

BSW Senior Mental Health Lead Network

10 February 2025

❑ Purpose of the network meetings

- Opportunity to share good practice
- Identify challenges and explore solutions
- Pick up area of interest and development identified by the group

❑ Today's agenda

- Welcome and introductions including purpose of network meetings
- One Goal peer-mentoring programme in schools
- School survey results: headlines
- Exam stress resources and discussion
- Updates including Papyrus suicide prevention training
- Future meetings

www.onegoal.co.uk

Transform Your Pupil's Mental Health and Wellbeing

Empower Them To Become Mental Health Champions In Your School!!!

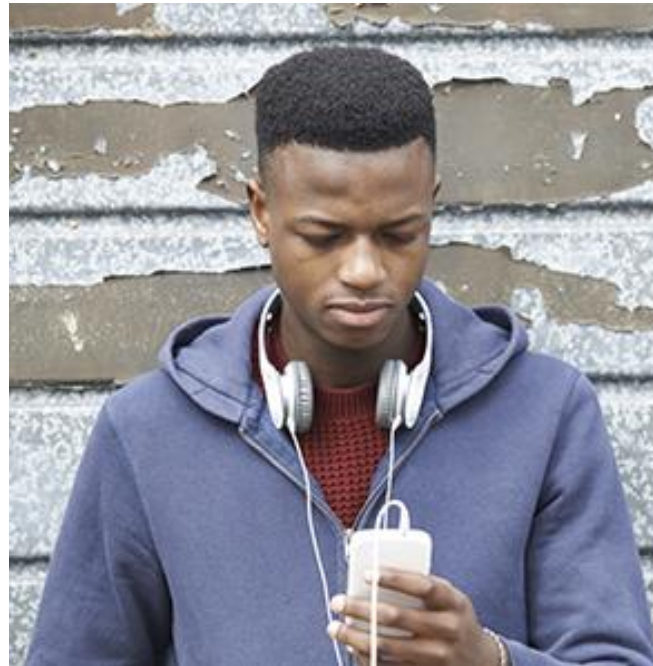


<https://www.onegoal.co.uk>

<https://www.onegoal.co.uk/>

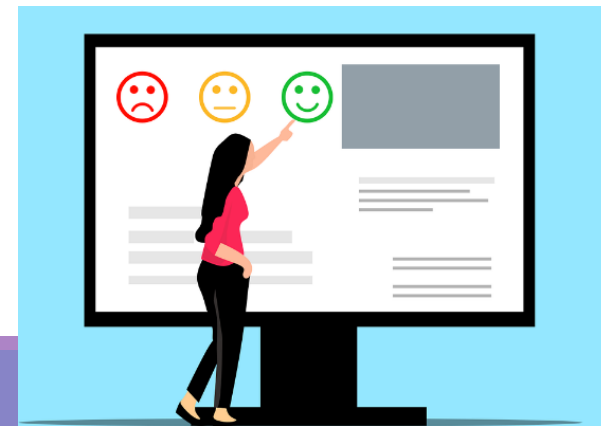
info@onegoal.co.uk

Pupils' voice survey results relating to mental health and wellbeing across B&NES, Swindon and Wiltshire



What happens to the results?

- Intelligence on health behaviours of young people and sharing their views and experiences of support and PSHE
- Fed back to students through PSHE – what you think your peers are doing versus what they are actually doing.
- Individual reports sent to schools when response rate is over a certain number



B&NES Children and Young People's Schools Health and Wellbeing Survey 2024



Claire Davies

Claire_Davies@bathnes.gov.uk

Bath & North East
Somerset Council

Improving People's Lives



Survey Participation

Schools



In 2024, 32 primary schools, 13 Secondary schools and Year 12 students in 5 of the secondary schools also took part

Pupils



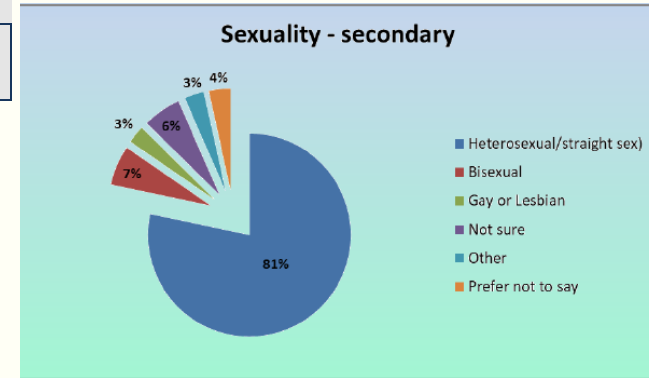
School Year	Year 4	Year 5	Year 6	Year 8	Year 10	Year 12+	Total
Boys	509	196	531	861	732	150	2799
Girls	475	200	497	799	751	108	2830
	997	397	1039	1700	1529	267	5929*

- * 300 young people didn't select boy or girl.

Timing

The primary survey took place in the summer term 2024.
The secondary survey took place during the spring term 2024.

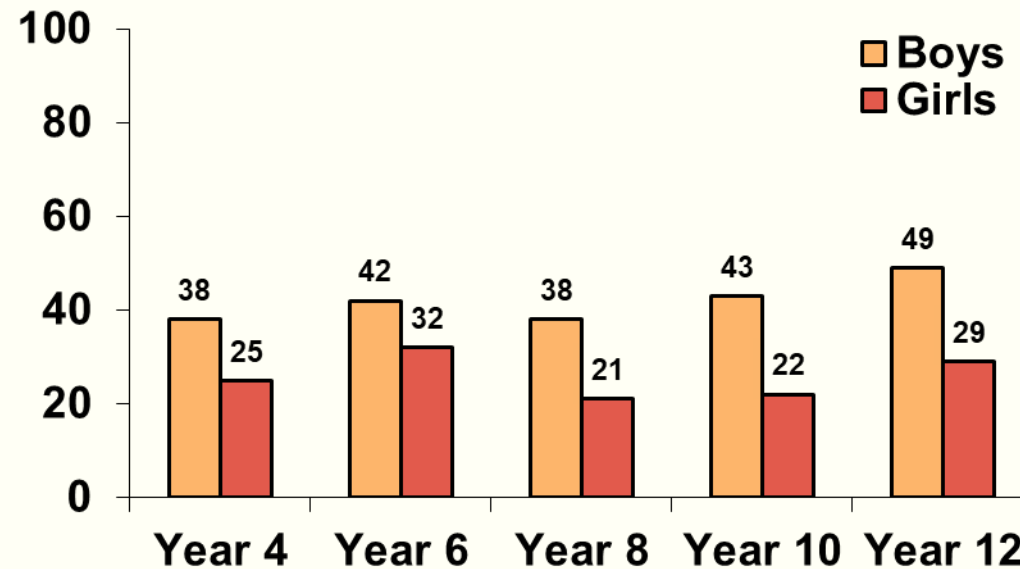
Each participating school has their own data set. The composite set is shared here



High self-esteem



34% of primary pupils 31% of secondary and 40% of FE students recorded levels of high self-esteem.

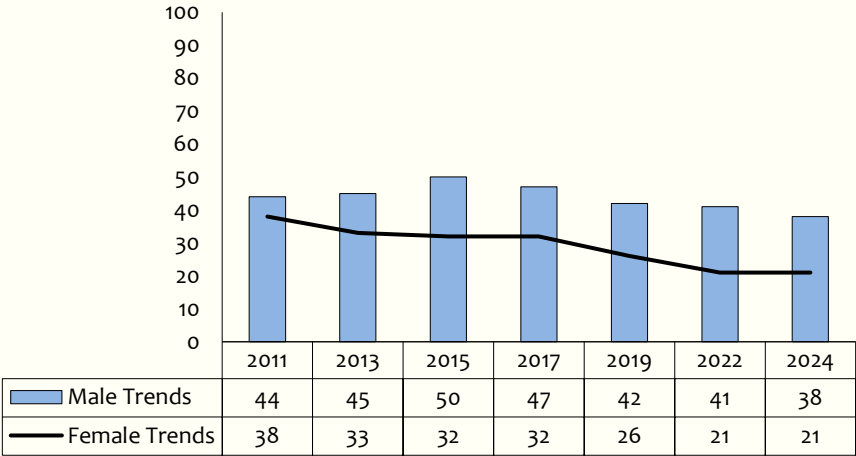


- ≠ Primary pupils eligible for **free school meals** were less likely to have high self-esteem (26% vs. 36%).
- ≠ So were primary pupils with **SEND** (25% vs. 42%).
- ≠ Primary **Young Carers** were also less likely to have high self-esteem (19% vs. 38%).

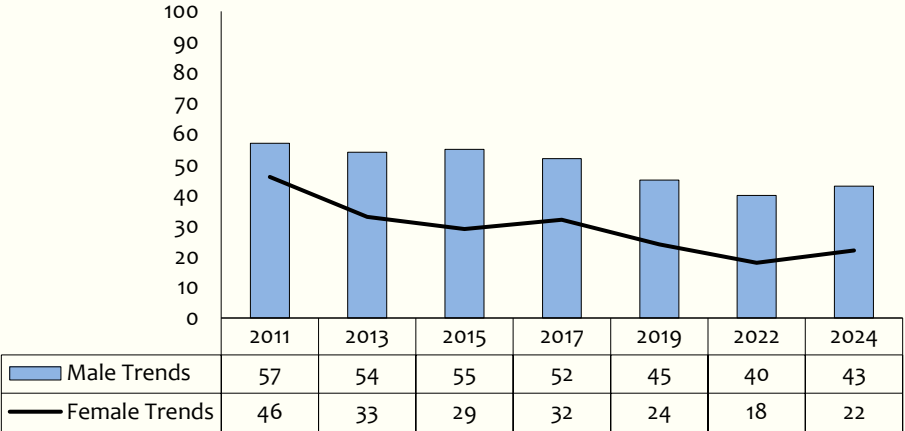
Secondary

Percentage of pupils who have a high self-esteem score

Year 8

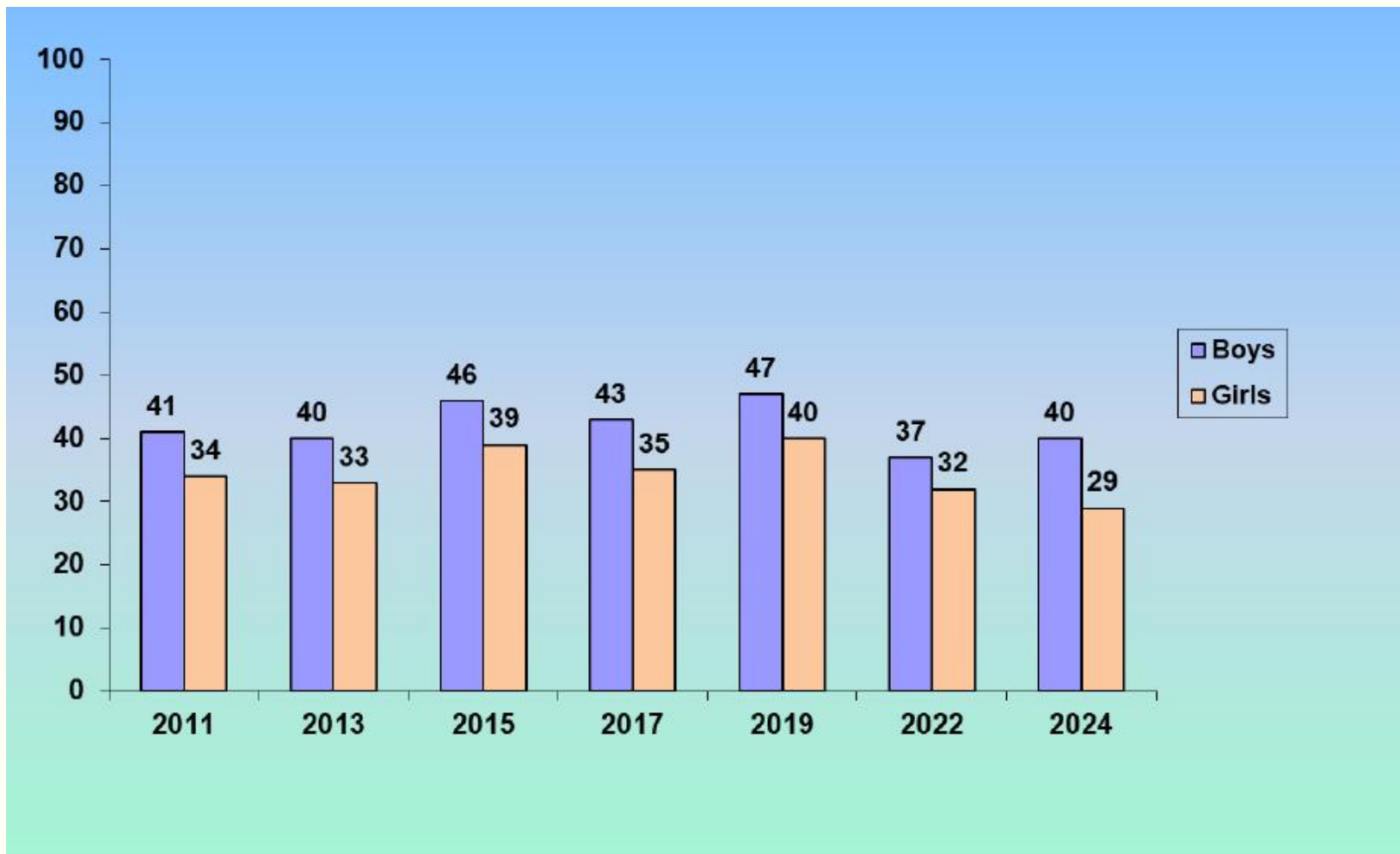


Year 10

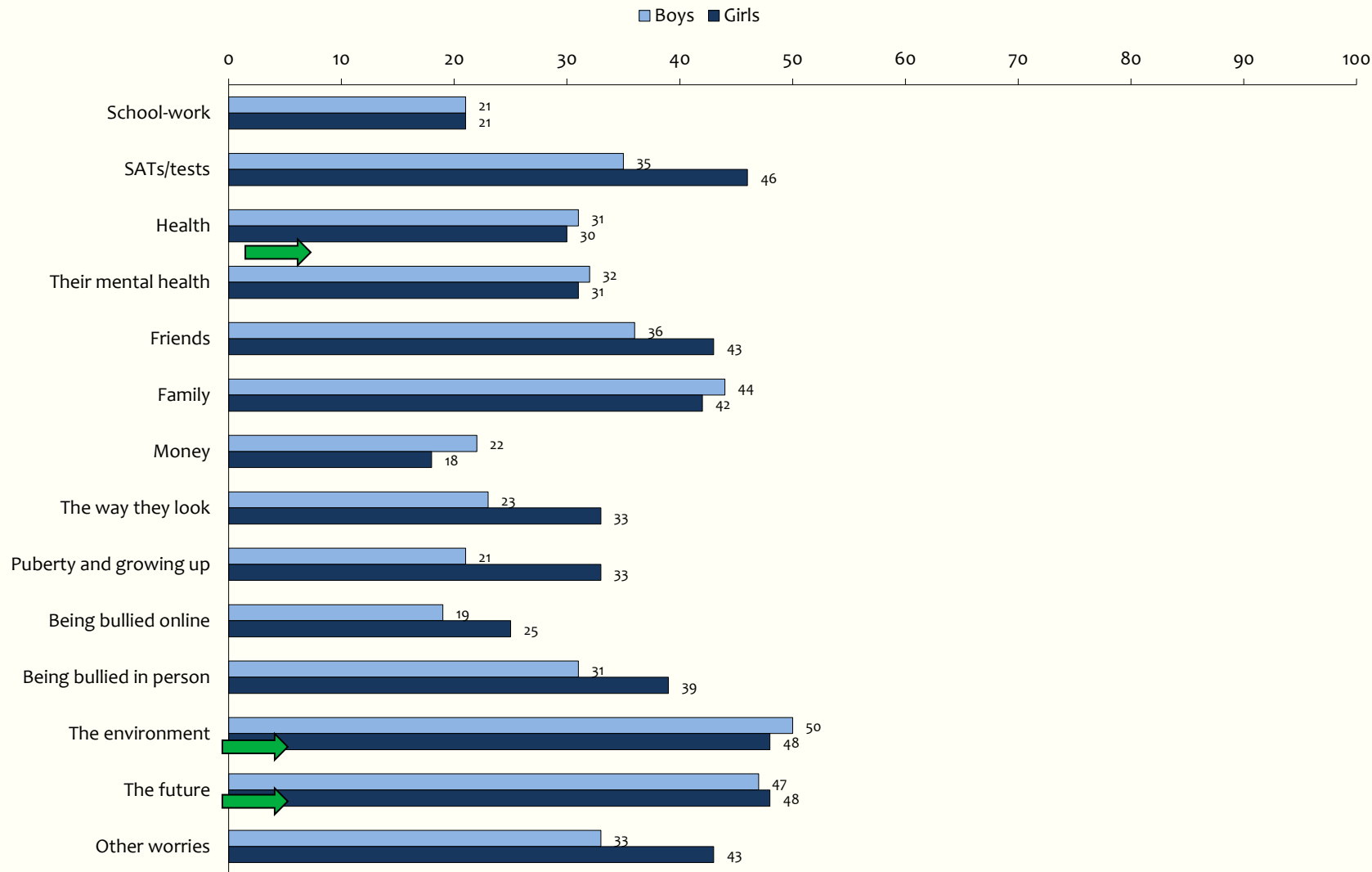


Primary

Percentage of pupils who have a high self-esteem score

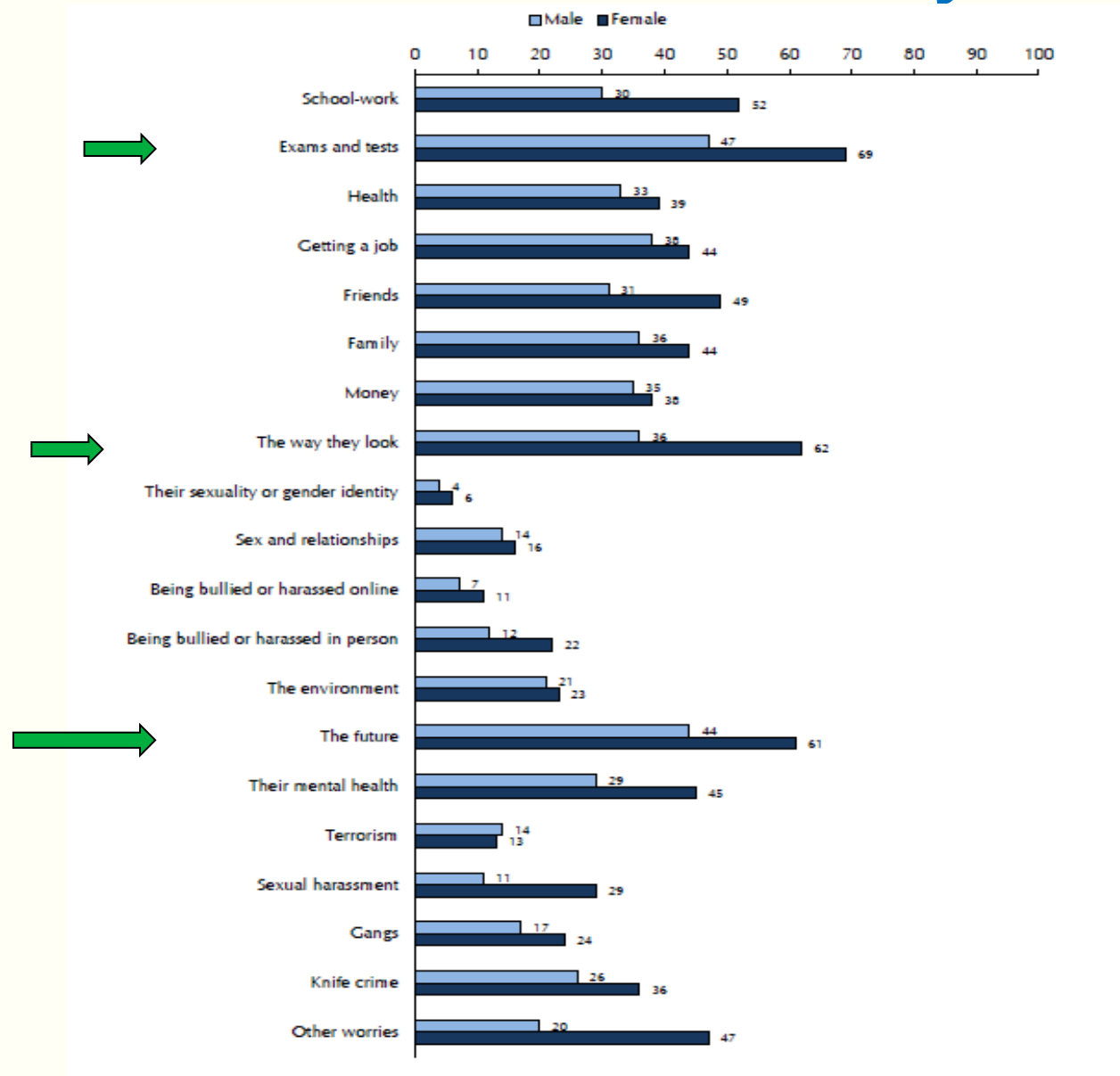


Worries Primary



Percentage of pupils responding that they worry about the following 'quite a lot' or 'a lot':

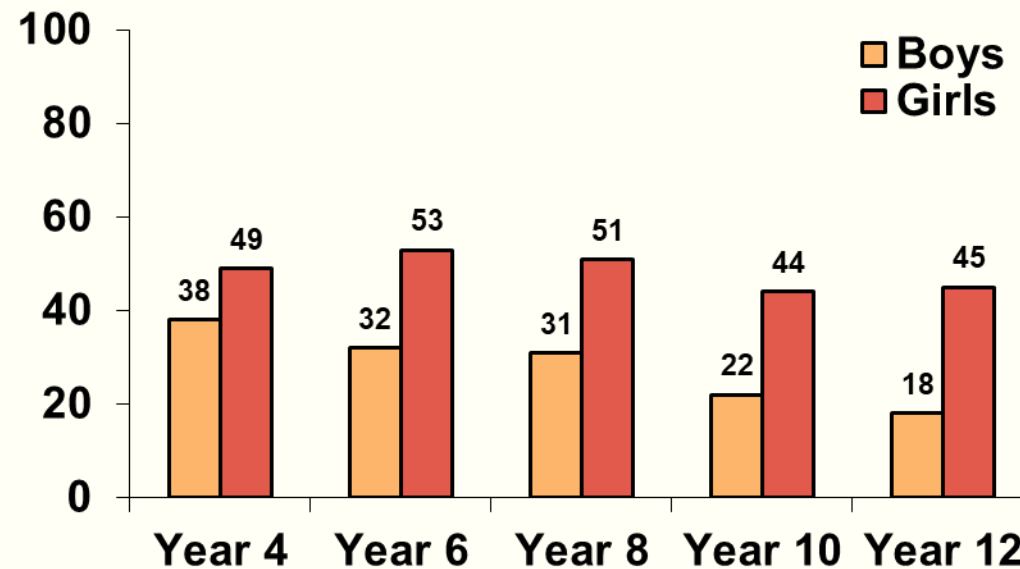
Worries Secondary



Percentage of pupils responding that they worry about the following 'quite a lot' or 'a lot':

Bullying

40% of primary pupils **37% of secondary** and **31% of FE students** reported being afraid of going to school because of bullying at least 'sometimes'.

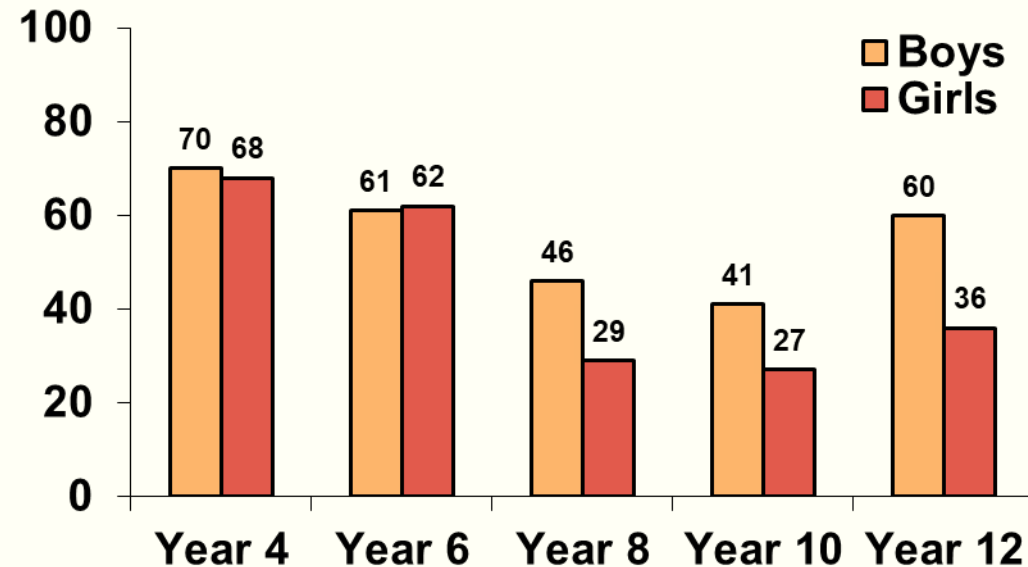


≠ Primary pupils with **SEND** were more likely to be afraid of going to school because of bullying (49% vs. 34%). They are also more likely to have been bullied in the last 12 months 37% vs. 22%.

School takes bullying seriously



65% of primary pupils and **36% of secondary** and **49% of FE students** reported their school takes bullying seriously.

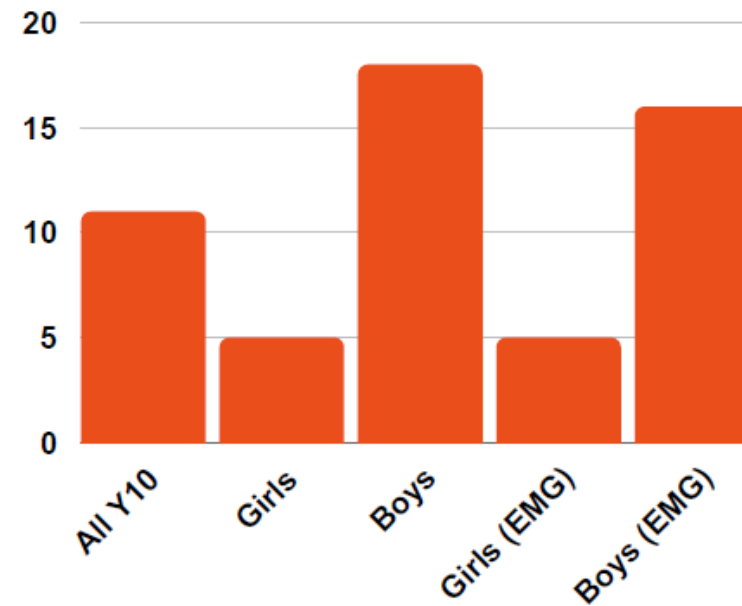


≠ Primary pupils with **SEND** were less likely to say their school takes bullying seriously (63% vs. 70%).

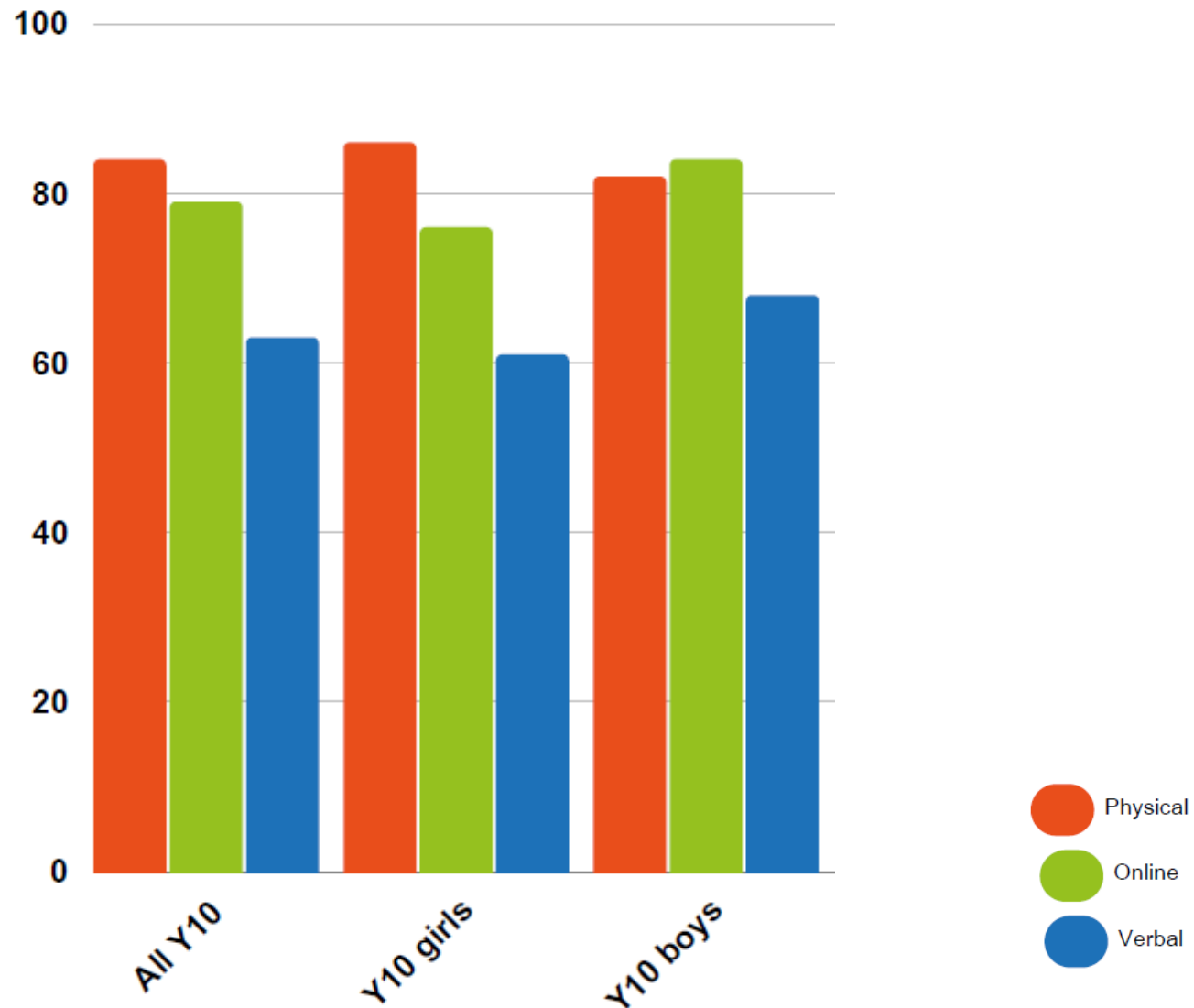
Swindon How are You? Survey – 2023/4 headlines

% Year 10 who have gambled without parental knowledge

Chart 13

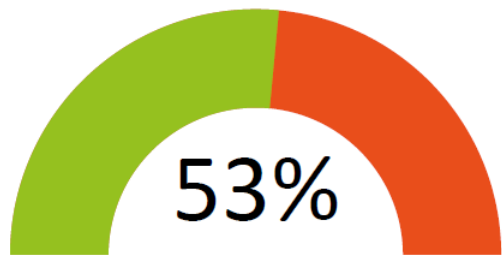


% 'never' or 'rarely' experiencing bullying by type of bullying

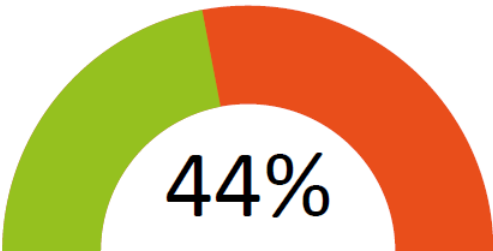


Girls are more likely to report that they have experienced verbal bullying, and boys more likely to have experienced physical bullying

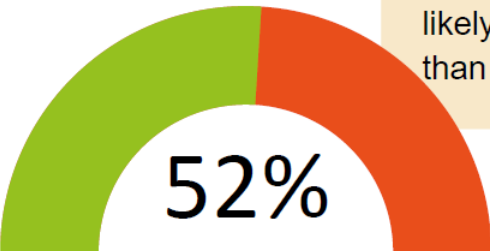
% of students who feel 'happy' or 'ok' with how they look



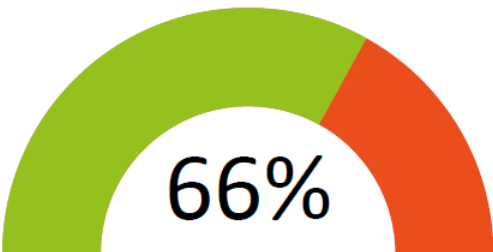
All Y10 students (53%)



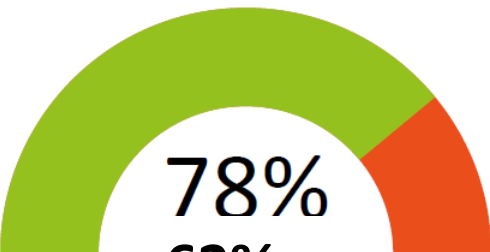
Y10 girls (44%)



Y10 girls (EMG) (52%)



Y10 boys (66%)



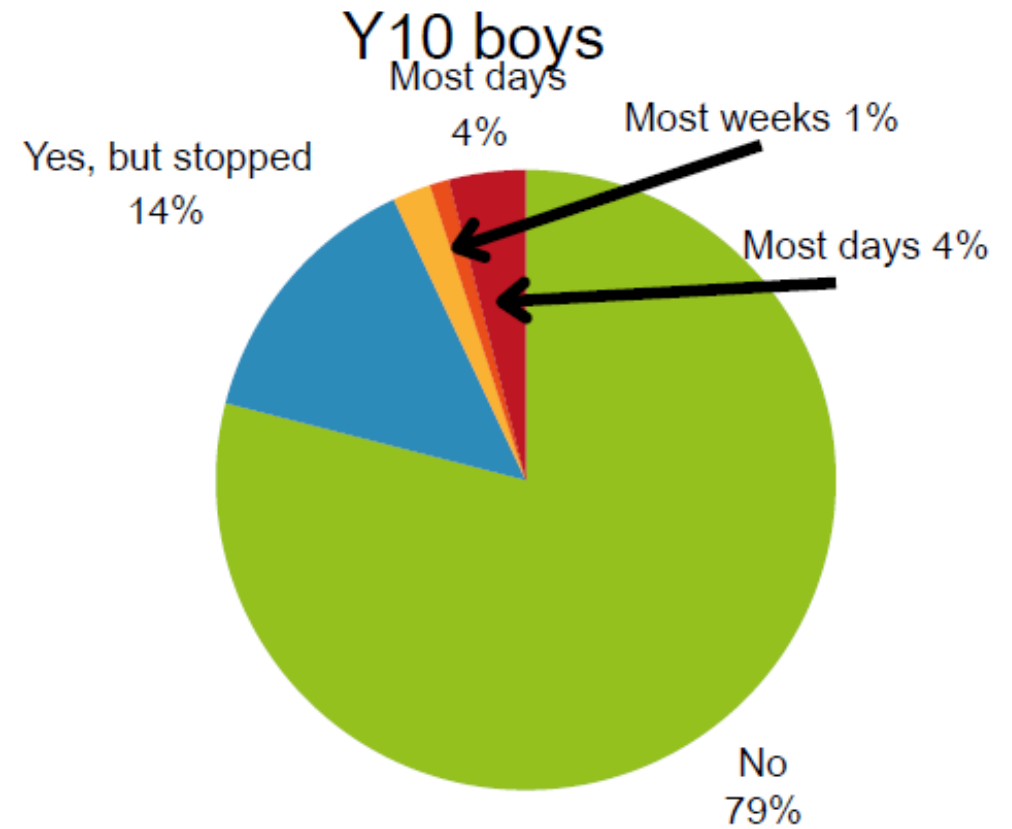
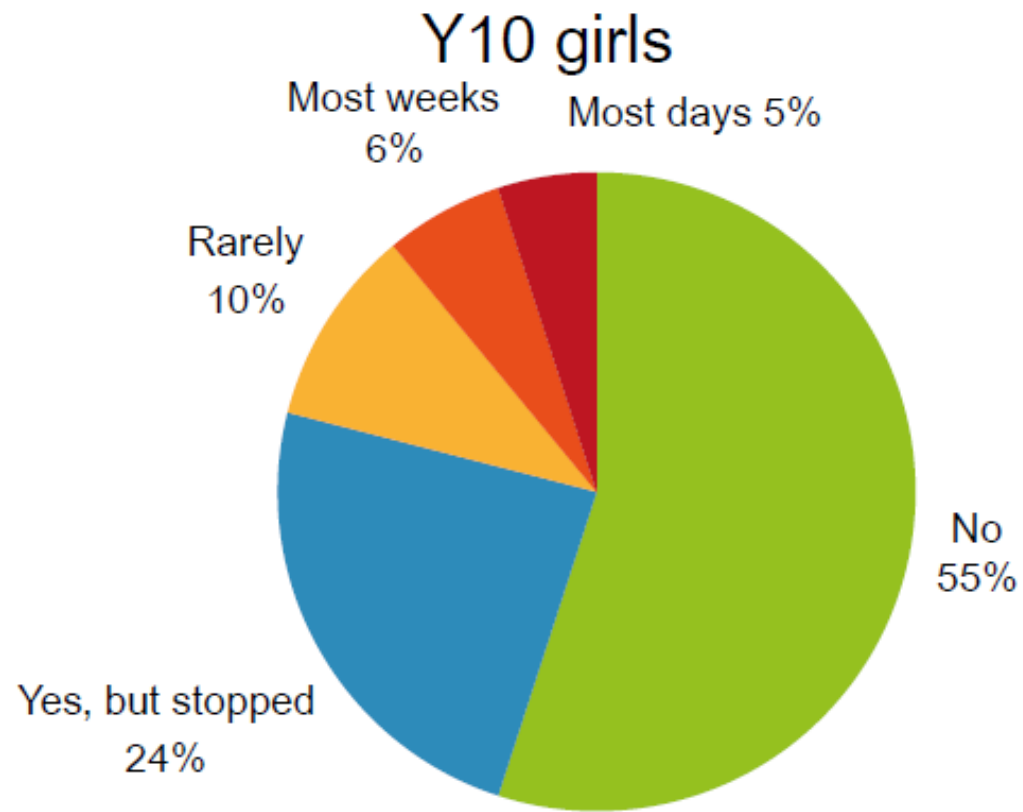
Y10 boys (EMG) (78%)

These figures can give some good insight into self-esteem and body image.

There are significant gender differences in reporting. This pattern continues when considering to what extent students compare themselves to others. Year 10 students are less likely to be happy with how they look than year 8.

In 2022-2023, **70%** of respondents said that they were happy or ok with how they look

Self-harm



Wiltshire Children and Young People's Emotional Wellbeing Survey 2024

BSW Senior Mental Health Leads Network Meeting

Nick Bolton
Wiltshire Council



Aim of the survey - to capture the voice of children and young people in relation to their emotional wellbeing and provide evidence to inform decision making and improve the emotional wellbeing of children and young people across Wiltshire



Survey design



3 strands:

- Primary school age - years 4, 5 and 6
- Secondary school age - years 8 and 10
- Post-16 – Year 12/ Further Education

Reporting

- School level reports – 92 schools
- Wiltshire wide report

9,140
responses



Phase	Primary	Secondary	Yr 12/FE	TOTAL
Number	3,633	4,503	1,004	9,140
%	39.7%	49.3%	11%	100%

Priority group	Number	Proportion
Ethnic minority	2,061	22.5%
SEND	1,638	17.9%
Free school meals	1,281	14%
Parent/carer in the armed forces	936	10.2%
Family with social worker	726	7.9%
LGBT (secondary and Yr 12/FE only)	626	6.8%
Young carer	584	6.4%
Household family member in prison	532	5.8%
Not living with one or both parents	209	2.3%

School phase

- Secondary students have a **different school experience compared to primary and Year 12/FE students**:
 - they enjoy school less,
 - feel less happy and safe at school,
 - feel like they have less support and believe they are not listened to as much by adults at their school/setting.
- Being worried by schoolwork has increased since 2017 across all school phases. In 2024, Year 12/FE students are the most worried about schoolwork, but they also have the highest proportion of students who enjoy school.

Priority groups

- Young people who identify with **multiple priority groups** reported that they:
 - worry more,
 - feel less happy, and
 - have a more negative school experience overall compared to students who do not identify with priority groups.

Gender

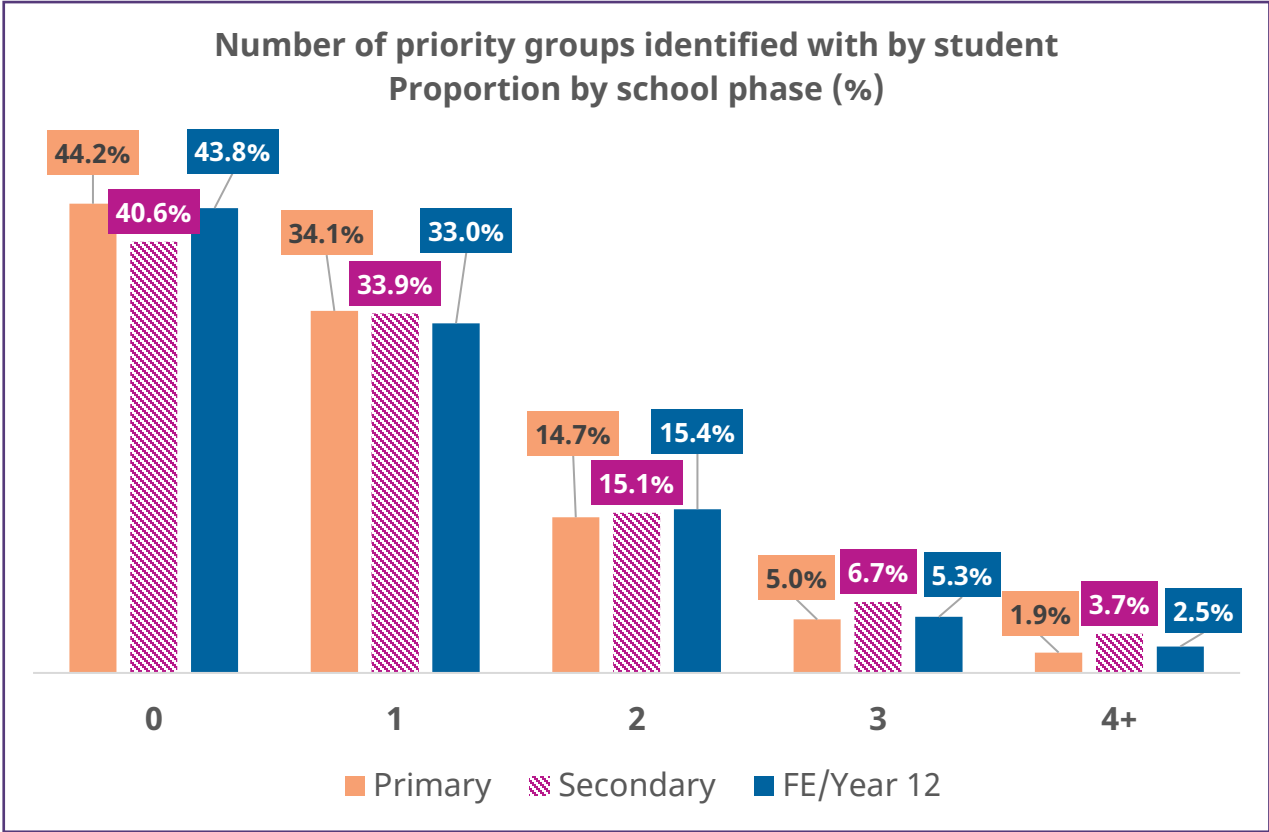
- Females reported more worries and feeling less happy both at school and generally than boys.
- They also felt more left out, and fewer females feel like they can often speak up in class.

Priority groups

One of the key ways that the survey data has been broken down is by the number of priority groups that a student identifies with.

The groups included are:

- Having a household family member in prison
- Being lesbian, gay, bisexual and/or trans (LGBT) (Secondary and FE/Year 12 only)
- Being adopted, fostered or looked after by the local authority
- Having a parent/carer in the armed forces
- Being part of a family with a social worker
- Knowing they have an eligibility for free school meals
- Being a young carer
- Having a special educational need or disability
- Being from a minority ethnic group



	Number of priority groups identified with				
	0	1	2	3	4+
Number of students (across all phases)	3877	3097	1368	537	261

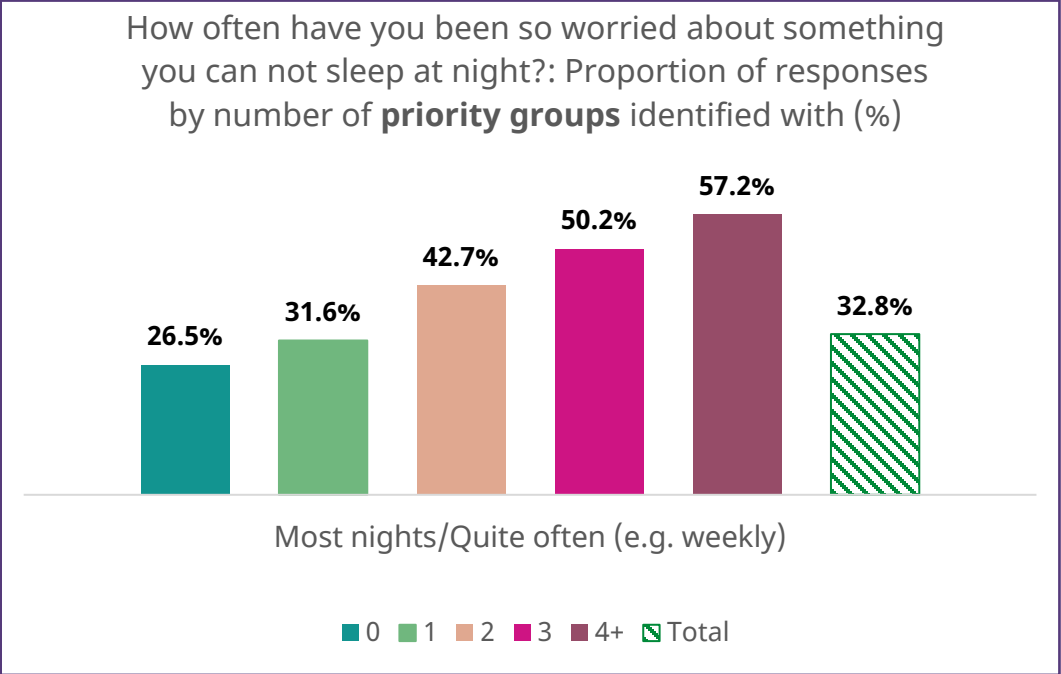
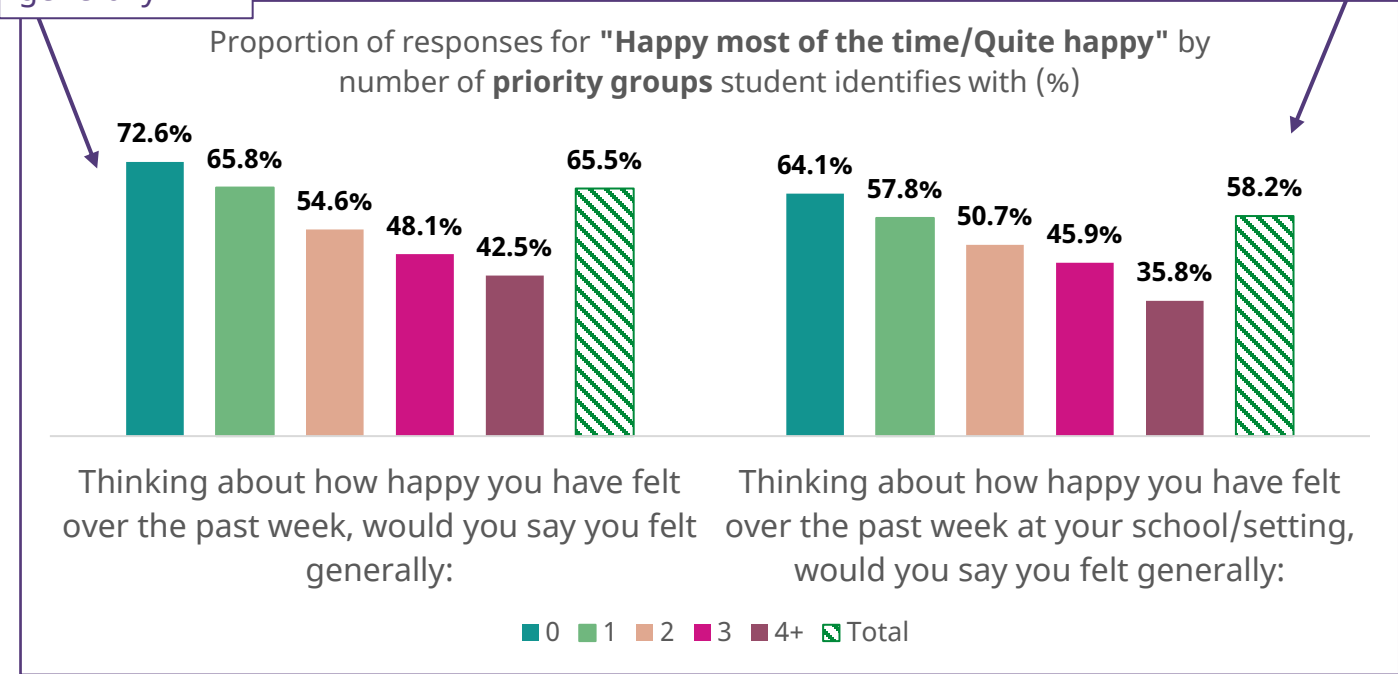
Key findings: Priority groups

The emerging theme from the report around students identifying with priority groups is that there are significant differences in the outcomes to the survey questions of students identifying with **multiple priority groups** (more than one priority group).

These differences are consistent across most questions and become more pronounced as the number of priority groups increases.

Feeling happy generally

Feeling happy generally **at school**



Youth voice: Our youth voice group was asked, from their experience, why they thought we were seeing this reduction in secondary student's enjoyment of school, when compared to the primary and FE/Year 12 phases. Some of the thoughts shared can be seen below...

Exams, stress, added pressure

Trying to find "forever friends"

Becoming an adult, there might be things going on at home that you are beginning to become more aware of at that age

Less of a sense of identity at secondary school. FE/Year 12 gives you more of an opportunity to be you and have a sense of direction

There isn't the right support available

Smaller numbers of people once you get to FE/Year 12

FE/Year 12 allows more of a focus on your goals, and you have chosen to be there

- Publication of descriptive demographic and priority group level reports by phase
- **CYP Emotional Wellbeing Summit in March 2025**, aims of this will be:
 - To share key findings from the school-aged Emotional Wellbeing Survey
 - To give young people (that we'll have worked with/ supported beforehand) the chance to put forward their draft recommendations from the survey findings to a wide range of professionals/ key stakeholders
 - To create an opportunity for open and meaningful dialogue between young people and professionals about the 'what next' based on the findings
 - To provoke action being taken by key stakeholders in response to the findings from the survey
 - To promote a culture of meaningful co-production with CYP

Wiltshire Children and Young People's
Emotional Wellbeing Survey (2024) -
Wiltshire Intelligence

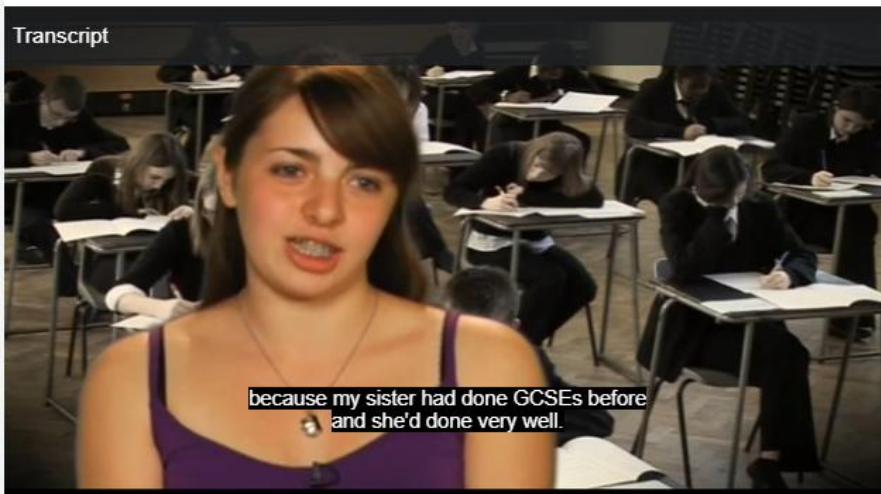
The report link can also be found on
the Wiltshire Healthy Schools website

Exam Stress

NHS advice for parents and carers

Video: coping with exams

In this video, teenagers prepare themselves and build the confidence to sit their GCSE exams.



Help your child beat exam stress

Tests and exams can be a challenging part of school life for children and young people and their parents or carers. But there are ways to ease the stress.

Watch for signs of stress

Children and young people who are stressed may:

- worry a lot
- feel tense
- have headaches and stomach pains
- not sleep well
- be irritable
- lose interest in food or eat more than normal
- not enjoy activities they previously enjoyed
- be negative and have a low mood

www.nhs.uk/mental-health/children-and-young-adults/advice-for-parents/help-your-child-beat-exam-stress/

THE ULTIMATE REVISION GUIDE



Top tips to navigate exam season



This guide is brimming with top-notch revision tips and techniques. In this guide we'll also help you take care of your mental health too and help ease feelings of exam stress and worry. You got this!

HOW TO STAY RESILIENT DURING EXAM SEASON

Exam time can often be stressful and nerve wracking. While some stress can be a positive motivator, being too nervous or tense can lead to exhaustion, anxiety and be counterproductive.

Swipe →

@DORSETMHST

Department of Health and Social Care Exam Stress Lesson Pack

KS 3 and 4

Download includes:

- Exam stress lesson plan PDF
- Managing exam stress: tips and advice PDF
- PowerPoint for use in class
- Two short videos on acing exams and exam stress

Learning outcomes

After the lesson, pupils can:

- identify signs of exam stress in themselves and others
- know who to ask for advice and where to look for guidance on exam stress
- select and use strategies to help them manage exam stress, including revision techniques

<https://campaignresources.dhsc.gov.uk/campaigns/school-zone/mental-wellbeing/exam-stress/exam-stress-lesson-plan-pack/>

Activities to help support students cope with exam stress during the exam period.



Age: **11-16**

Type: **Lesson plan**

Subjects: **PSHE, Tutor time**

Topics:



All Files

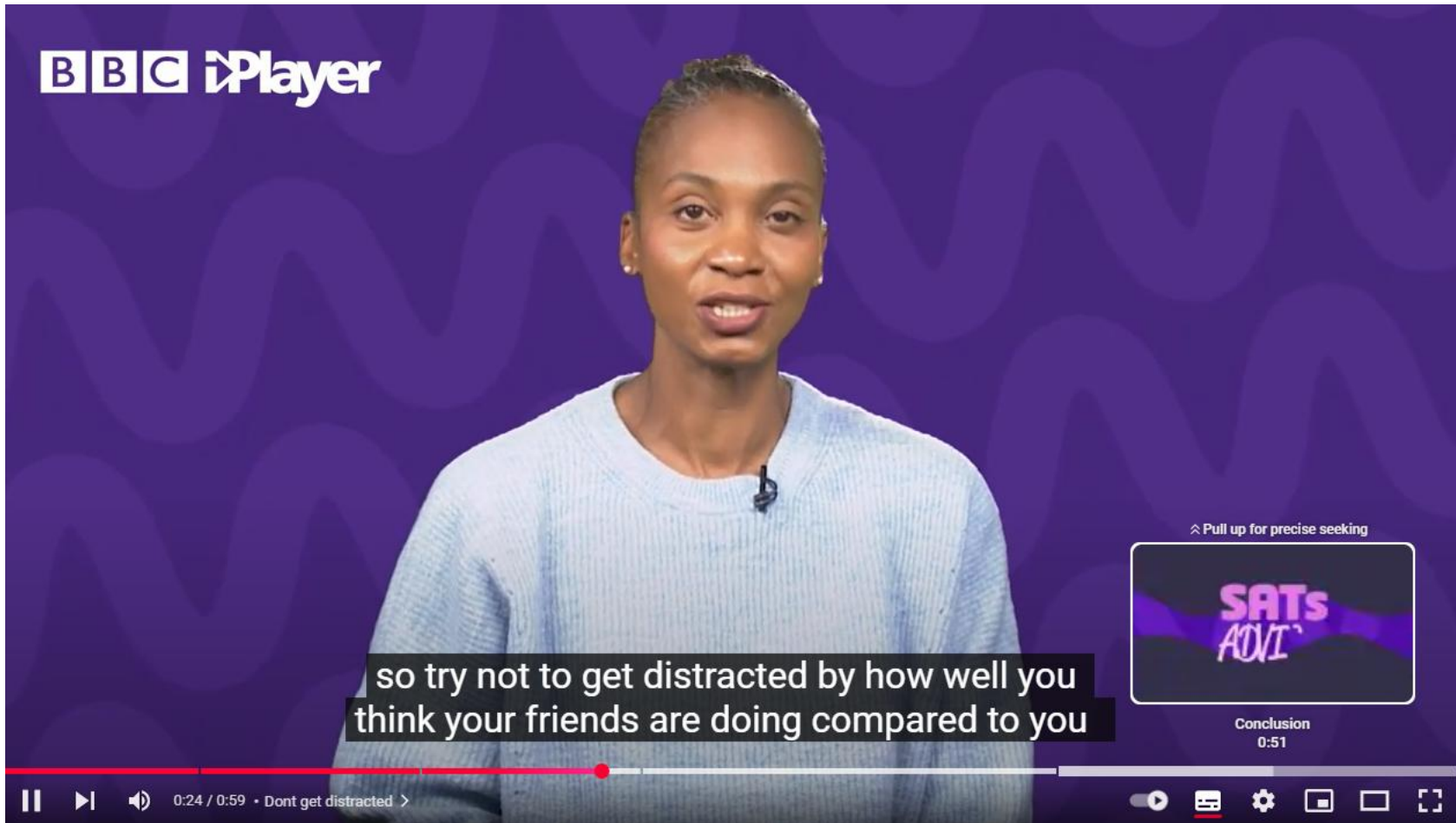
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↓ **Download**

www.redcross.org.uk/get-involved/teaching-resources/tackling-exam-stress

SATS

Watch the video below for more top tips from BBC Newsround about how to prepare for SATs.



https://www.youtube.com/watch?v=j8bUH3Hj_jc&t=2s

SATS



<https://www.bbc.co.uk/newsround/av/36193412>

Staff Wellbeing Tips - Exams

www.youngminds.org.uk/professional/resources/staying-mentally-healthy-during-exams/



Trust your pupils

Have faith that you have equipped them with everything they need to manage the exams.



Try to stay relaxed during exams

Modelling this will help your students feel calm and ready.



Don't make massive changes to your life

Keep things simple and organised. If you need support, make sure you seek out your friends and colleagues and share the challenges of your day.



Stay positive

Remind yourself and your students how hard you have worked this year. Celebrate the end of the tests or exams and feel proud of all that you've achieved.



Keep energy levels up

Remember that, while you are holding your students in mind, tests and exams can be stressful for you too. Maintain a healthy lifestyle and ensure you have breaks.



Practise your self-care

You may feel very emotionally invested in the young people you teach and if you feel anxious, use your wellbeing strategies to support these feelings.

Staff wellbeing tips

Download our staff tips for exam time.

Document type: PDF Document size: 0.2MB

[Download now](#)



Support for BSW Pupils - Exam Stress



B&NES:

- **School Nursing** hcrgh.bathnesspa@nhs.net
or call the Single Point of Access (SPA) number: 0300 247 0050
- **MHST delivered by Oxford Health** banesmhstreferrals@oxfordhealth.nhs.uk

Wiltshire:



- **School Aged Health Service (HCRG)** [Service Information](#) SPA: 0300 247 0090 vcl.wiltshirespa@nhs.net
- **MHST delivered by Oxford Health** Alexander.Driver@oxfordhealth.nhs.uk [General MHST info](#)

Swindon:



- **School Nursing - E-mail** SwindonSchoolNurseTeam@swindon.gov.uk / T: 01793 465030
- **Workshops run by BeU Swindon** HLyall@ablhealth.co.uk

Group Discussion

What strategies and resources do you use in your school to support teachers, parents/carers and pupils around exam-related anxiety/stress?

Please choose someone in the group to feed back the main points of your discussion.

Summary of group discussion

Support provided in schools included:

Pause and play exercises shaped by pupils

ELSA targeted interventions

Mentoring for year 6 pupils

SATS breakfast

Early intervention preparation

Parents information meetings

Resilience assemblies

Avoiding making too big a thing of the exams

Breaks

NFER assessments as a way to practice for SATS

Celebration assemblies

Growth mindset

Activity day before summer including exam techniques

Updates for Senior Mental Health Leads

National

- Children's Mental Health Week 3-9 Feb (resources still available)
- Reading Well
- Empathy Week 10-14 March
- Winter Wellbeing Toolkit

BSW

- Asthma Friendly Schools



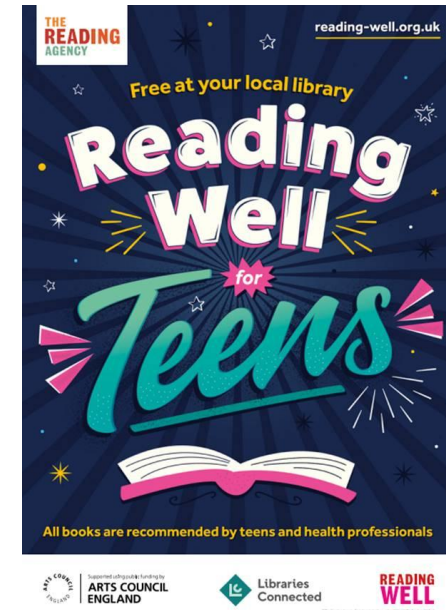
Children's Mental Health Week 2025



School and home resources and activities 2025


Reading Well

Also a good time to promote the national campaign Reading Well. Books available from local libraries and from the Learning Resources Hub.



Empathy Week: 10-14th March 2025


OFFICIAL
**EMPATHY
WEEK 2025**
A festival by Empathy Studios

[Home](#) [About](#) [Register](#) [Members Area](#)  [Log In](#)

**THE WORLD'S
LARGEST
EMPATHY
FESTIVAL
FOR SCHOOLS**

10-14th March 2025

[REGISTER FOR FREE NOW](#)



**Empathy is
about believing
someone even if
your experiences
don't match up
with *theirs*.**

[I want to be a part of this!](#)

www.empathy-week.com

An annual festival of film, storytelling and events that develops the crucial skill of empathy in students aged 5-18.

Winter Wellbeing Toolkit for Schools & FE

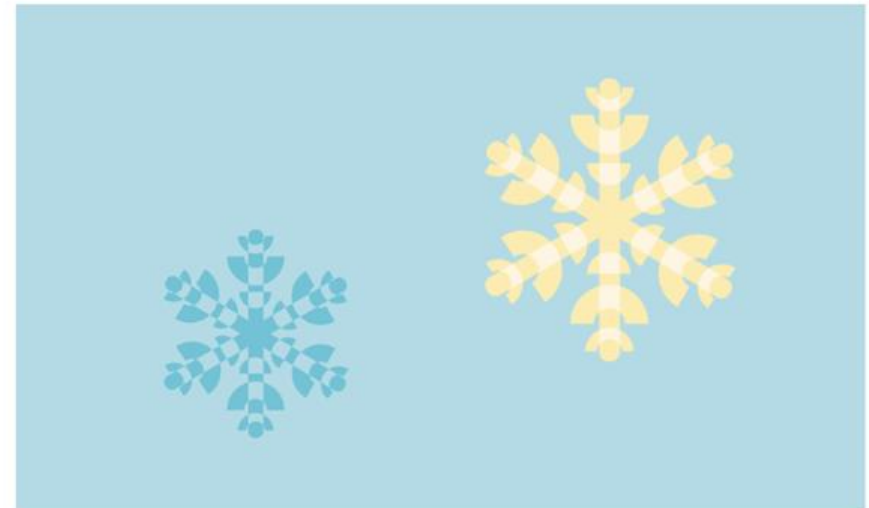
Winter wellbeing: toolkit of resources

Resources for students and staff to help support good mental wellbeing this winter.

↓ Download primary toolkit

↓ Download secondary/FE toolkit

Save resource page ☆



[Winter wellbeing: toolkit of resources : Mentally Healthy Schools](#)



BSW Together
Asthma Friendly School

To be an asthma friendly school, schools need to:

1. Identify an Asthma Lead/Champion who has received accredited training via: [Asthma \(Children and young people\) - elearning for healthcare \(e-lfh.org.uk\)](#) The minimum is the Tier 1 training, which staff can access when convenient.
2. Hold a register of all pupils with asthma
3. Hold a personalised asthma action plan (PAAP) for each pupil
4. Have emergency asthma kits available
5. Keep an up-to-date asthma school policy (including emergency procedures)

The ICB can provide you with a logo when you confirm that you have self-assessed your school to meet the above criteria, using the [self-assessment template](#). To confirm that you meet the above criteria, please contact each LA lead. [B&NES](#) [Swindon](#) [Wiltshire](#)

Useful sources of national updates

Newsletter sign ups

Anna Freud (Schools in Mind Newsletter)

<https://www.annafreud.org/resources/schools-and-colleges/schools-in-mind/>

Charlie Waller <https://www.charliewaller.org/newsletter>

Anti-Bullying Alliance <https://anti-bullyingalliance.org.uk/get-involved-0/anti-bullying-email-newsletter>

Place2be <https://www.childrensmentalhealthweek.org.uk/subscribe/>

e.g. of Charlie Waller newsletter

Free resources for parents and carers



Anxiety

This booklet looks at anxiety and its impact while offering practical ideas for your child – and you – to deal with this common but distressing experience.

[View resources](#)

Problems with eating

It can be a distressing and isolating time for anyone caring for a child who is having problems with eating.

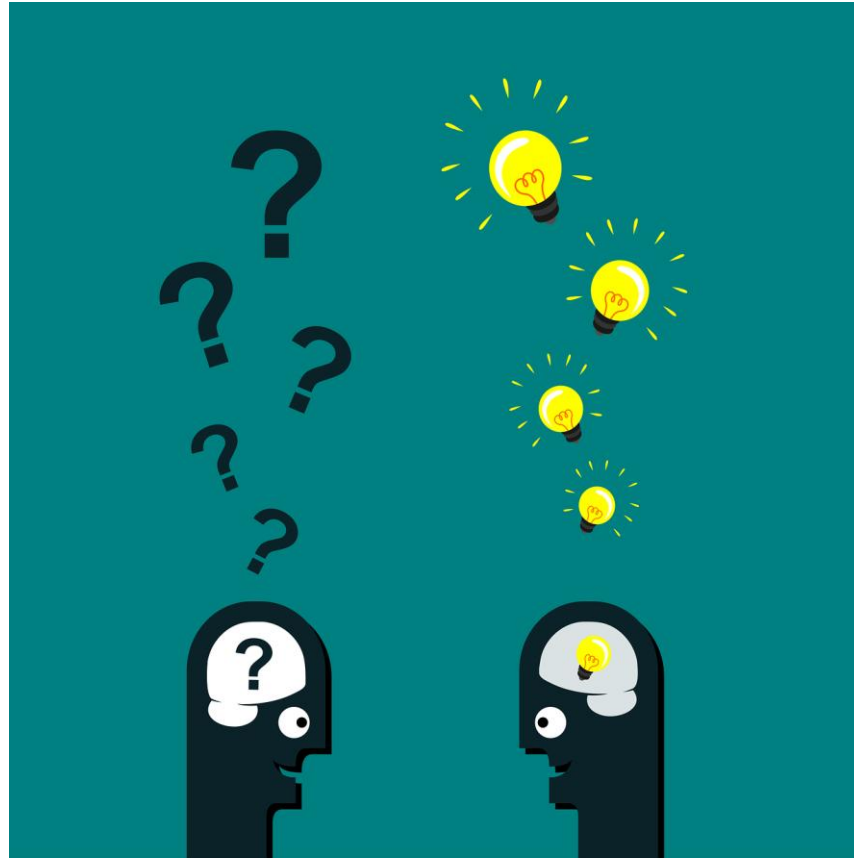
This booklet gives you knowledge and skills that will help you support your child plus some useful tips on supporting your own wellbeing.



[View resources](#)

www.charliewaller.org/what-we-offer/parents-and-carers

What topics would you like to discuss at future meetings?



SPOT – Suicide Prevention Overview Tutorial. What EVERYONE needs to know. (90 minute training)

The key objectives are:

- To understand the prevalence and impact of suicide
- To explore the language, and the challenges, when talking openly about suicide
- To recognise the 'signs' that may indicate someone is having thoughts of suicide
- To consider how we can all contribute to a suicide safer community.

SPEAK- Suicide Prevention Explore, Ask, Keep-Safe. An introduction to suicide prevention skills. (3.5hr training)

The key objectives are:

- To consider the attitudes, myths, and stigma that surround suicide
- To recognise and explore the 'signs' that may indicate someone is having thoughts of suicide
- To encourage an open, safe and sensitive conversation about suicide with a person having thoughts of suicide
- To support a safety plan with someone thinking of suicide.

As mentioned, the courses are free to attend for those who work in Wiltshire and/or support the population of Wiltshire. We have organised a range of days and times for the training to take place to try and reach as many people as possible.

Book your place by using one of the booking links below:

Course	Date	Time	Delivery Method	Booking Link
SPOT	Fri 28 th February 2025	09:30 – 11:00	Online	ES: SPOT Wiltshire (Galvanising Communities) 1 Papyrus
SPOT	Mon 17 th March 2025	12:00 – 13:30	Online	ES: SPOT Wiltshire (Galvanising Communities) 2 Papyrus
SPEAK	Wed 12 th March 2025	09:30 – 13:00	Online	ES: SPEAK Wiltshire (Galvanising Communities) 1 Papyrus
SPEAK	Thu 20 th March 2025	13:00 – 16:30	Online	ES: SPEAK Wiltshire (Galvanising Communities) 2 Papyrus

[Galvanising Communities | Wiltshire | Papyrus](#)

Useful links and tips shared by schools at the meeting

Happy Confident Company
does great resources and is
better than Zones of Regulation
for some students:
[https://www.happyconfident.co
m/schools/](https://www.happyconfident.com/schools/)

Partnership for Inclusion of
Neurodiversity in Schools:
(PINS) webinars have been useful: [More
information via this link on the NHSE
website](#)

Next date for BSW SMHL network

Wednesday 21st May 2025

B&NES schools can book via: Claire_Davies@Bathnes.gov.uk

Swindon Schools can book via: www.swindonhealthyschools.org/network-meetings-and-events/

Wiltshire schools [can book on Right Choice](#)

Input on

- Sensory wellbeing