

Briefing Note on safeguarding pupil survey: Growing up in Stockton 2016.

Background:

The safeguarding survey was prompted initially by feedback from the Annual Conversation with young people, led by the Director of Children's Services and other Children and Young People Partnership colleagues. Young people had remarked that they were aware of all the posters displayed in schools and the initiatives, but had questioned if they had really made a difference to young people's attitudes and understanding. This challenge to evidence pupil perspective to benchmark impact, was accepted and pursued in autumn 2015.

Initial enquiries were made to the Schools' Health Unit in Exeter and meetings were held with a range of professionals to commission a bespoke survey. The professionals included colleagues from schools, health, Stockton Education Improvement Service and Barnardo's. It was agreed to include a range of issues in the survey including, e-safety, bullying, emotional health and wellbeing and relationships. Public Health agreed to fund the survey to inform the Future in Mind planning.

At the October Tees Strategic VEMT Group, the survey was discussed and endorsed. It was resolved to seek the engagement of all Tees authorities to gain a picture across Tees. It was proposed to prioritise Year 8 and Year 10 pupils to develop into a longitudinal study.

A launch event was held in February 2016. This was attended by school professionals, including school nurses, with a presentation from the Schools Health Unit Exeter to explain how the questionnaire would be made available and delivered with practical guidance for schools. It will also detail how the results would be reported to schools confidentially and how headlines and trends will be collated and reported.

Detail of the survey:

The questions for the survey were devised specifically to gain the perspective of young people of how well they were keeping themselves safe and how well supported they had been, particularly by school, to do so. A working group was set up with the Schools' Health Unit Exeter, to draft the questions eliciting a variety of professionals, and young people's views to shape them. The survey also referenced the Ofsted framework.

Scores are available for the following themes:

- personal development, behaviour and welfare;
- pride in achievement and commitment to learning, supported by a positive culture across the whole provider;
- self-confidence, self-awareness and understanding of how to be a successful learner;
- choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance;
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to ours;
- understanding of who to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media;
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercise and health eating;
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

The survey enables pupils who are fostered, in residential homes or young carers to be identified as this is a cohort of pupils that are of particular concern. Results can also be analysed on the gender, ethnicity, religion and special educational needs of the pupil.

Several questions were able to be scored on the Warwick-Edinburgh Mental Wellbeing Scale to allow national comparisons to be made.

Outcomes overview:

13 secondary schools in Stockton took part in the survey. No other secondary schools from across Tees participated. The sample is below:

	Yr 8	Yr 10	Totals
Boys	731	586	1317
Girls	723	581	1304
Total	1454	1167	2621

The Headline outcomes from the survey are attached in Appendix 1 and the full report is available.

The survey shows that whilst schools are responding well to pupils' learning needs, schools need to do more around pupils' wellbeing.

38% of pupils responded that they think the school cares whether they are happy or not, against the survey average (SHEU) of 39% and 77% said their work is marked so they can see how to improve it, against the average of 65%.

The outcomes for girls, particularly in Year 10, are more concerning than for boys. For example,

19% of pupils responded that they 'don't like' or 'hate' the way they look.

Of these, 35% of Yr 10 girls compared to 9% of Yr 10 boys.

On the mental wellbeing composite score, 68% of pupils responded that they have been feeling loved 'often' or 'all of the time', while 25% said they have been feeling optimistic about the future 'rarely' or 'none of the time'.

Whilst more pupils than nationally had a high measure of resilience 27% (SHEU: 22%) the outcomes for girls were very different. For example, 45% of Yr 10 girls chose that when something goes wrong "I get upset and feel bad for ages" compared with 14% of Yr 10 boys.

Schools also came out well with respect to their contribution towards keeping children safe on line: 92% of pupils responded that they have been taught or given advice about the appropriate use of social media, while 1% said they haven't been taught or given advice about any of the internet-safety topics listed in the questionnaire. And fewer pupils than nationally were scared of going to school:

27% of pupils responded that they at least 'sometimes' feel afraid of going to school because of bullying (SHEU: 36%); 6% said they do so 'often' or 'very often'.

However, the incidence of bullying was higher than nationally:

68% of pupils responded that they have not been bullied in the last 12 months, while 27% said they have been bullied at school (SHEU: 20%).

School to school variation on how explicitly and how well school deal with bullying was high.

Pupils feel they have access to help when negative peer pressure is experienced:

71% of pupils responded that if any of the things in Q44 happened to them, they could get some help (SHEU: 60%).

Despite the input of schools in teaching about safety, the pupils reflected some poor behaviours and attitudes:

23% of boys and 14% of girls responded that they think it's okay for someone their age to send a 'sexting' text or image if they want to.

26% of pupils responded that they chat to people they don't know in real life (not just friends of friends). And 16% of boys and 31% of girls responded that someone they don't know has asked to see pictures of them.

Other concerning behaviours include, of the 186 Year 10+ pupils who have had sex, 46% said they 'never' or only 'sometimes' used a method of protection or contraception.

Overall in Stockton, fewer of our young people intend to carry on with full time education and their understanding of the necessary advice and guidance is a concern:

41% of pupils intended to carry on in full-time education (SHEU: 46%)

21% of pupils responded that they have had enough information and guidance about their options after Year 11, including apprenticeships, while 48% said they are 'not sure' if they have.

Analysis

An event has been held to provide schools and professionals with a chance to examine the outcomes and begin an analysis to determine next steps.

Dr David Regis from the Schools Health Unit in Exeter came to the event and shared the Stockton picture. Education, social care and health professionals, including Public Health, NHS and CAMHS, looked at how their services could respond to support and educate schools better to address well being with young people in line with the Future in Mind transformation plan. A variety of strategies and approaches were also sampled.

Next steps:

- Schools will be invited to participate in a pilot, funded through the Future in Mind work, to trial a hub approach to services.
- A training programme will be devised to enable educational professionals to access appropriate training and guidance to build capacity in schools to support pupils better. This should address the referral culture and provide an improved bed rock of

immediate support.

- Services will ensure their pathways are more explicit so schools are aware of what can be accessed and how this can be available in a timely manner.
- Outcomes for individual schools across Stockton will be analysed to reveal any pertinent trends and areas of good or weaker practice.
- A report will be given to the Tees Strategic VEMT Group to inform future training, bids and work planning.
- The Schools Safeguarding Forum will consider the findings and develop plans for targeted work. A report will be made to the SLSCB.
- Targeted work in schools will focus on individual school support and challenge, through the Educational Improvement Service and support for pupils through the Engagements and Learning teams (Educational Psychology Services and Behaviour Support Team.)
- Regular networks for professionals leading in schools on wellbeing will be established to share best practice and provide support (similar to existing successful networks for SENCOs and Designated Safeguarding Leads). These will be planned in collaboration with the Deputy Headteachers' Wellbeing Group.
- The survey will be repeated in 2018 to benchmark progress for the present cohort for pupils (those presently Year 8 into Year 10) and the impact of developments on the next Year 8 cohort (presently Year 6.)
- This work will be shared with the Assistant Directors of the Tees authorities to attempt again to roll out the work collectively across Tees.