
Fig. 23 Actions taken by schools to prepare to deliver health and wellbeing education within the new curriculum



Q37 What is your school doing to prepare to deliver health and wellbeing education within the new curriculum?

Base: All school respondents, excluding 'Don't know' responses (155).

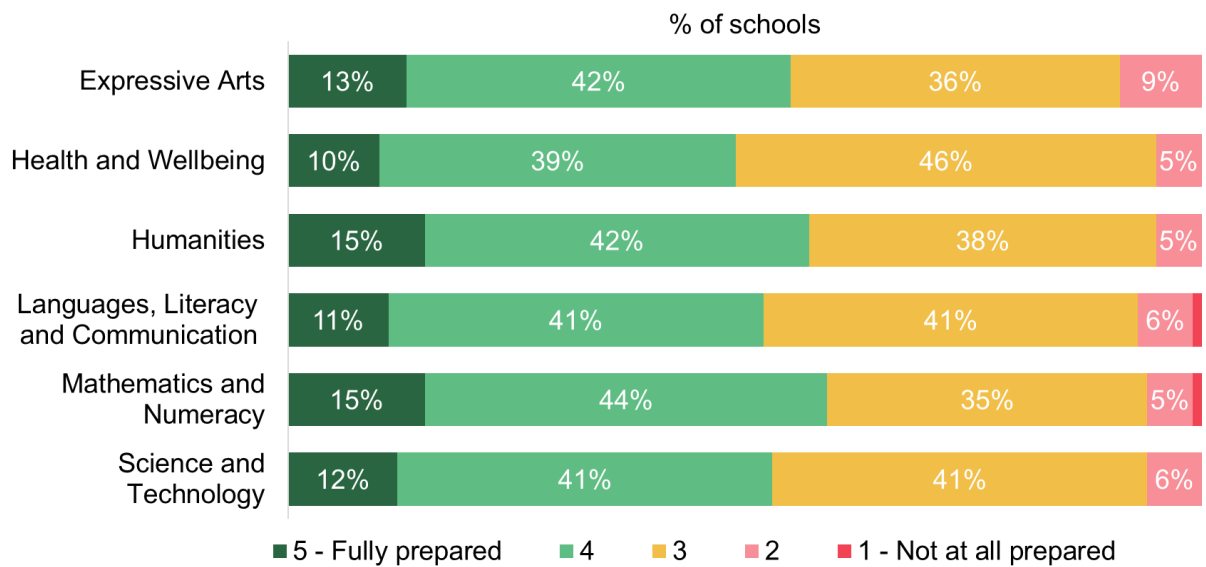
Fig. 24 Involvement of groups to prepare to deliver the Health and Wellbeing Area of Learning and Experience



Q37A To what extent have the following groups been involved in preparations to deliver the Health and Wellbeing Area of Learning and Experience at your school?

Base: All school respondents that are taking action to prepare to deliver health and wellbeing education within the new curriculum, excluding 'Don't know' responses. Senior management team (147), Other teaching staff (147), Pastoral and support staff (146), Students (145), Families (140), Wider community (139).

Fig. 25 Extent to which staff feel prepared to deliver the six Areas of Learning and Experience



Q38 Please rate the extent to which your school staff feel prepared to deliver each of the six Areas of Learning and Experience where 1 is not at all prepared and 5 is fully prepared.

Base: All school respondents, excluding 'Don't know' responses. Expressive arts (153), Health and Wellbeing (158), Humanities (152), Languages, Literacy and Communication (152), Mathematics and Numeracy (152), Science and Technology (153).

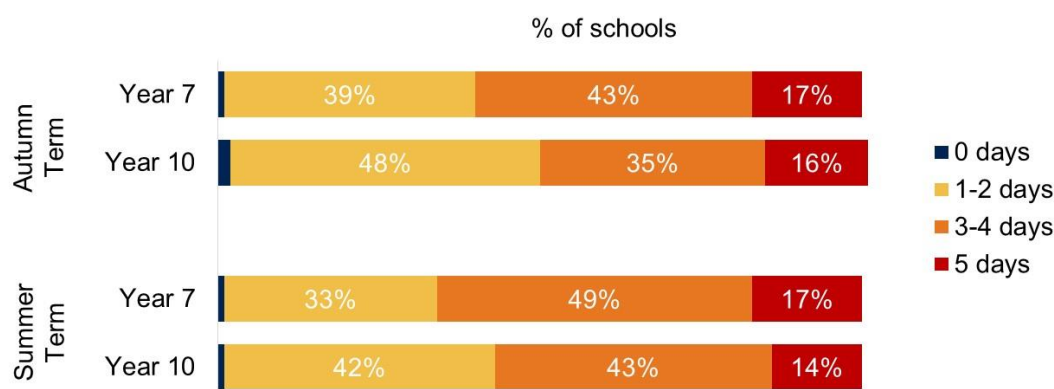
2.4 Physical activity and active transport

Summary findings

- Nearly half of all Year 7 students (49%) **can participate in extra-curricular sport or structured physical activity** 3-4 days per week in the Summer term (see Figure 26). A smaller proportion can participate for 3-4 days a week in the Autumn term (43%). Year 10 students can participate for 3-4 days a week in less schools: 43% for the Summer term and 35% for the Autumn term.
- Unsurprisingly, all schools used PE teachers to deliver extra-curricular sport or physical activity. The proportion of schools **using Sport Wales Young Ambassadors to deliver extra-curricular sport or physical activity** was 32%. Other teachers or other school staff were the group most frequently used by schools to deliver extra-curricular sport (76%) after PE teachers (see Figure 27).
- A gymnasium / sports hall, sports field or basketball/netball court were each **made available to students either at lunchtimes and/or after school** in approximately six to eight in ten schools (60-80%). Over half of schools made sports equipment available to students at lunchtimes (53%) and after school (60%) (see Figure 28).
- Seven in ten schools (68%) were **in the Sport Wales Young Ambassadors scheme**, and a quarter (24%) of schools had five or more ambassadors (see Figure 29).
- Four fifths of schools (81%) **monitored students' physical fitness**. Over half of schools recommended after-school or other community activities (51%), and four in ten (45%) consulted students when they identified low fitness levels (see Figure 30).
- Two thirds of schools (67%) did not **monitor student's body weights**. A fifth of schools (19%) referred the student to the school nurse when they identified concerns (see Figure 31), and 17% would discuss the issue directly with parents.
- The most frequently used **method to promote active transport** was provision of secure covered storage for bicycles and scooters (63% of schools), with around four in ten schools promoting safe walking and cycling routes (42%) and collaborating with police or PCSOs to address community or transport safety (42%). Only 10% of schools offered cycle proficiency training (see Figure 32).

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|--|--|
| Q49 Does your school: (1) Monitor the number of students walking or cycling to school; (2) Set goals to increase the number of students walking or cycling to school | All school respondents: Monitoring students (162); Setting goals (161), Outdoor learning (164) |

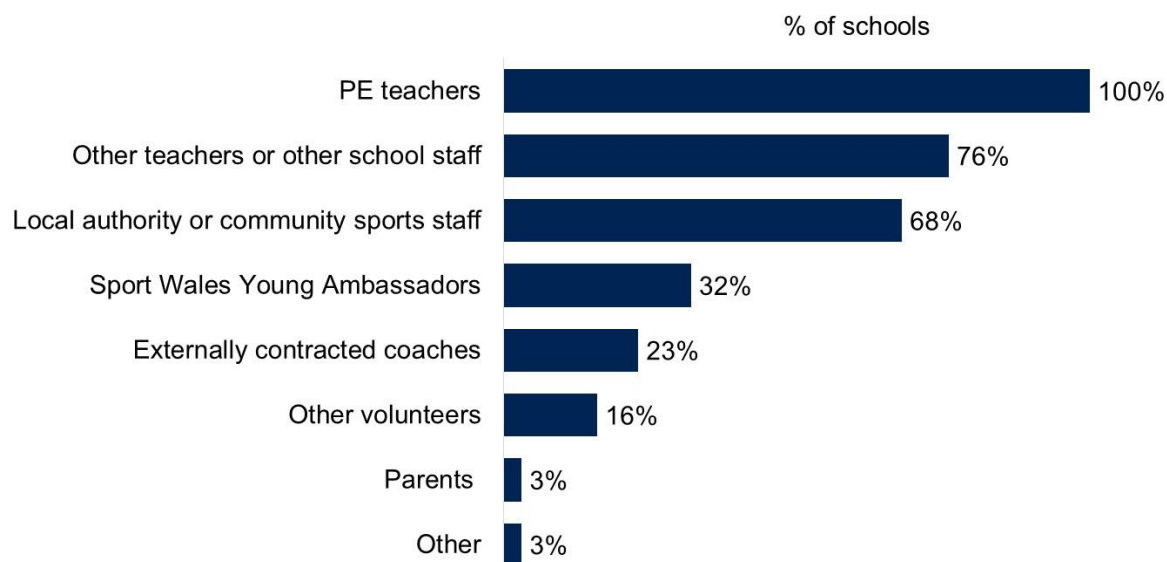
Fig. 26 Number of days a week students in Years 7 and 10 can participate in extra-curricular sport or structured physical activity



Q42 On average, how many days a week can students in years 7 and 10 participate in extra-curricular sport or other structured physical activity (led by staff, volunteers, other students) in the autumn and summer terms, e.g. football club, dance club?

Base: All school respondents, excluding 'Don't know' responses (174).

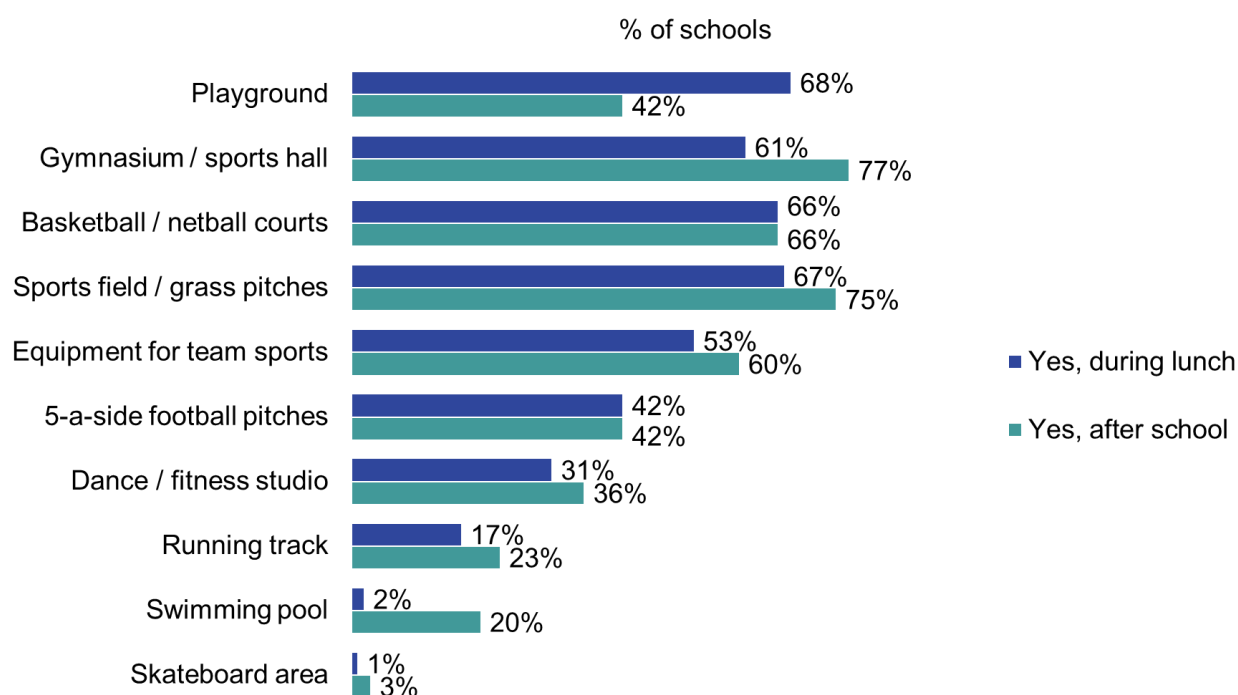
Fig. 27 Groups delivering extra-curricular sports in schools



Q43 Who delivers extra-curricular sports and physical activity in your school?

Base: All school respondents that deliver extra-curricular sports and physical activity, excluding 'Don't know' responses (174).

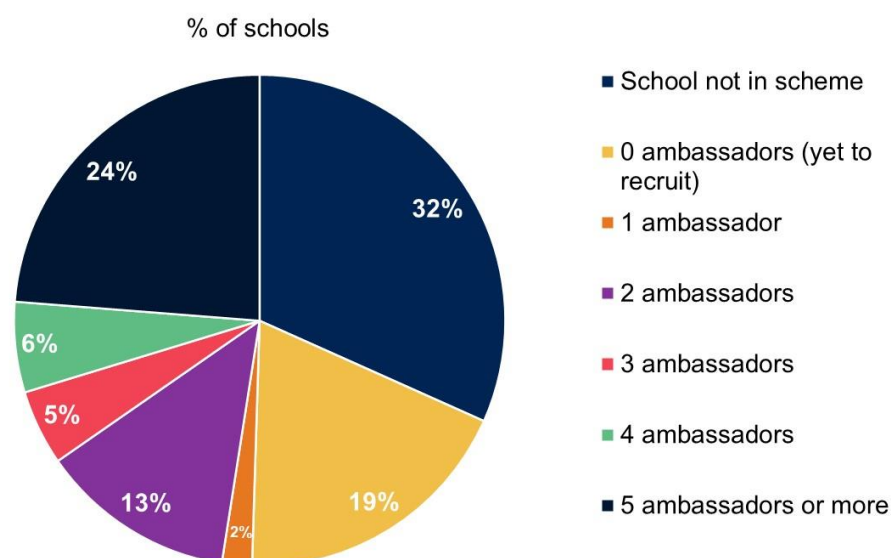
Fig. 28 Student access to physical activity resources outside of lesson time



Q44 Are the following available to students on site (with or without supervision)?

Base: All school respondents, excluding 'Don't know': Gymnasium/sports hall (173), Sports field/grass pitches (173) and Equipment for team sports (172), Swimming pool (173), Dance/fitness studio (171), Basketball/netball courts (172) and Playground (173), Running track (172), 5-a-side football pitches (172) and Skateboard area (173).

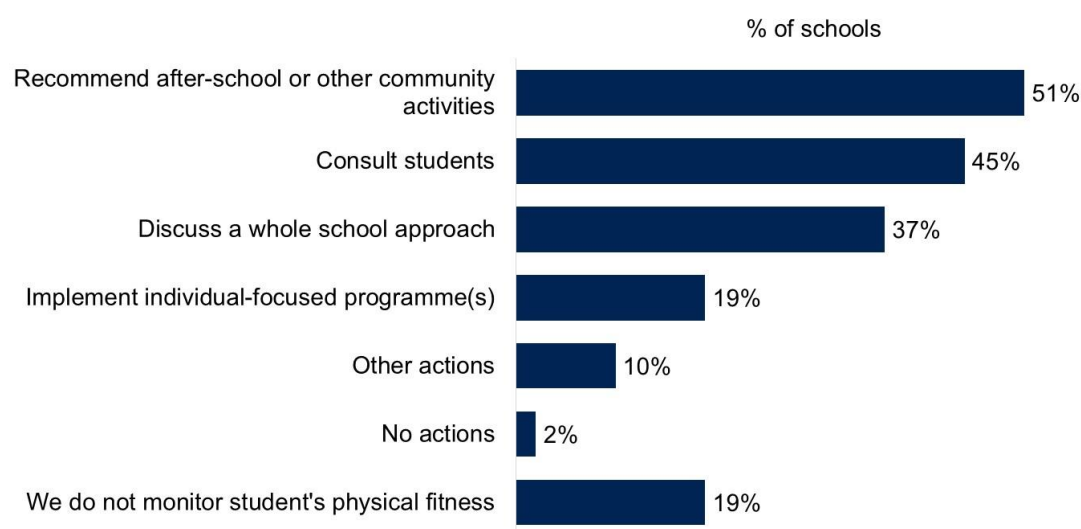
Fig. 29 Percentage of schools with Sport Wales Young Ambassadors



Q45 How many Sport Wales Young Ambassadors does your school currently have?

Base: All school respondents, excluding 'Don't know' responses (130).

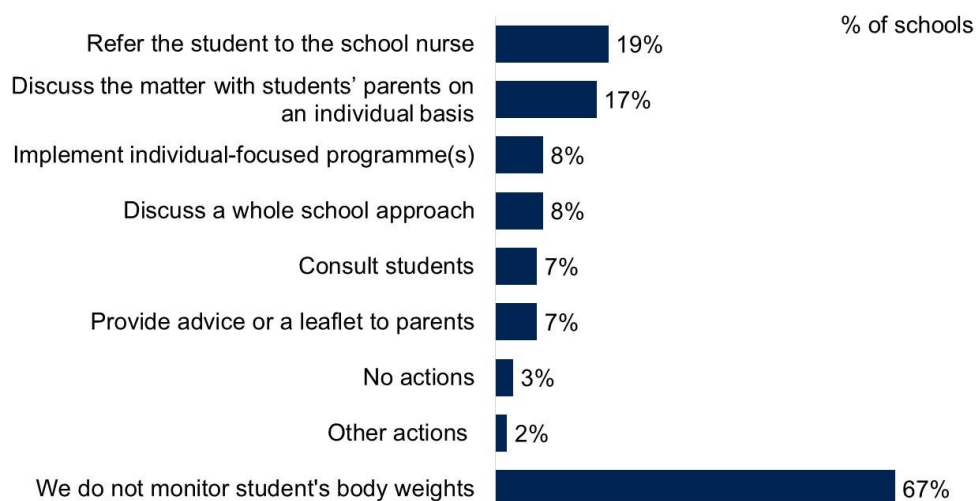
Fig. 30 School actions to address low fitness levels



Q46 Does your school monitor students' physical fitness at the school level and/or the individual student level and what actions do you take when you identify low fitness levels?

Base: All school respondents, excluding 'Don't know' responses (166).

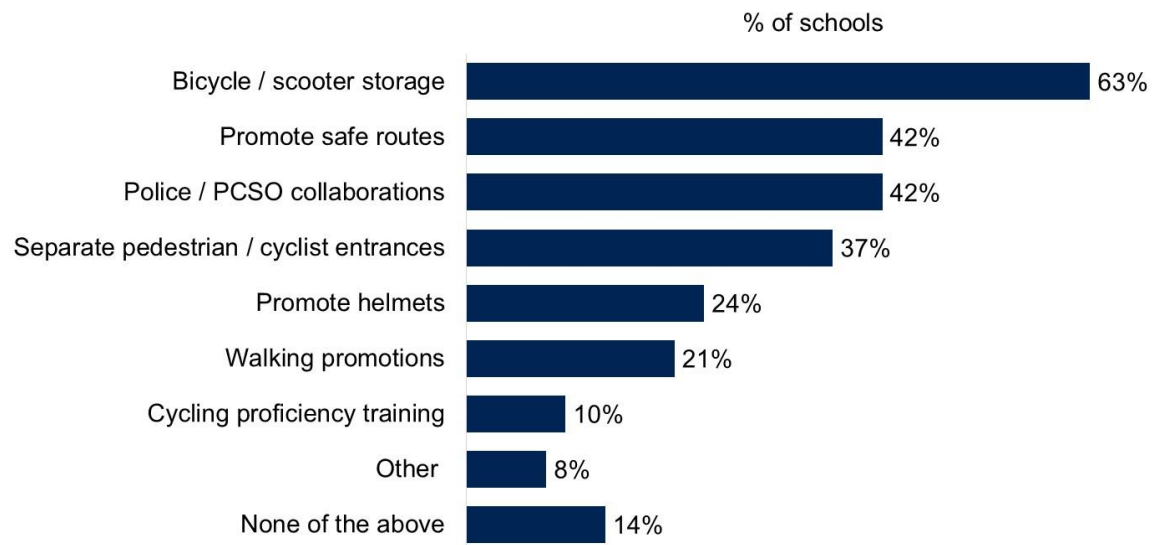
Fig. 31 School actions to address body weight concerns



Q47 Does your school monitor students' body weight at the school level and/or the individual student level and what actions do you take when you identify concerns?

Base: All schools respondents, excluding 'Don't know' responses (169).

Fig. 32 Strategies to promote active travel



Q48 Does your school promote active transport in any of the following ways?

Base: All school respondents, excluding 'Don't know' responses (172).

2.5 Healthy eating

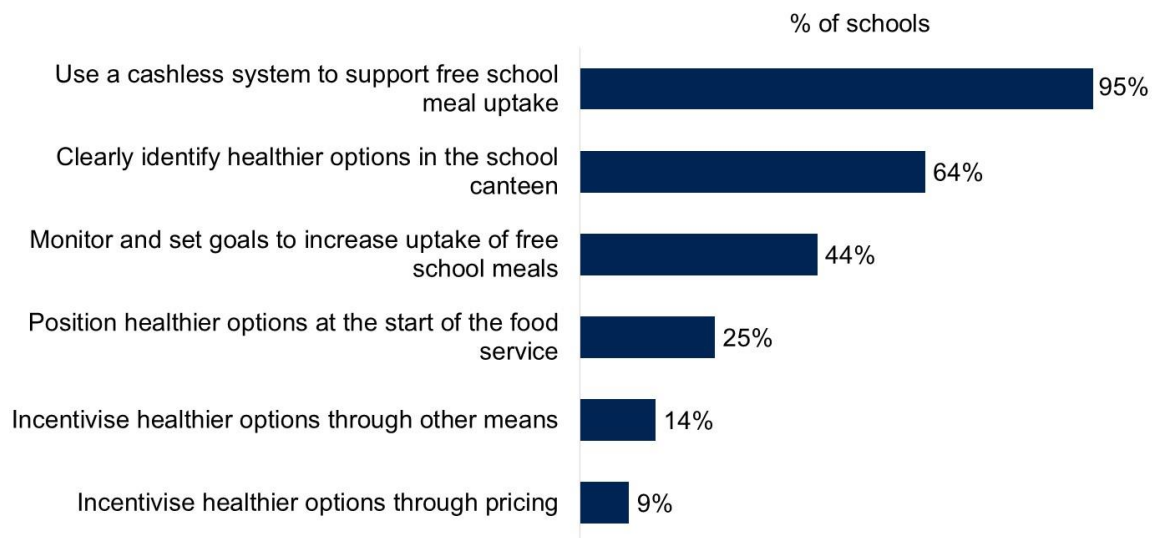
Summary findings

- The most frequently used strategy to promote healthy eating was using a cashless system to support free school meal uptake (95% of schools). Using price incentives for healthier options was low (9% of schools). 44% of schools had goals in place to increase uptake of free school meals (see Figure 33).
- **Extra-curricular programmes for learning about food and healthy eating** were offered in 69% of schools in total, with 20% overall being offered on a regular basis and 49% as ad hoc or one off events. 49% of schools that offered such programmes never invited parents to take part (see Figure 34).
- **38% of schools offered a breakfast club** throughout the year to all students. A further 28% of schools offered a breakfast club to some students and/or at certain times of the year. The majority (89%) of schools that offered breakfast did so daily.
- **Student payment for breakfast** was free of charge to all students in nearly half (47%) of schools with clubs, while a third (34%) provided free breakfast to some students based on need (see Figure 35).
- The aspect of **the school dining environment** least likely to be present in schools was an adequate number of chairs and tables (75%) (see Figure 36).
- The strong majority of schools (95%) had **at least 30 minutes for their lunch break**, with seven percent overall having an hour or more (see Figure 37).
- 9% of schools had **increased the length of their lunch break in the last two years**, whilst 29% had reduced it. A further 12% had considered reducing it, but decided not to. Of those schools that had reduced or considered reducing their lunch break length, nearly half (47%) cited the primary motivation was improving student behaviour.
- Between 12% and 13% of schools allowed Year 7, 8 and/or 9 **students off site at lunchtime**, but only with parental consent. 16% of schools allowed Year 10 students off site at lunchtime, whilst 20% of schools did so for Year 11. Around 3 in 4 schools did not allow their students off site without parental consent (79% of Year 11s) (see Figure 38). The majority of schools (74%) did not **change their policy on allowing year groups off site during lunch** in the 2019/20 or 2020/21 school years. However, 15% changed their policy to allow fewer year groups or students off school premises.
- About half of schools (48%) had **a healthy eating or Food & Fitness policy**. A further quarter (26%) of schools had a policy in development.
- Of schools that had healthy eating or Food & Fitness policies, the least likely event to be covered in this policy was **the types of food and drink that could be offered at school social events for parents** (35%) (see Figure 39).

- Among schools with a healthy eating or Food & Fitness policy, over a half (65%) had a policy that included guidance on **the types of food and beverages that students can bring into school**, whilst for 8% the policy included requirements on such things.
- Of the schools that included guidance or requirements on the types of food and drink that students can bring into school in their healthy eating or Food & Fitness policy, about half (55%) also **included in their guidance or requirement which food could be taken on school trips**.
- Most schools (79%) did not **monitor the food students bring into school**, whilst six percent monitored it at least once a term, and 14% monitored it less than once a term.
- **Use of commercially sponsored materials** from supermarkets and trade organisations were used by 16% and 15% respectively of schools for teaching, whilst materials from supermarkets were used by 14% of schools for fundraising events (see Figure 40).
- Over two thirds of schools (67%) did **not engage with supermarkets, fast food companies, soft drink companies, energy drink companies, confectionary companies, or trade organisations** (see Figure 41).

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|--|---|
| Q51 Does your school or any other organisation provide any extra-curricular programmes for learning about food and healthy eating, e.g. cooking clubs? | All school respondents (173) |
| Q53 Does your school offer a breakfast club before the start of the morning school session? | All school respondents (173) |
| Q54 How many days a week is the breakfast club offered? | All schools that offer a breakfast club (113) |
| Q58 Have you considered changing the length of your lunch break in the last two years? | All school respondents (174) |
| Q59 What was the primary motivation for reducing or considering reducing the length of your lunch break? | All schools that reduced or considered reducing the length of their lunch break (71) |
| Q61 Did your policy on allowing year groups off school premises during their lunch break change in the 2019/20 or 2020/21 school years? | All school respondents (174) |
| Q62 Does your school have a healthy eating or Food & Fitness policy? | All school respondents (166) |
| Q64 Does your school's healthy eating or Food & Fitness policy include guidance or requirements on the types of foods and beverages that students can bring into school, e.g. in packed lunches? | All schools that have a healthy eating or Food & Fitness policy (77) |
| Q65 Does this include food taken on school trips? | All schools whose healthy eating or Food & Fitness policy includes guidance/requirements on types of food/beverage that students can bring into school (53) |
| Q66 Is the food that your students bring into school ever monitored? | All school respondents (170) |

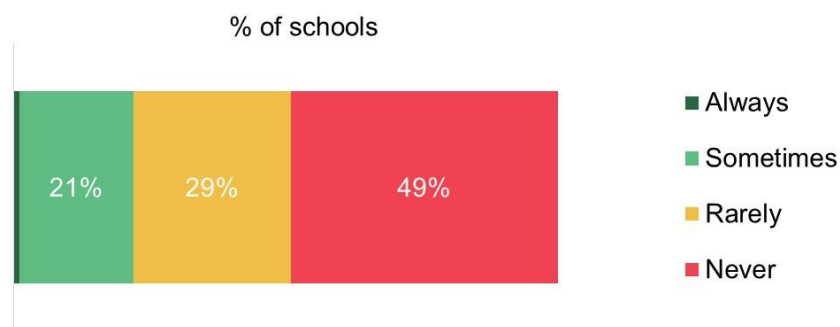
Fig. 33 Strategies to promote healthy eating



Q50 Does your school do any of the following to promote healthy eating?

Base: All school respondents, excluding 'not applicable' responses (172).

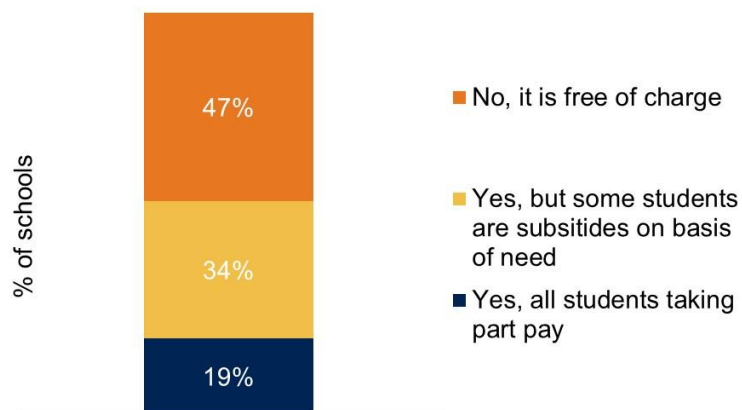
Fig. 34 Invitations to parents to take part in extra-curricular healthy eating programmes



Q52 Are parents invited to take part in these programmes?

Base: All school respondents that have extra-curricular programmes for learning about food and healthy eating, excluding 'Don't know' responses (112).

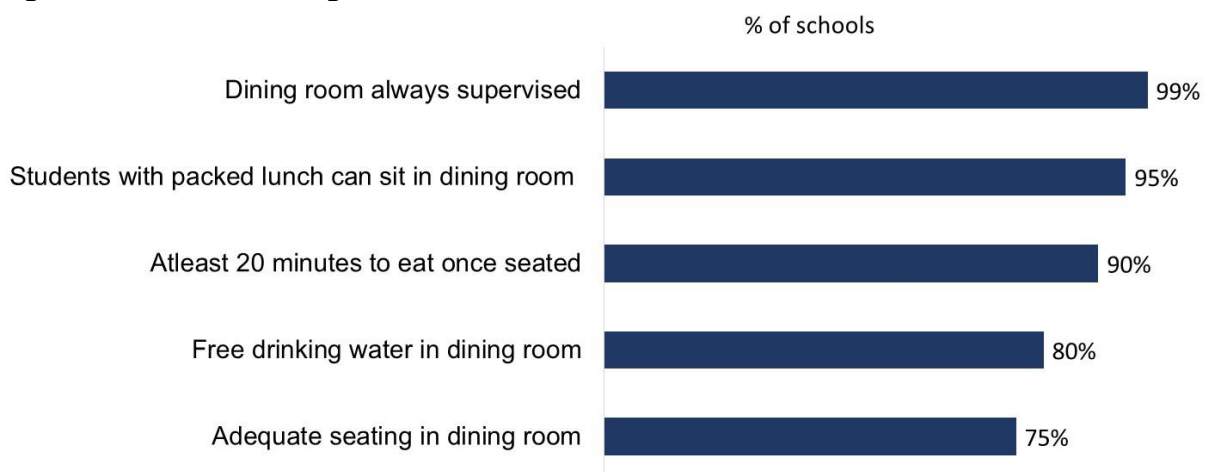
Fig. 35 Student payment for breakfast club



Q55 Do students pay for their breakfast at the club?

Base: All school respondents that offer a breakfast club, excluding 'Don't know' responses (106).

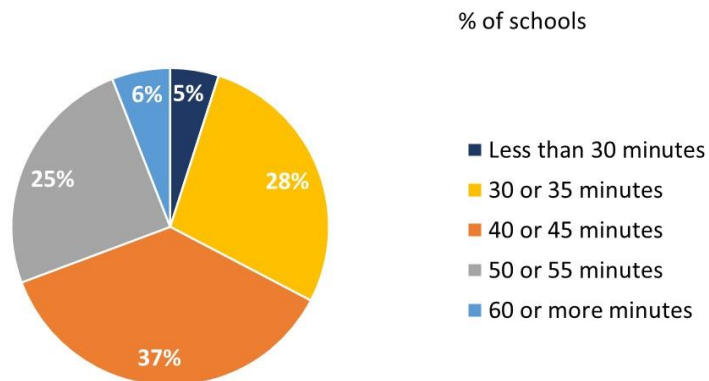
Fig. 36 The school dining environment



Q56 Please tick Yes or No to the following questions about your school dining environment?

Base: All school respondents, excluding 'Don't know' responses. Adequate seating in dining room (169), At least 20 mins to eat once seated (172), Students with packed lunch can sit (170), Free drinking water (174), Supervised dining room (174).

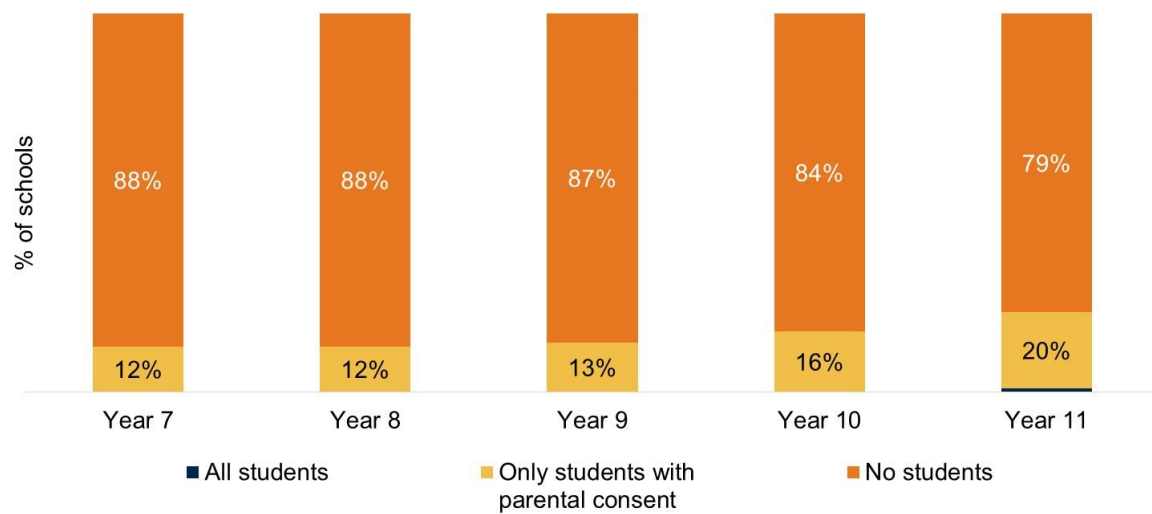
Fig. 37 Lunch break length



Q57 How long do students have for their lunch break at your school?

Base: All school respondents, excluding 'Don't know' responses (174).

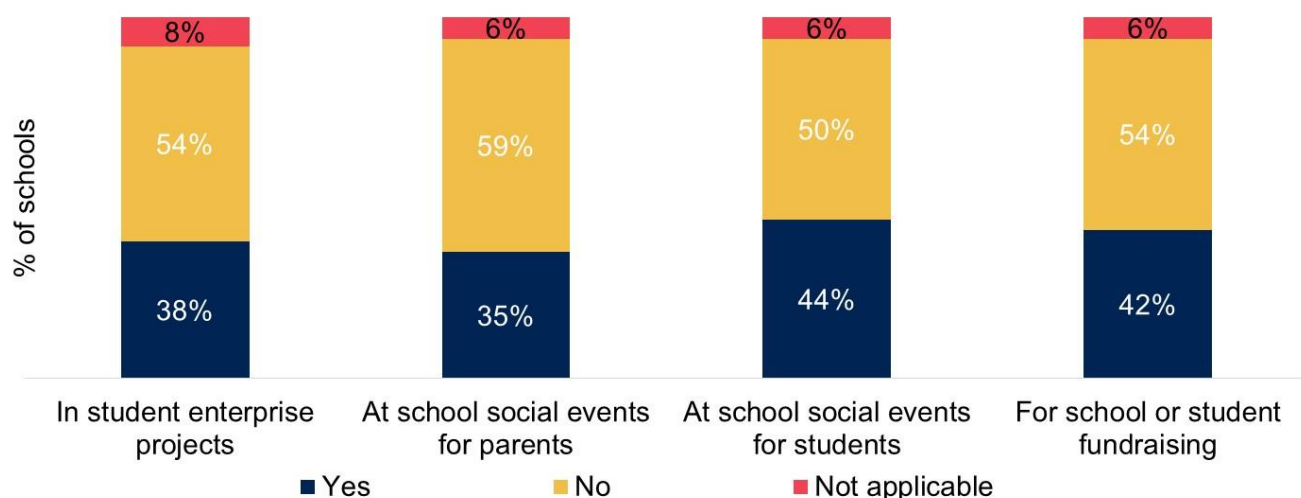
Fig. 38 Permission to leave school by year group in schools that allow any year group off site



Q60 Are any students in years 7 to 11 allowed off school premises during their lunch break?

Base: All school respondents that allow at least one year group off site, excluding 'Don't know' responses: Year 7 (174), Year 8 (174), Year 9 (174), Year 10 (174), Year 11 (173).

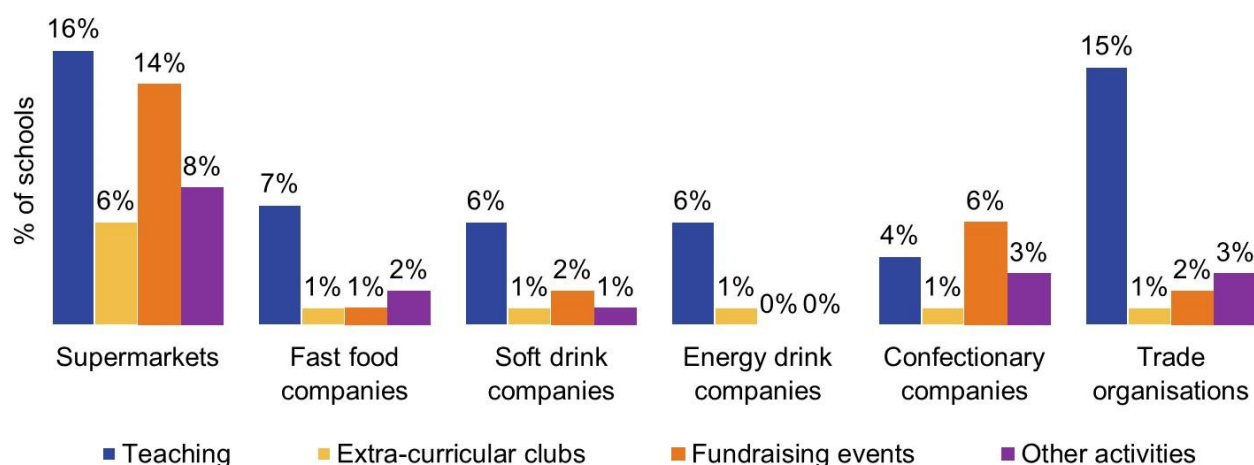
Fig. 39 Inclusion in healthy eating or Food & Fitness policy of types of foods and beverages that can be offered or sold in different contexts



Q63 Does your school's healthy eating or Food & Fitness policy cover the types of foods and beverages that can be offered or sold at the following?

Base: All school respondents that have a healthy eating or Food & Fitness policy, excluding 'Don't know' responses. Student enterprise projects (71), School social events for parents (69), School social events for students (70), School or student fundraising (71).

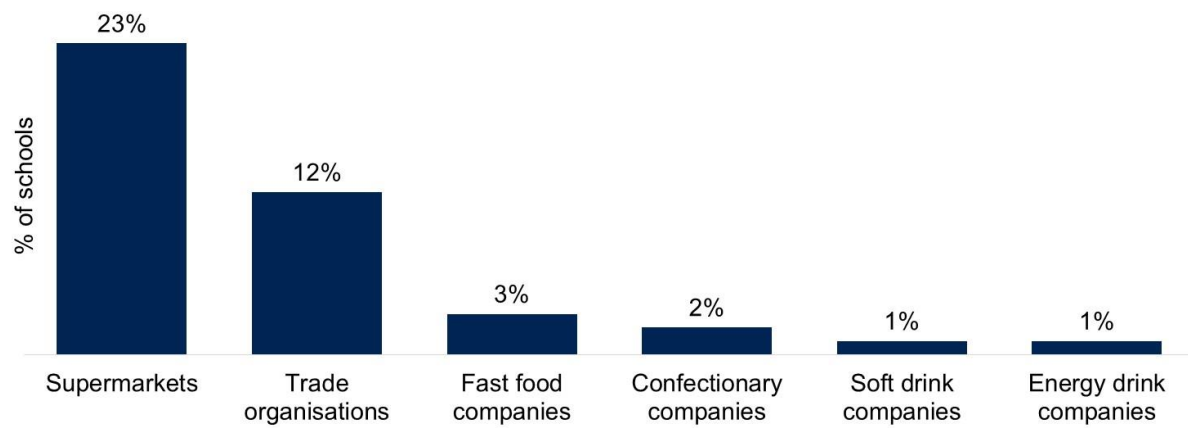
Fig. 40 Use of commercially sponsored materials



Q67 Does your school use commercially sponsored materials from the following organisations for teaching or other activities at school?

Base: All school respondents, excluding 'Don't know' responses. Supermarkets (159), Fast food companies (163), Soft drink companies (163), Energy drink companies (164), Confectionary companies (161), Trade organisations (150).

Fig. 41 Businesses that schools invite representatives from or take students to visit



Q68 Does your school invite in representatives from or take students to visit any of the following?

Base: All school respondents that engage with at least one organisation, excluding 'Don't know' responses (168).

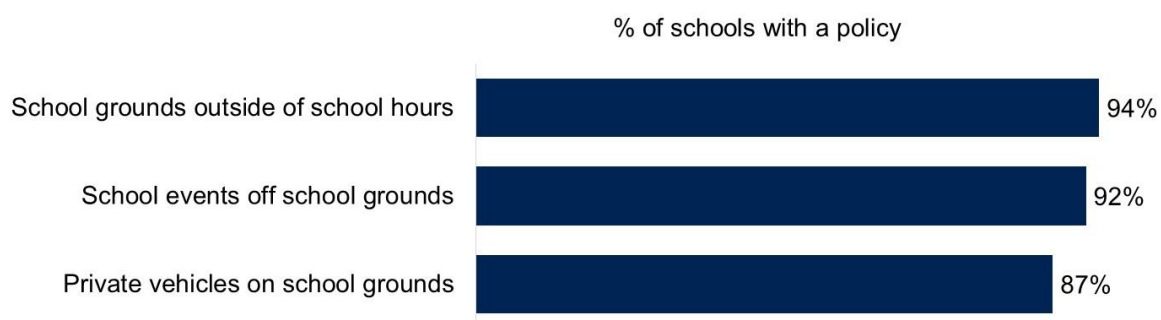
2.6 Tobacco, drugs and alcohol

Summary findings

- 3/4 of schools (77%) **taught students about illegal tobacco**. 9/10 schools (90%) also taught students about e-cigarettes/vapes.
- **Tobacco cessation support** was offered to students in three quarters (73%) of schools. More than half of the schools (61%) offered such support through referral to an off-site service or initiative, while almost a quarter (24%) offered support at school. Just over a quarter of schools (27%) did not offer any tobacco cessation support services.
- Nearly all schools had **specified pathways or referral processes in place to provide expertise and resources for students who misuse drugs** (96%) and **alcohol** (95%).
- Most schools (94%) had **a policy that included the prohibition of smoking and tobacco use** prohibiting tobacco use on school grounds outside of school hours, whilst prohibition at school events off school grounds was a little less common (92%) (see Figure 42).
- Almost 3/4 (73%) of schools had a prohibition policy that includes electronic **cigarettes, i.e. e-cigarettes or vapes**, whilst 17% were in the process of developing such policy.
- Of those schools which had a policy that included the use of e-cigarettes, a large majority **prohibited students from using e-cigarettes on school grounds both during school hours** (98%) **and outside school hours** (95%). A large majority of schools with such a policy also prohibited staff from doing so during school hours (93%) and outside school hours (86%) (see Figure 43).
- One in five schools (20%) **permitted alcohol at events** when the school site was being used by external organisations, and similar proportions permitted alcohol at on-site school events for parents (19%) and for staff (18%) (see Figure 44).

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|---|---|
| Q69 Does your tobacco education include teaching students about: | All school respondents: Illegal tobacco (162); E-cigarettes (166) |
| Q70 Does your school offer any type of tobacco cessation support to students? | All school respondents (174) |
| Q71 Does your school have a specified pathway or a referral process in place to provide expertise and resources for students who: | All school respondents: Misuse drugs (168); Misuse alcohol (167) |
| Q73 Does your school display signs at or near the main entrance(s) to the school grounds indicating that the school grounds are smoke-free? | All school respondents who indicated that their school grounds are smoke-free (129) |
| Q74 Does your school have a policy that includes use of electronic cigarettes, also known as e-cigarettes or vapes? | All school respondents (169) |

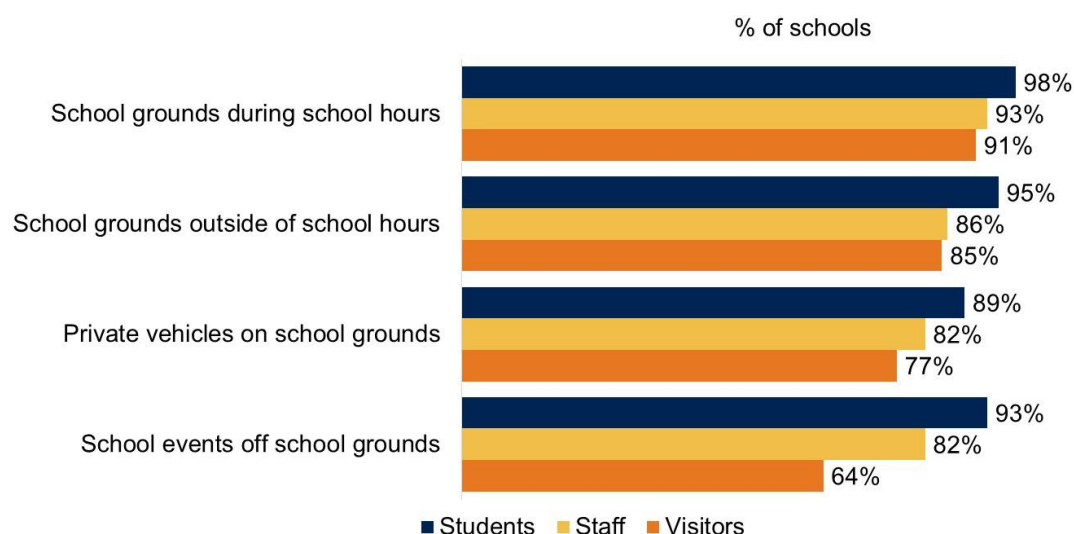
Fig. 42 Tobacco use policy prohibitions



Q72 Does your school's smoking and tobacco use policy prohibit tobacco use in the following locations?

Base: All school respondents that have a policy including smoking and tobacco use, excluding 'Don't know' responses: School grounds outside of school hours (172); School events off school grounds (164); Private vehicles on school grounds (161).

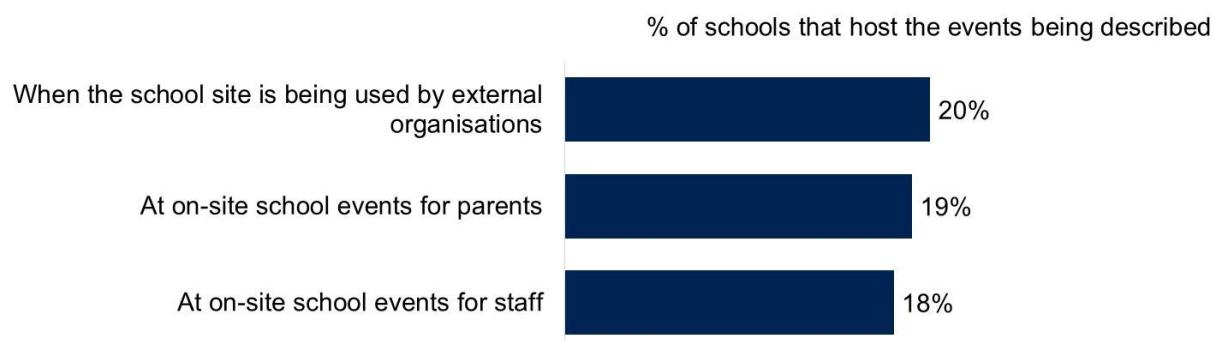
Fig. 43 E-cigarette use policy prohibitions



Q75 Does your school's policy prohibit e-cigarette use in the following locations by students, staff and visitors?

Base: All school respondents that have a policy including use of e-cigarettes, excluding 'Don't know' responses. School grounds during school hours (122), School grounds outside of school hours (120), Private vehicles on school grounds (114), School events off school grounds (116).

Fig. 44 Alcohol use policy prohibitions



Q76 Is alcohol permitted in any of the following situations?

Base: All school respondents, excluding 'Don't know' or 'not applicable' responses. when the school site is being used by external organisations (145), on-site school events for parents (160), on-site school events for staff (158).

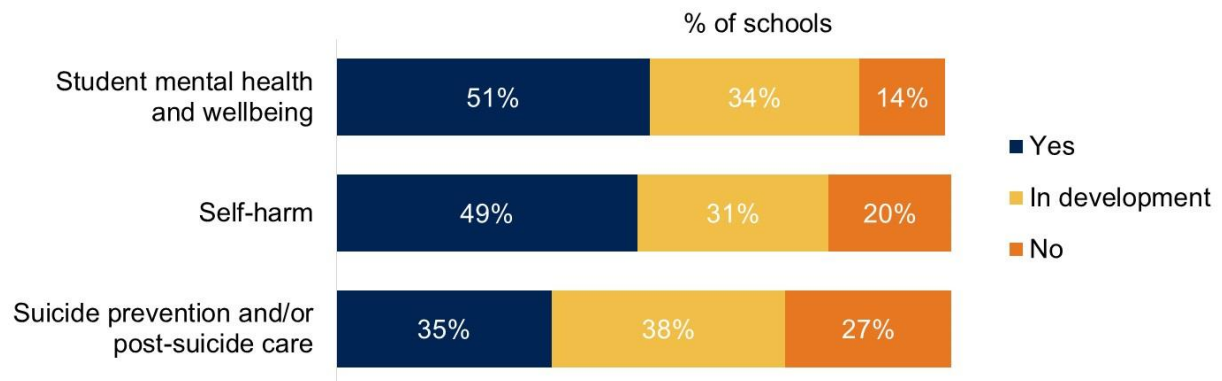
2.7 Mental health and wellbeing

Summary findings

- Around half of schools had **written policies on student mental health and wellbeing and self-harm** (51% and 49% respectively), whilst fewer schools had policies on suicide prevention and/or post-suicide care (35%) (see Figure 45).
- More than a half of schools (51%) said all their staff have **received training in recognising and responding to the impact of childhood trauma**. In a fifth of schools, however, less than half of the staff had received this training (21%).
- **Dedicated nurture spaces for students** were reported in almost all schools (99%), but in the minority of schools (18%), the space was only available to some students.
- Just over nine in ten schools (99%) stated that their **staff had access to a counselling service** (see Figure 46).
- Two-thirds of schools (68%) delivered **wellbeing interventions for staff**.

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|---|---|
| Q78 How many staff have received training in recognising and responding to the impact of childhood trauma, e.g. abuse, parental substance misuse, parental incarceration? | All school respondents (168) |
| Q79 Does your school have a dedicated nurture space for students? | All school respondents (173) |
| Q81 Does your school deliver any mental health and wellbeing interventions for staff? | All school respondents (158) |

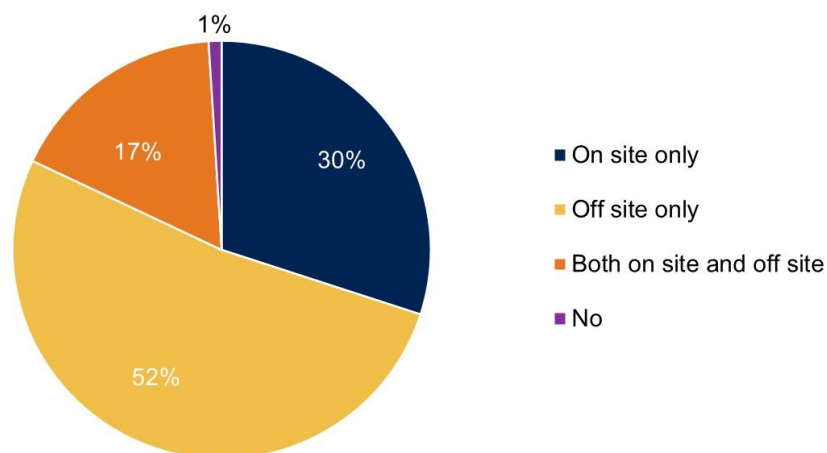
Fig. 45 Written mental health and wellbeing policies



Q77 Does your school have written policies that include the following?

Base: All school respondents, excluding 'Don't know' responses. Student mental health and wellbeing (169), Self-harm (166), Suicide prevention and/or post-suicide care (160).

Fig. 46 Staff access to counselling service



Q80 Does the school support staff in accessing specialist mental health and emotional wellbeing support (i.e. a counselling service)?

Base: All school respondents, excluding 'Don't know' responses (170).

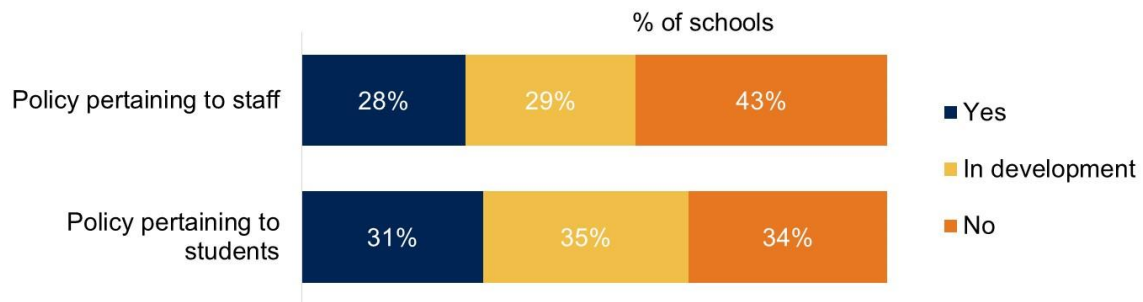
2.8 Sex and relationships

Summary findings

- Most schools (64%) had an **on-site 'drop-in' service specifically for sexual health advice**. Of schools that offered this 'drop-in' service, the majority (82%) used an NHS school nurse to provide it.
- More than two-fifths (45%) of schools had **on-site provision of free condoms for students**.
- Almost a third of schools had a **written policy that included violence against women and girls, domestic abuse, and sexual violence (VAWDASV) for both staff and students** (28% and 31% respectively) while slightly more schools were in the process of **developing a written policy that included violence against women and girls, domestic abuse and sexual violence (VAWDASV) for both staff and students** (29% and 35% respectively) (see Figure 47).
- Most schools (62%) stated that they **worked in partnership with relevant agencies to address VAWDASV**. Other common actions taken by schools to address the issue included staff and student education on VAWDASV (63% and 51% respectively) (see Figure 48).
- At most schools, some or all staff received **training on the issues of student disclosure of (93%) and/or recognising and responding to signs of VAWDASV** (86% and 88% respectively) (see Figure 49).

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|---|---|
| Q82 Does your school have an on-site 'drop-in' service that includes support for the following? | All school respondents (170) |
| Q83 Who provides the on-site 'drop-in' service for sexual health advice? | All school respondents (170) |
| Q84 Does your school have on-site provision of free condoms for school students (including distribution using the C-Card scheme)? | All school respondents (164) |

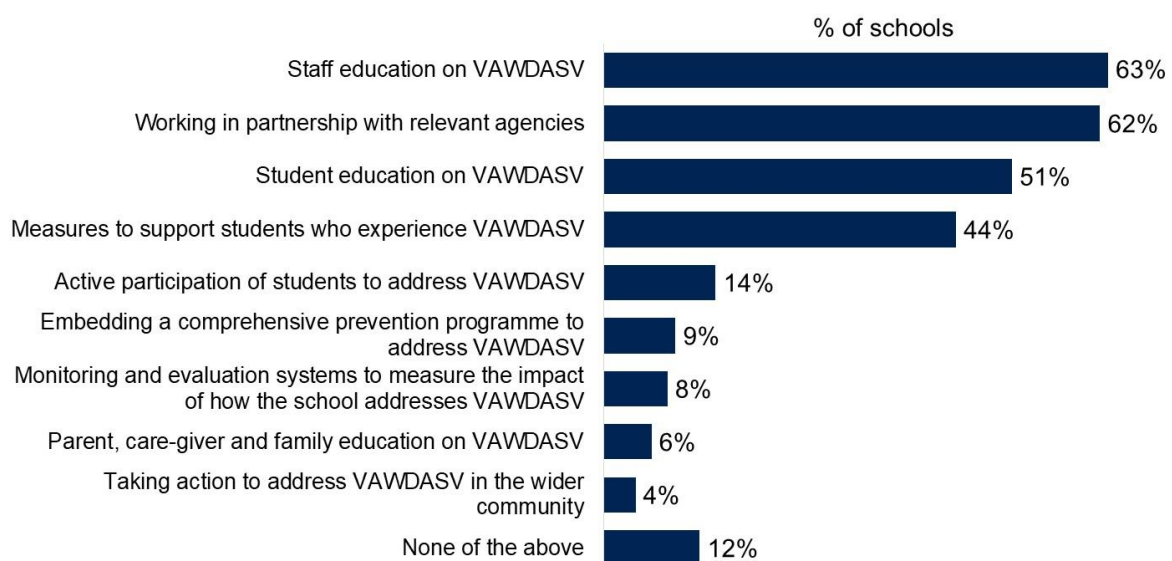
Fig. 47 Schools with written policies that include VAWDASV



Q85 Does your school have a written policy that includes violence against women and girls, domestic abuse and sexual violence (VAWDASV)?

Base: All school respondents, excluding 'Don't know' responses. Policy pertaining to staff (154), policy pertaining to students (159).

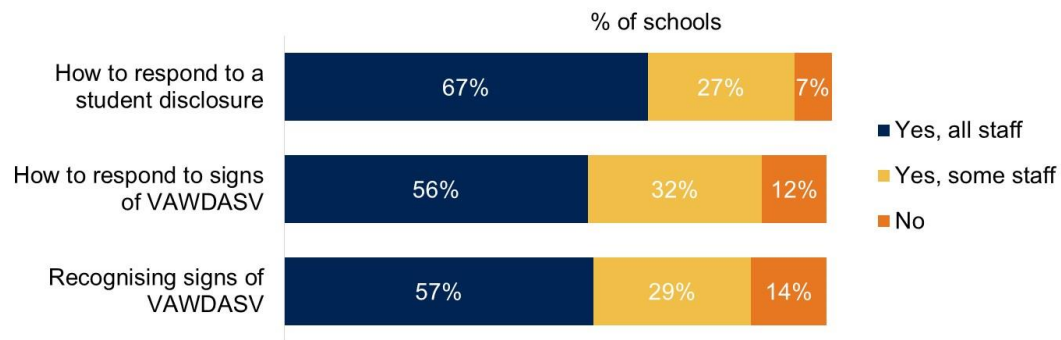
Fig. 48 Actions taken to address VAWDASV in 2017/18 and 2018/19



Q86 Has your school used any of the following to address violence against women and girls, domestic abuse and sexual violence (VAWDASV) in the last two academic years (2017/8 and 2018/19)?

Base: All school respondents, excluding 'Don't know' responses (162).

Fig. 49 Staff training on VAWDASV in 2019/20 and 2020/21



Q87 Did staff at your school receive any training on the following issues in the previous two academic years (2019/20 and 2020/21)?

Base: All school respondents, excluding 'Don't know' responses. How to respond to student disclosure (165), how to respond to signs of VAWDASV (163), recognising signs of VAWDASV (168).

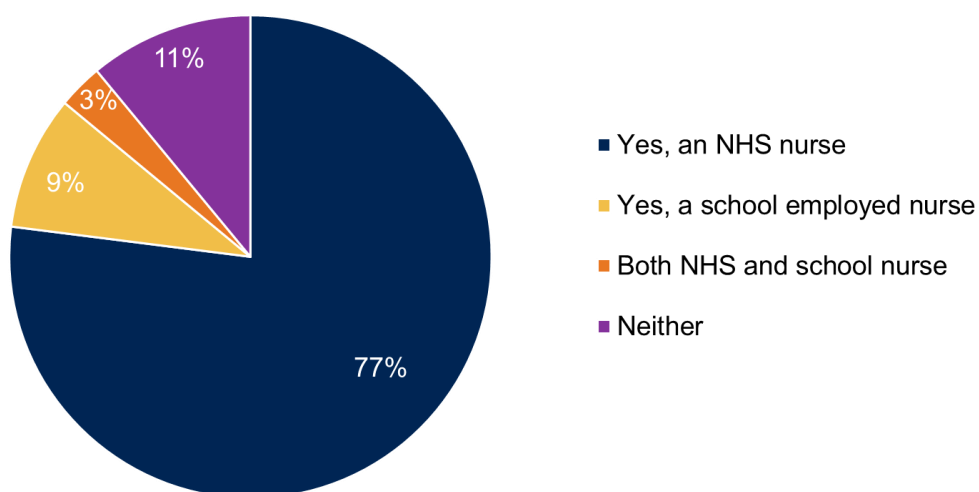
2.9 Health service provision

Summary findings

- Most schools stated that they **only** had **an NHS nurse** (77%), whilst nine percent of schools **only** employed their own nurse, and eleven percent of schools said that they did not have a nurse (see Figure 50).
- In schools that had a nursing provision, **a nurse was** most commonly **on site** 1-2 times per week (48% of schools). Only ten percent of schools had a nurse on-site and available to students every day (see Figure 51).
- The task most commonly undertaken by NHS school nurses in schools that had NHS nursing provision, was giving **one-to-one student advice and support** on an ad hoc basis (82%) (see Figure 52).
- Most schools (94%) offered a **school-based student counselling service** at least once a week (see Figure 53).
- In the majority (98%) of schools, **students were informed of other local, confidential counselling services they could use**. Within these schools, nine out of ten (91%) were set up so students could attend these services during school hours.
- More than two-thirds (69%) of schools had a **named person within their local Child and Adolescent Mental Health Service (CAMHS) that they could contact for help and support**. Just under a third (31%) of schools did not have a named person.
- Nearly half (44%) of schools were **in contact with their local CAMHS** on a weekly basis, 17% fortnightly, and 20% monthly (see Figure 54).
- The majority of schools (88%) that were **in contact with their local CAMHS** received telephone advice. Regular meetings were also held with CAMHS in nearly half of the schools (46%) (see Figure 55).
- Of the schools that could make **referrals to CAMHS**, nearly a third of schools have made 11 or more referrals in the last two academic years (see Figure 56).
- All schools which had made referrals to CAMHS had at least some of their **students get access to treatment**, but only 1/10 (10%) said that all the students they referred got access to treatment.
- Just over a quarter of schools (26%) said they felt **supported by their local CAMHS**, whilst nearly four out of ten (39%) said they did not feel supported (see Figure 57).
- Overall, about eight in ten (83%) schools had a **school-based educational psychologist** available in school, but the psychologist was available once a week at most and on request only in 69% of schools (see Figure 58).

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|---|--|
| Q92 Are students informed of other local, confidential counselling services they can use? | All school respondents (169) |
| Q93 Can students attend such services during school hours? | All schools where students are informed of other local, confidential counselling services they can use (164) |
| Q94 Do you have a named person within your local Child and Adolescent Mental Health Service (CAMHS) who you can contact for help and support? | All school respondents (167) |
| Q98 When you made referrals, did the student(s) get access to treatment? | All schools that made at least one referral to their local CAMHS in the last two academic years (91) |

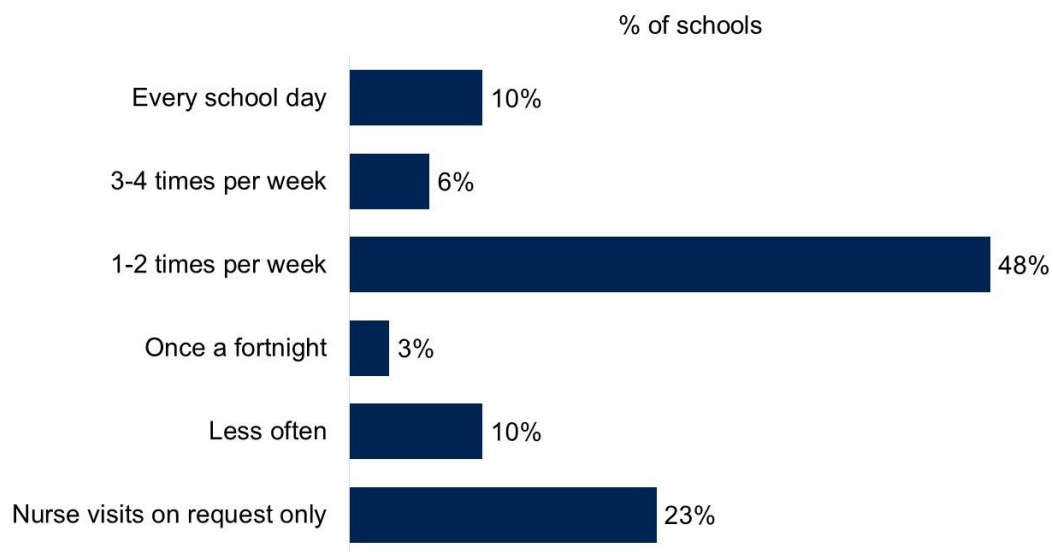
Fig. 50 Type of school nurse



Q88 Does your school have a School Nurse?

Base: All school respondents, excluding 'Don't know' responses (173).

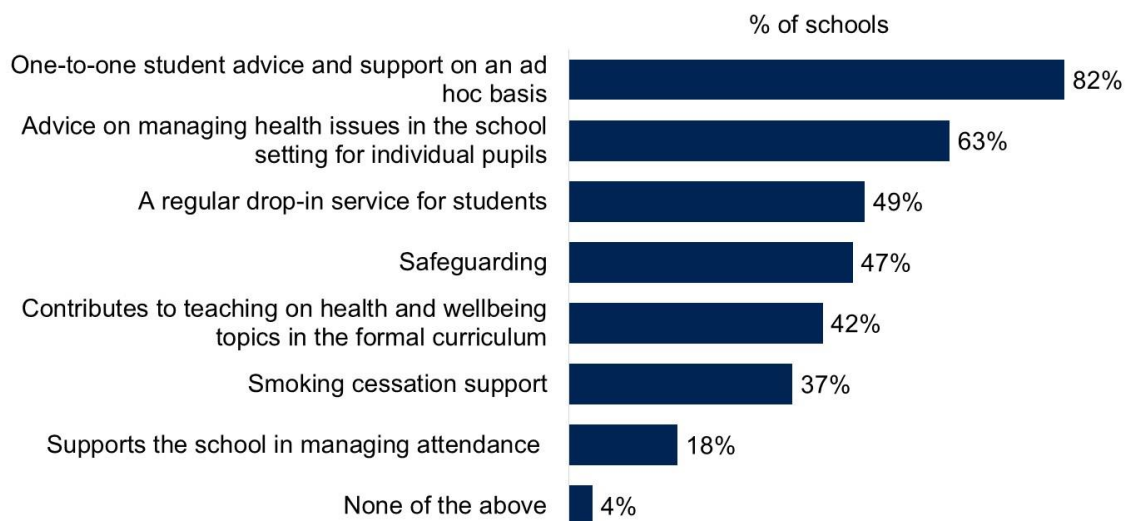
Fig. 51 On-site availability of school nurse to students



Q89 How often is there a nurse service on-site and available to students?

Base: All school respondents that have a school nurse, excluding 'Don't know' responses (151).

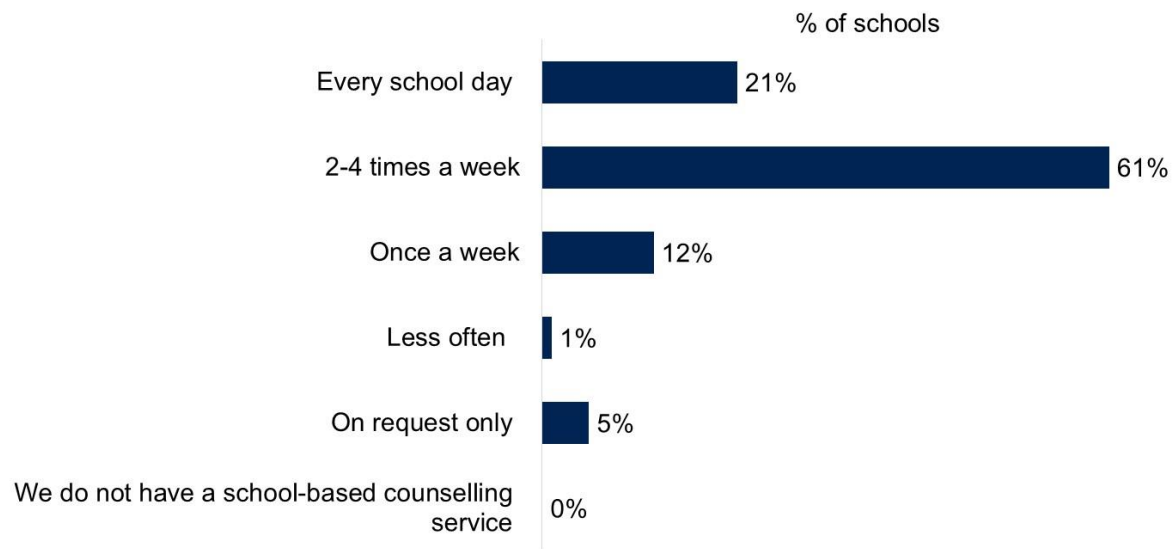
Fig. 52 Tasks undertaken by NHS school nurses



Q90 Which of the following does the NHS school nurse do at your school?

Base: All school respondents that have an NHS school nurse, excluding 'Don't know' responses (137).

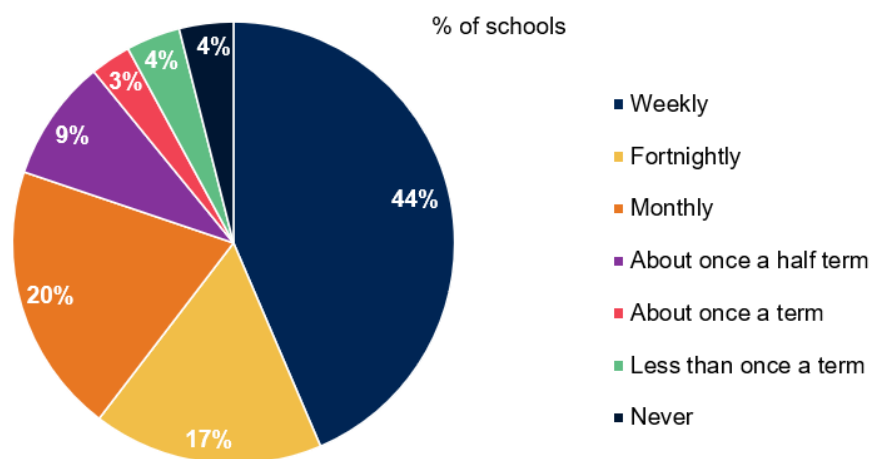
Fig. 53 Availability of school-based counselling service



Q91 How often is there a school-based counselling service available to students?

Base: All school respondents, excluding 'Don't know' responses (172).

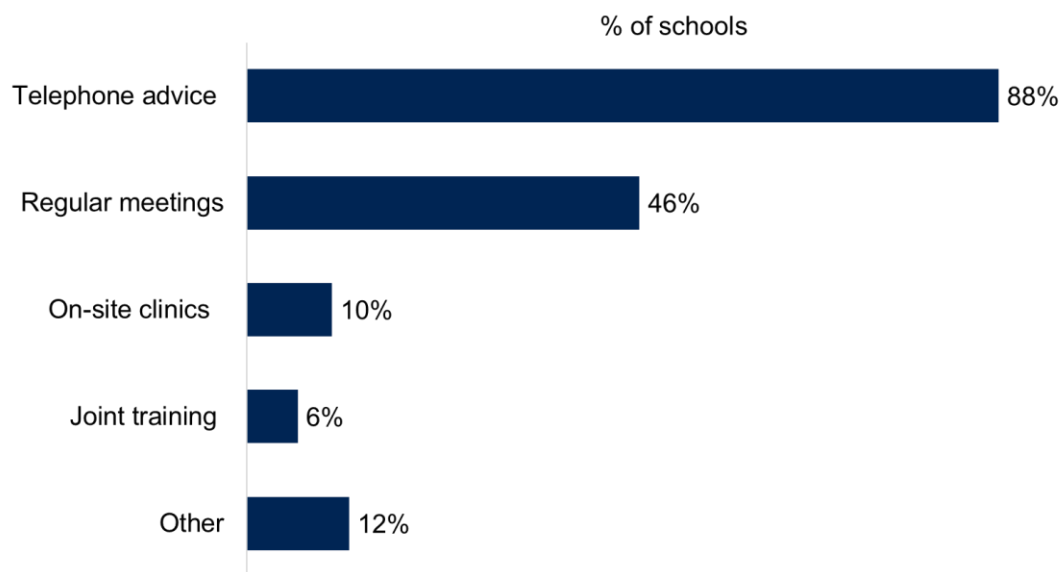
Fig. 54 Frequency of communication between schools and local CAMHS



Q95 In the last two years, approximately how often has your school been in communication with your local CAMHS?

Base: All school respondents, excluding 'Don't know' responses (164).

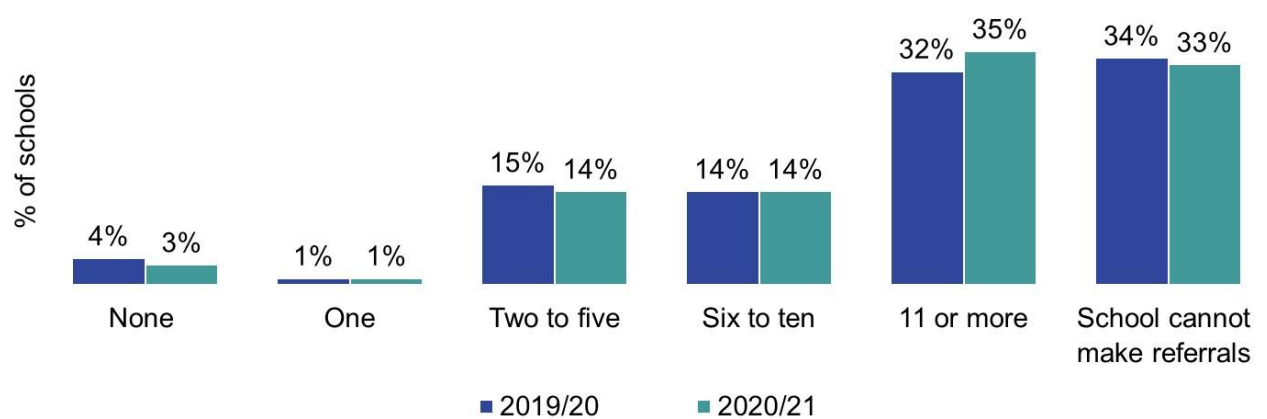
Fig. 55 Communication with CAMHS



Q96 How is this communication achieved?

Base: All school respondents that have been in communication with their local CAMHS, excluding 'Don't know' responses (155).

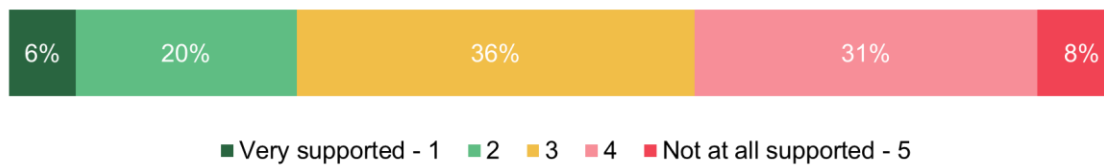
Fig. 56 Referrals to CAMHS in the last two years



Q97 How many referrals to your local CAMHS for assessment have you made in the last two academic years (2019/20 and 2020/21) for individual students?

Base: All school respondents, excluding 'Don't know' responses. 2019/20 (140), 2020/21 (144).

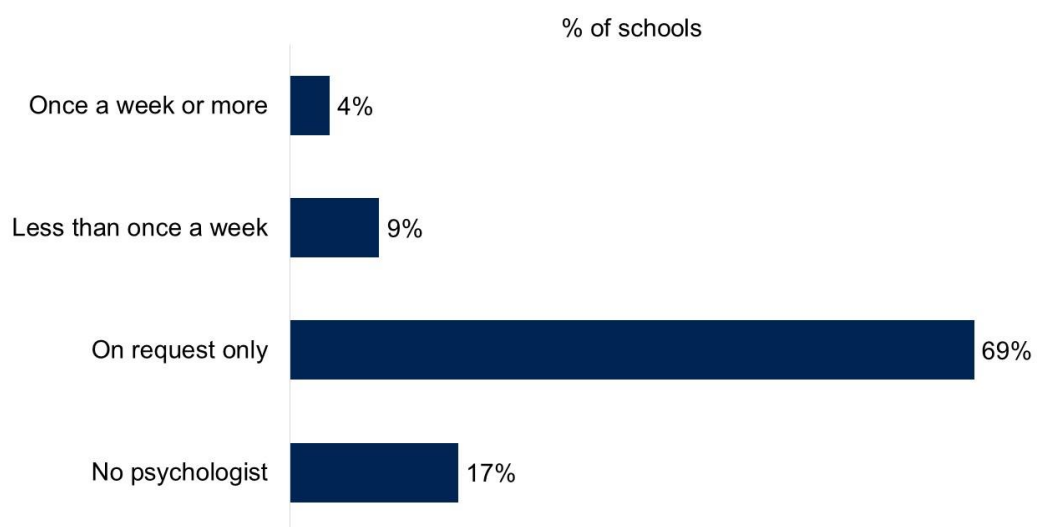
Fig. 57 Extent to which schools feel supported by CAMHS



Q99 To what extent do you feel supported by your local CAMHS?

Base: All school respondents, excluding 'Don't know' responses (163).

Fig. 58 Availability of school-based educational psychologist



Q100 Is there an educational psychologist available to students in school?

Base: All school respondents, excluding 'Don't know' responses (169).

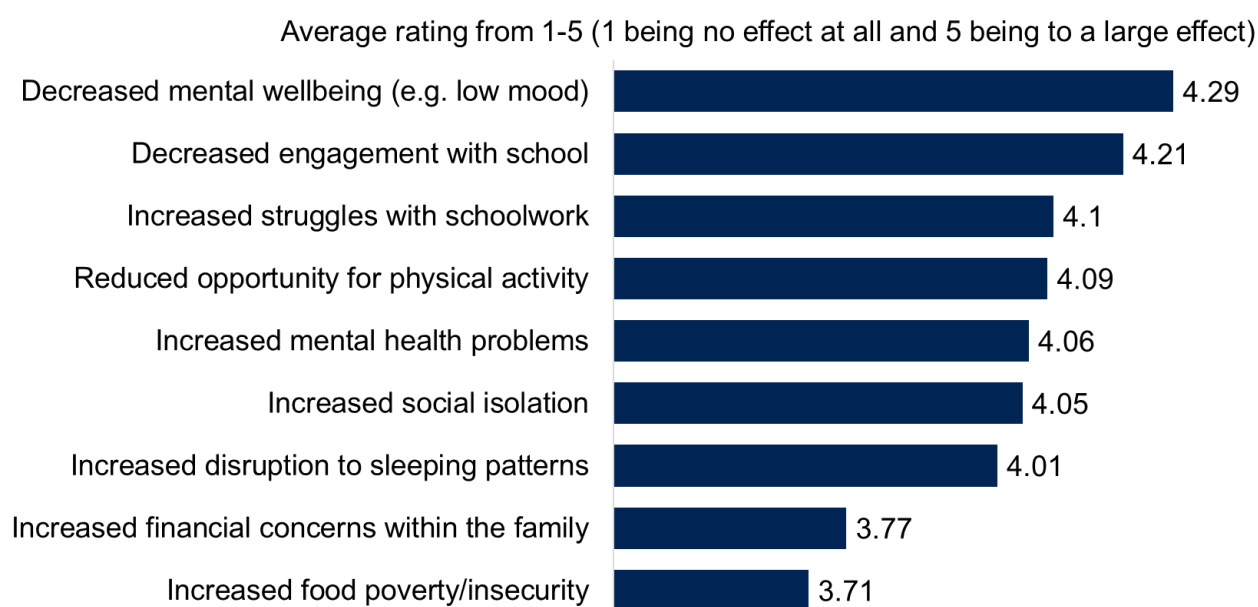
2.10 Supplement 2020: COVID-19

Summary findings

- When asked to rate from 1-5 how affected students had been, during the 2020-21 academic year, in various regards (1 being unaffected, 5 being very affected) most schools indicated 4 or 5 across several measures, with the most common effects being **decreased mental wellbeing** (4.29), **decreased engagement with school** (4.21), increased struggled with homework (4.1), and reduced opportunity for physical activity (4.09) (see Figure 59).
- To adjust to the limitations of the pandemic, most schools were able to implement **live online lessons, remote writing and reading assignments, and pre-recorded lessons** (see Figure 60).
- In moving to at-home learning, the majority of schools were able to allocate adequate resources to **staff and students and staff without suitable IT equipment to a great extent**. On average, schools were less able to provide parents/carers with adequate resources to deliver home learning compared to staff and students (see Figure 61).
- When asked about the effects of social distancing measures, the majority of schools indicated that **after-school clubs and extracurricular sports were affected to a large extent** (see Figure 62).
- To address the disruption caused by the pandemic, 72% of schools **hired additional resources** to provide smaller group teaching (such as tutors, TAs, or teachers) and over half (55%) **assigned extra assignments** (see Figure 63).
- In response to the pandemic, during both the 2020-21 and 2021-22 academic year, nearly all schools **mandated the use of face coverings for staff and pupils, physically separated pupils into different zones, and offered additional well-being services** (see Figure 64 and 65).
- When asked to list the four biggest barriers to learning progression as the result of the pandemic, schools most commonly reported **challenges with pupils' mental health** (80%), **lack of pupil engagement** (77%), **school closure and pupil attendance levels** (61%) and **staff absence** (46%) (see Figure 66).
- The vast majority of schools (96%) have **made changes as a result of the COVID-19 pandemic that have had a positive impact on pupils and/or staff that will be maintained going forward** (see Figure 67).

| Question (not charted) | Base (excluding 'Don't know' or not stated responses) |
|---|--|
| Q108 During school closures, if your school was open to children of critical workers and/or vulnerable children, please give some brief details of the arrangements that were in place. | All school respondents (169) |
| Q109 In your school, what are the main challenges facing learners now as a result of the COVID-19 pandemic? | All school respondents (171) |

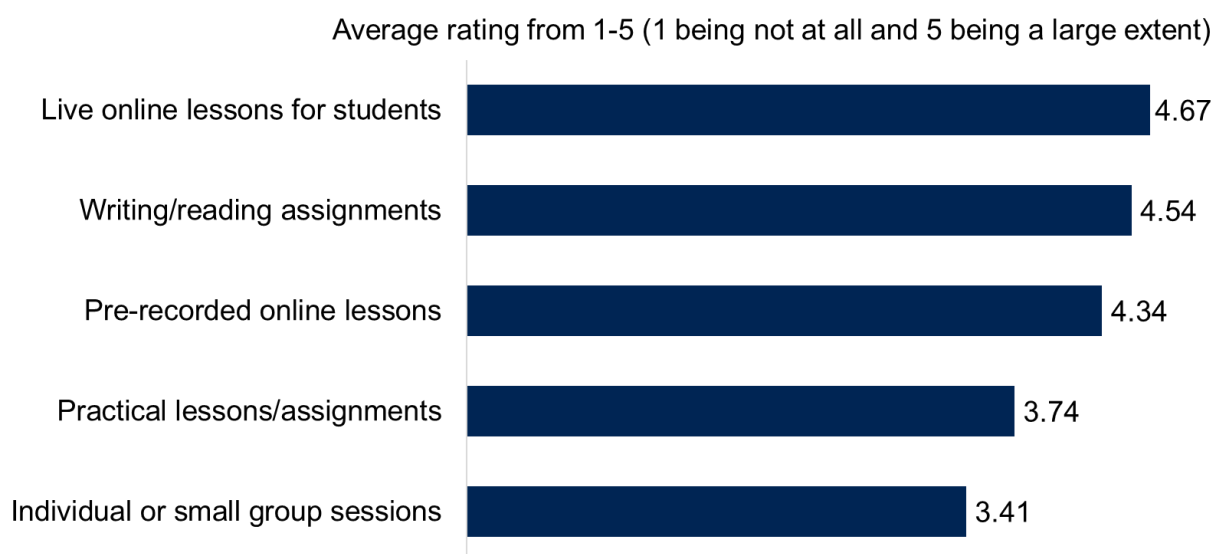
Fig. 59 Effects of the pandemic on students



Q101 During the 2020/21 academic year, to what extent are you aware of students in your school having been affected in the following ways?

Base: Base: All school respondents, excluding 'Don't know' responses. Decreased mental wellbeing (173), Decreased engagement with school (174), Increased loneliness (172), Increased disruption to sleeping (157), Reduced opportunity for sport (173), Increased financial concerns (163), Increased food poverty (162), Increased struggles with schoolwork (174).

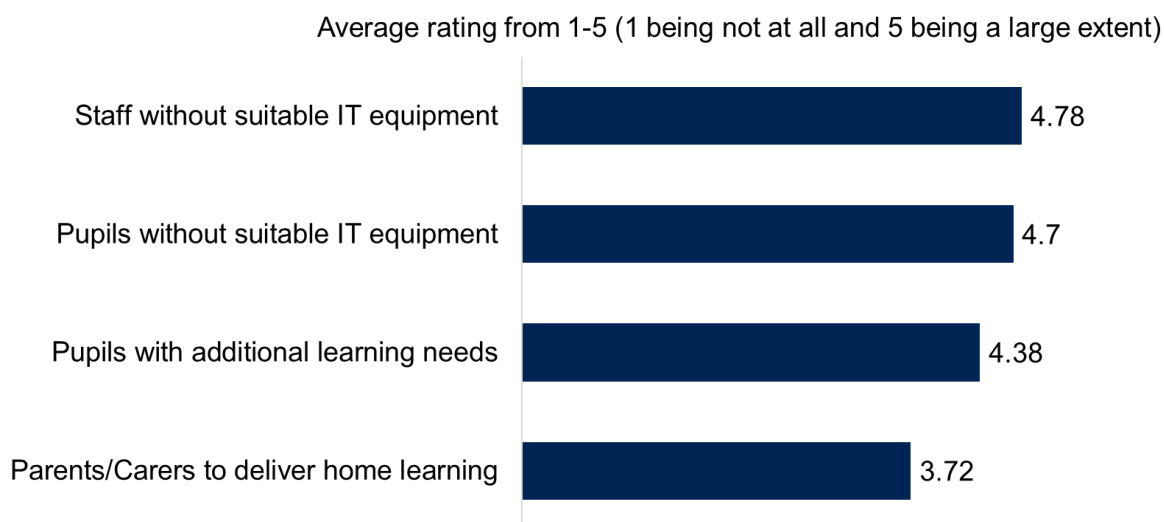
Fig. 60 Ability to offer remote/blended learning activities



Q102 During the 2020/21 academic year, to what extent were you able to offer the following types of remote/blended learning activities in replacement of teaching when required to transfer to home learning?

Base: Base: All school respondents, excluding 'Don't know' responses: Writing/reading (173), Live online lessons (174), Pre-recorded online lessons (174), Practical lessons (174), Individual assignments/small group sessions (174).

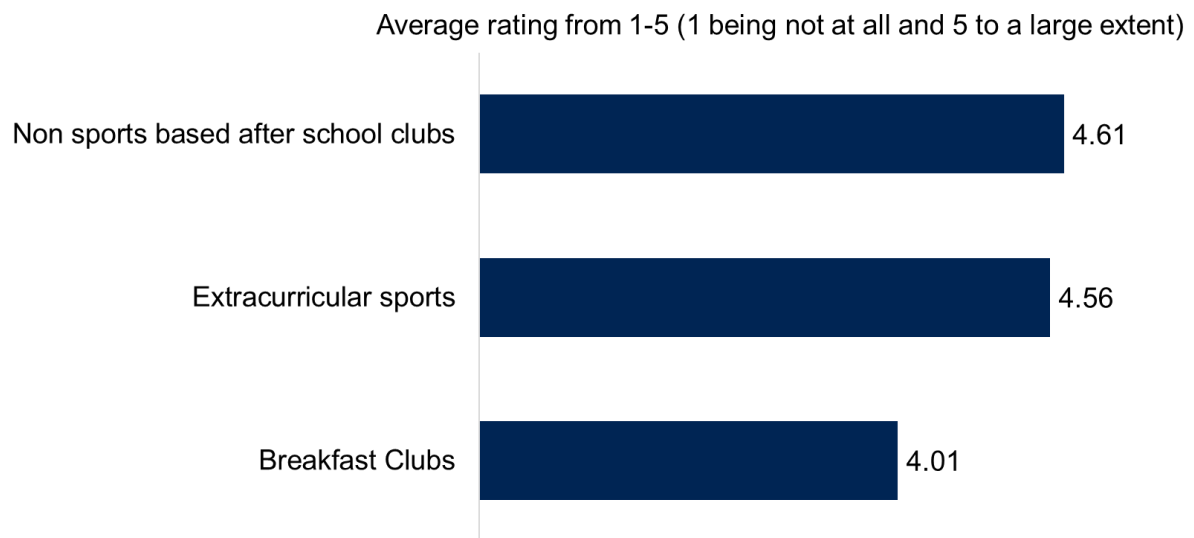
Fig. 61 Resource allocation for home learning



Q103 During the 2020/21 academic year, to what extent was your school able to allocate adequate resources to support the following groups when required to transfer to home learning?

Base: Base: All school respondents, excluding 'Don't know' or not stated responses: Parents/Carers (173), Pupils without suitable IT (173), Pupils with additional learning needs (173), Staff without suitable IT (174).

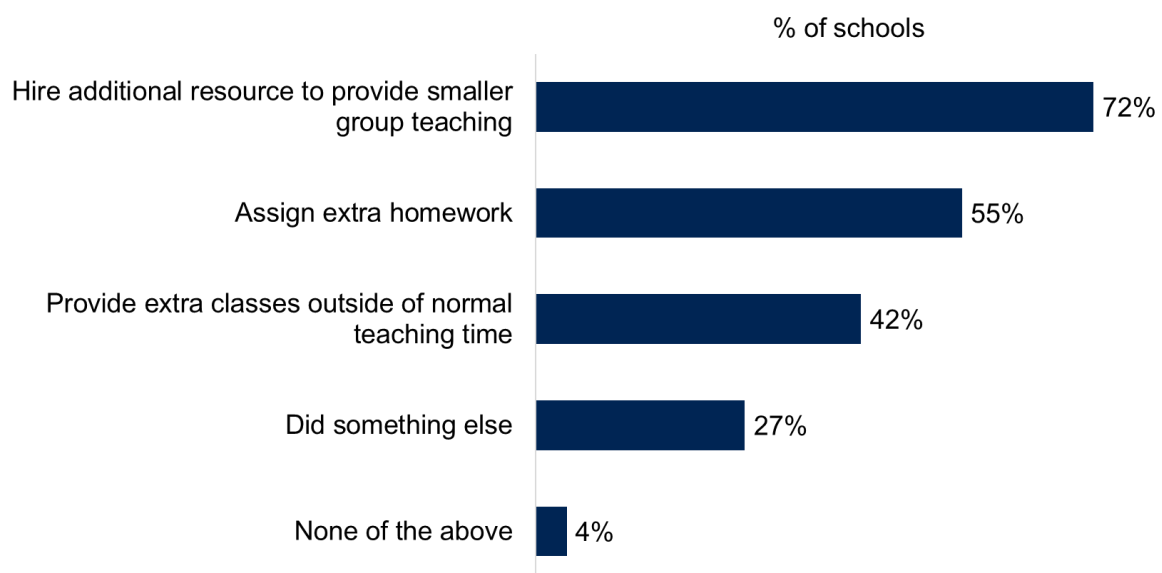
Fig. 62 Impact of social distancing measures on club provisions



Q104 During the 2020/21 academic year, in the periods when schools were not mandated to close, to what extent did COVID-19 social distancing measures impact on the following provisions in your school?

Base: Base: All school respondents, excluding 'Don't know' or not stated responses: Breakfast club: (157), After school clubs (173), Extracurricular sports (173).

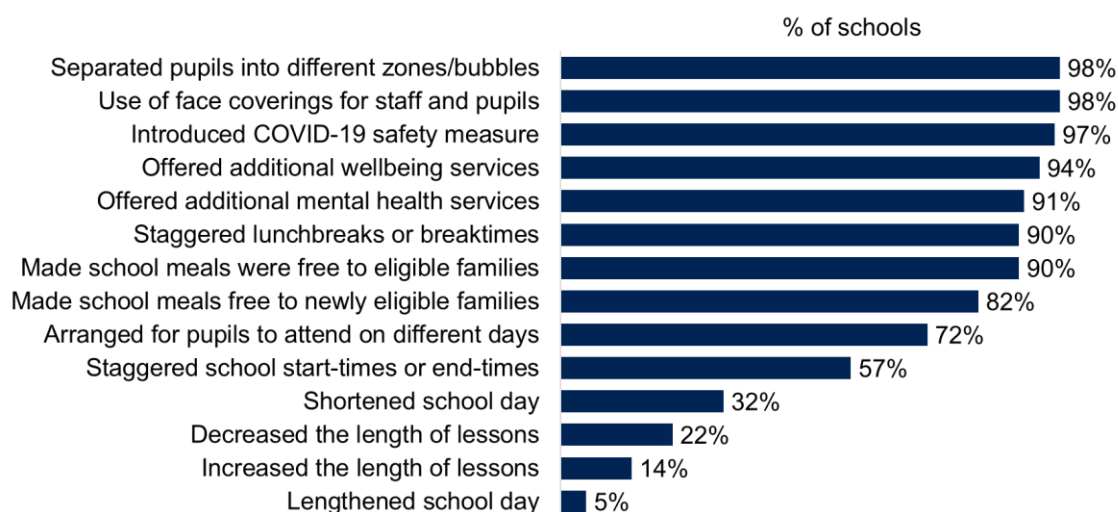
Fig. 63 Addressing the impact of disruption to learning caused by the COVID-19 pandemic



Q105 During the 2020/21 academic year, did your school take any of the following steps to address the impact of disruption to learning caused by the COVID-19 pandemic?

Base: All school respondents, excluding 'Don't know' or not stated responses (173).

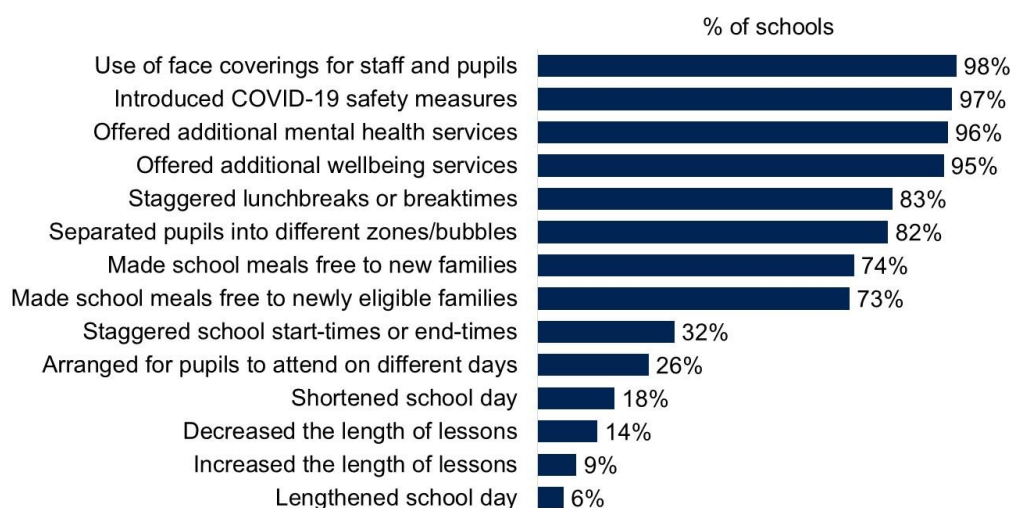
Fig. 64 Changes in school practice in response to the pandemic (2020/21 school year)



Q106 What changes to school practice have been made in response to the COVID-19 pandemic (2020/2021 School Year)?

Base: All school respondents, excluding 'Don't know' responses. Shortened school day (173), Lengthened school day (172), Different day attendance (171), Staggered breaks (174), Staggered start time (173), Separated pupils (174), Face coverings (174)

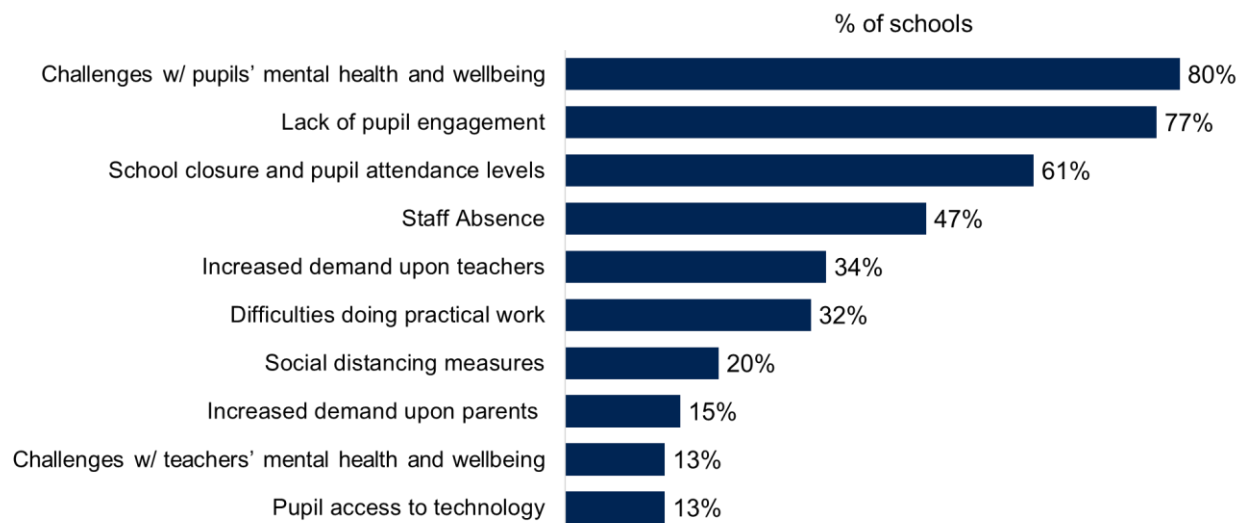
Fig. 65 Changes in school practice in response to the pandemic (2021/22 school year)



Q106 Continued: What changes to school practice have been made in response to the COVID-19 pandemic (2021/2022 School Year)?

Base: All school respondents, excluding 'Don't know' responses. Safety measures (174), length of lessons (171), Existing family meals (172), New family meals (164), Wellbeing services (173) Mental health (170).

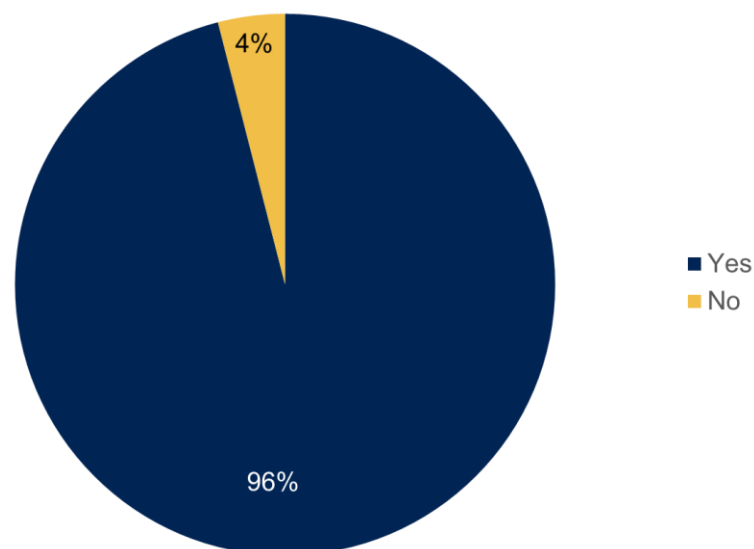
Fig. 66 Barriers to learning because of the pandemic



Q107 Overall, what do you feel have been the main barriers to the learning progression of pupils at your school as a result of the COVID-19 pandemic?

Base: All school respondents (174).

Fig. 67 Positive impacts of changes made during the pandemic



Q110 In your school, are there any changes that you've made as a result of the COVID-19 pandemic that have had positive impacts on pupils and/or staff that you intend to keep moving forward?

Base: All school respondents excluding 'Don't know' responses (168).