EMOTIONAL HEALTH AND WELLBEING IN EDUCATION SURVEYS

(FEBRUARY / MARCH 2024)

DE SUMMARY REPORT – OCTOBER 2024

Background

In February 2024, the Department of Education (DE) published two surveys on Citizen Space. One was targeted towards educational settings (pre-school through to post-primary) to gather information on what they do to support and promote emotional health and wellbeing of pupils. The other survey was for external service providers (community, voluntary, private) seeking information on what services, programmes and training are available to educational settings to help them support and promote pupils' emotional health and wellbeing.

Introduction

The joint DE / Department of Health (DoH) Children and Young People's Emotional Health and Wellbeing in Education Framework was published in February 2021. The surveys were designed to gather information to inform future policy development on emotional health and wellbeing in education and next steps in terms of the Framework and how funding is used. Information was needed from educational settings on what is being done in terms of promoting emotional health and wellbeing, and what organisations / services schools may be using to facilitate this; and information was needed from providers on services and training available to educational settings.

Purpose

It was stated on the surveys that a report summarising the analysis of responses would be made available on the DE website within 6 months of the end of the survey. As indicated at the time of the surveys, no individual and or organisation is identified in the report.

A summary of the responses prepared by DE is provided for each survey.

Attachments

Annex A   Copy of the response data (tables / graphs) automatically generated by Citizen Space and for the open-ended questions a DE synopsis is included.

EDUCATIONAL SETTINGS - SUMMARY ANALYSIS

- The survey was sent out to all educational settings, 235 valid responses were received (response rate 16%).

	Number of responses	Total number of settings 2023/24
primary schools	154	787
post-primary schools	32 (15 grammar, 17 secondary)	192 (66 grammar, 126 secondary)
special schools	6	39
non-statutory pre-schools	31	339
nursery schools	6	93
EOTAS*	6	43
TOTAL	*235*	*1,493*

Education Otherwise Than At School

School Development Plan

- 89% (210) of respondents confirmed their school development plan (or equivalent) for 23/24 included emotional health and wellbeing as a priority / area of focus.
- For those who did not have emotional health and wellbeing as a priority in their school development plan, the reasons included:
    o other areas were a focus (13 responses);
    o it was already embedded into daily school life (6);
    o action short of strike meant no school development plan in place (4); and
    o no reason provided (2).

Assessment Tool

- 54% (127) of respondents stated they used assessment tools.
- 78% (25) of those post-primary schools who responded used assessment tools.
- 56% (87) of those primary schools who responded used assessment tools.
- The responses showed 56 settings exclusively using (or have used) GL PASS, 12 stated Boxall only and 23 using a combination of both GL PASS and Boxall. Other tools referred to include SDQ, Leuven Scales, and school surveys. Comments suggest that assessment tools, in some instances, are only used for individual students or year groups.

Links with local community / voluntary organisations

- 85% (200) of those that responded stated they had community links.
- 97% (31) of the post-primary schools and 86% (132) of the primary schools that responded stated they had community links.
- 81% (191) of those that responded used community/voluntary organisations in their area.

- 88% (28) of post-primary schools and 86% (132) of primary schools that responded used community / voluntary organisations in their area.
- Responses indicate that it is less common for non-statutory pre-schools to have (61%) and use (50%) these community links.
- 85% of those that responded to this question (195) described the support available and/or received from community / voluntary organisations for training and/or signposting as good, very good or excellent.

External providers

- 72% (169) of those that responded used external services (not listed under the Framework implementation plan), corresponding figures for primary and post-primary schools were 75% (116) and 91% (29).
- 49% of those that responded chose to use an external provider based on existing relationship (ie happy with provision).
- Based on the responses of 169 settings who indicated they had used other providers, there was a list of nearly 600 (597) providers or programmes detailed. There were around 250 unique providers listed and it should be noted that not all responses provided the name of the provider, and some listed the generic service or programme (eg counselling, therapy, health) rather than provider name so these are not counted within the 250 unique providers.
- Not all providers/programmes included an associated funding source, of the 398 which included a funding source, 36% (145) were paid for by school budget/PTA/fundraising. There were 94 described as 'free' and other funding sources were described as private business, charity, grants, community funds and DE/EA (ie not school budget).

School delivery of emotional health and wellbeing programmes

- 196 (83%) of all responses used a combination of both external providers and directly by school staff to pupils.
- All post-primary schools (32) that responded used a combination of both.
- 134 (87%) of primary schools used a combination of both.
- 84% of responses confirmed provision of programmes to all year groups, all post-primary schools answered yes, 25 (16%) primary schools answered no.

Framework Projects

- Comments on Framework itself were positive, confirming that it provides context and structure, however, it was suggested that funding needs to be prioritised to ensure continuous provision of projects / programmes. It was suggested that the needs of primary schools and special schools are not adequately met (note there was significantly more primary than post-primary respondents).

- Positive comments were made in relation to Framework projects RISE KS2, REACH, EWTS and BWDW; however, waiting lists and lack of response from projects were also highlighted as an issue.
- The general suggestions centred around the views that more funding is needed, highlighting the role of parents/families, training for staff, staffing pressures and there were both positive and negative views of EA staff support programmes. Some suggestions for supporting children in schools came from schools' own practice and included weekly 30 minute pastoral lesson to follow themes across the year related to wellbeing, others related to employing dedicated staff to support families and students.
- Based on responses of those who confirmed they used the Framework projects, all projects were considered good or excellent by the majority of respondents. Most projects funded under the Framework have been used by less than 50% of respondents, however the small sample size and availability of programmes (both commencement and targeted phase of education) is noted.

VOLUNTARY / COMMUNITY / PRIVATE PROVIDERS SURVEY – SUMMARY ANALYSIS

- There are community, voluntary, private sector providers that offer / deliver services, training, programmes to schools. The survey was published online so any individual / organisation could complete. 46 responses were received:

8 Community	11 Voluntary	27 Private

Staff

- 65% (30) provide training courses for school staff to help staff understand and support pupil emotional health and wellbeing.
- 51% (17 of 33 respondents who provide training to schools), provide training for between 1-10 schools (on average in one academic year), four respondents indicate they provide for more than 200 schools.
- Based on responses, 72% (33) of providers stated their training courses are not accredited, but 65% (30) of providers stated all their courses are evidence-based and 52% (24) of providers stated all their training courses are evaluated.
- 59% (27) do not use a cascade training model to enable sharing of training with other staff.

Children & Young People

- 91% (42) deliver programmes / services directly to children and young people in school
- 81% (34) of those that deliver, have between 1-5 programmes / services available, seven (17%) stated they have more than 11 available.
- 46% (21) work directly with pupils in between 1-10 schools (on average in one academic year), three responses indicate they work with more than 200 schools.

- Based on responses, 76% (35) of providers stated their programmes for schools are evidence-based and 74% (34) of providers stated all their programmes for schools are evaluated.
- 57% (26) do not use a cascade model to enable staff to deliver the programmes.

Contact with schools

- 70% (32) of providers actively promote their services to schools, the most popular methods for promoting are email and phone calls.

Provision

- Across the 46 providers who responded, all school phases were provided with direct support.
- 30 providers confirmed they provide training to school staff, around 100 courses were listed. The cost of these varied, including free of charge.
- 42 providers confirmed they provide programmes to children and young people in school, over 160 courses were listed. The cost of these varied, including free of charge.
- The availability of free of charge, in some instances, depended on location and if external funding is secured by the provider.

Educational Settings – DE Emotional Health and Wellbeing Survey (February 2024)

The activity ran from 22/02/2024 to 21/03/2024

Responses to this survey: **235**

1: Name of School/Setting.
There were 235 responses to this part of the question.

2: Location (Town) / Postcode.
There were 235 responses to this part of the question.
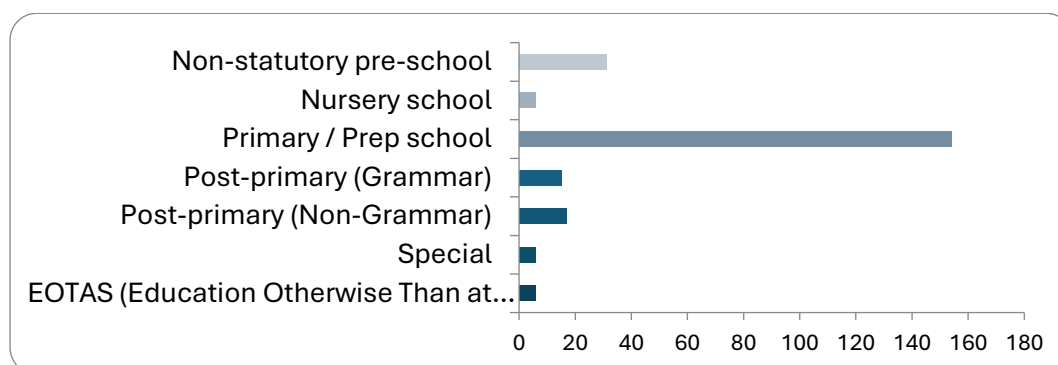
3: Department of Education Reference Number.
There were 226 responses to this part of the question.

4: What is your "email address."
There were 235 responses to this part of the question.

5: Type of Educational Setting.
There were 235 responses to this part of the question.

Option	Total	Percent
Non-statutory pre-school	31	13.19%
Nursery school	6	2.55%
Primary / Prep school	154	65.53%
Post-primary (Grammar)	15	6.38%
Post-primary (Non-Grammar)	17	7.23%
Special	6	2.55%
EOTAS (Education Otherwise Than at School)	6	2.55%
Not Answered	0	0.00%

6: Management Type.
There were 235 responses to this part of the question.
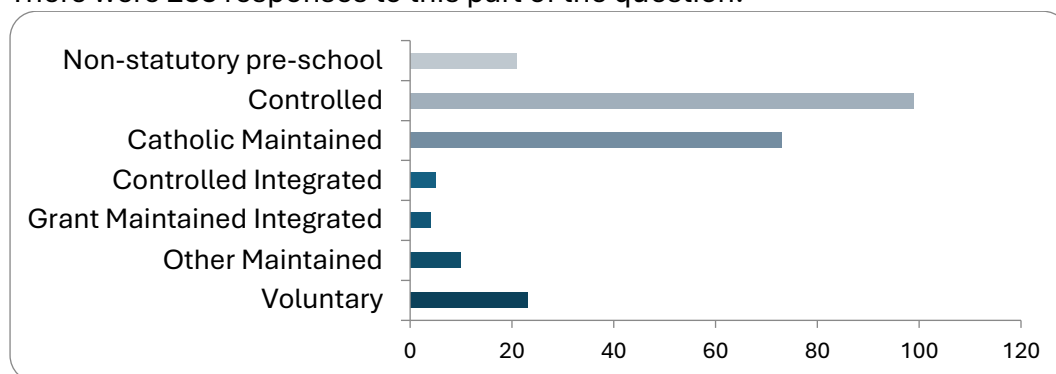
Option	Total	Percent
Non-statutory pre-school	21	8.94%
Controlled	99	42.13%
Catholic Maintained	73	31.06%
Controlled Integrated	5	2.13%
Grant Maintained Integrated	4	1.70%
Other Maintained	10	4.26%
Voluntary	23	9.79%
Not Answered	0	0.00%

7: Does your 'school development plan' (or equivalent) for 23/24 include emotional health and wellbeing as a priority / area of focus?
There were 235 responses to this part of the question.
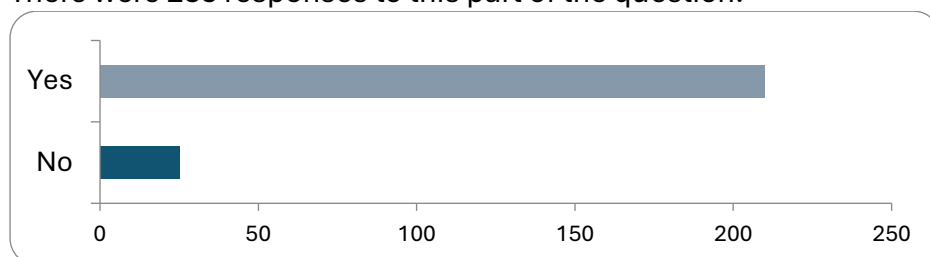
Option	Total	Percent
Yes	210	89.36%
No	25	10.64%
Not Answered	0	0.00%

8: If no, what is/are the main reason(s) for this?
There were 42 responses to this part of the question.

DE synopsis: The responses indicated that the main reason for this was that other areas were a focus (13 responses), others confirmed it was embedded into daily school life (6), action short of strike (4) and 2 did not provide a reason.

9: Do staff in your school/setting deliver emotional health and wellbeing programmes to pupils directly or is this always delivered by external providers or a combination of both?
There were 235 responses to this part of the question.
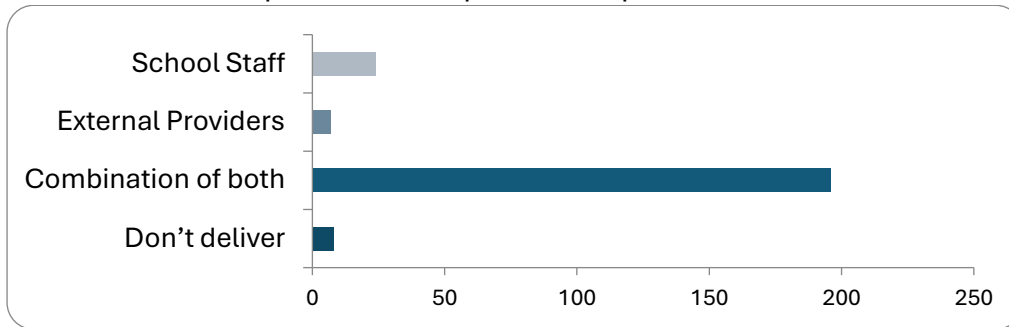
Option	Total	Percent
School Staff	24	10.21%
External Providers	7	2.98%
Combination of both	196	83.40%
Don't deliver	8	3.40%
Not Answered	0	0.00%

10: Does your school/setting use any assessment tools to assess the emotional health and wellbeing of pupils? (eg GL PASS, Boxall, SDQ).
There were 235 responses to this part of the question.
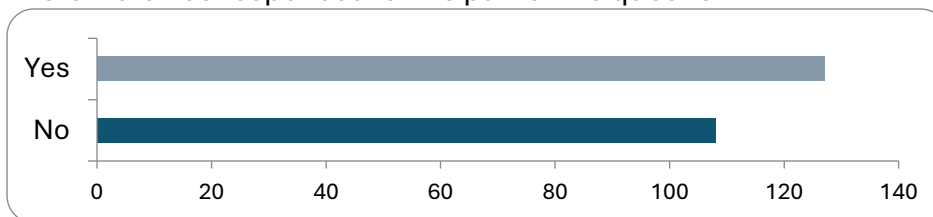
Option	Total	Percent
Yes	127	54.04%
No	108	45.96%
Not Answered	0	0.00%

11: If yes, what assessment tools are used?
There were 127 responses to this part of the question.

DE synopsis: The responses showed 56 exclusively using (or have used) GL PASS, 12 stated Boxall only and 23 using a combination of both GL PASS and Boxall. Other tools referred to include SDQ, Leuven Scales, and school surveys. Comments suggest that assessment tools, in some instance, are only used for individual students or year groups.

12: Does your school/setting have links with community / voluntary organisations in your area, should you require assistance in terms of training, or need to signpost pupils / families to emotional wellbeing services in the area?
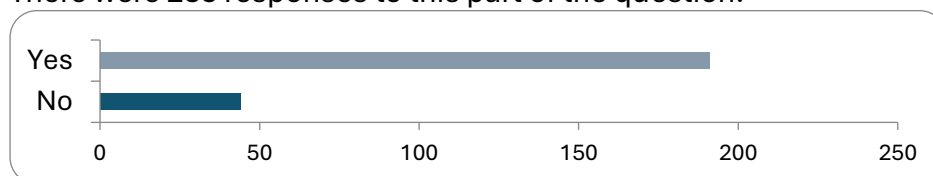
There were 235 responses to this part of the question.
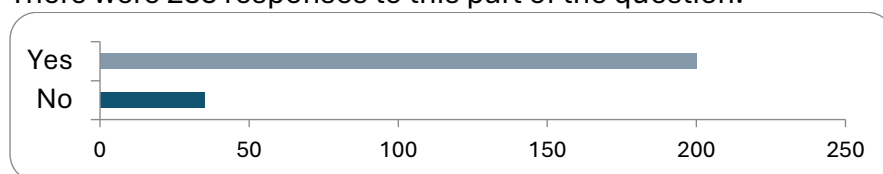
Option	Total	Percent
Yes	200	85.11%
No	35	14.89%
Not Answered	0	0.00%

13: Has your school/setting used community / voluntary organisations in your area, for training and/or signposting for emotional wellbeing services in the area?

There were 235 responses to this part of the question.

Option	Total	Percent
Yes	191	81.28%
No	44	18.72%
Not Answered	0	0.00%

14: If yes, how would you describe the support available and / or received?

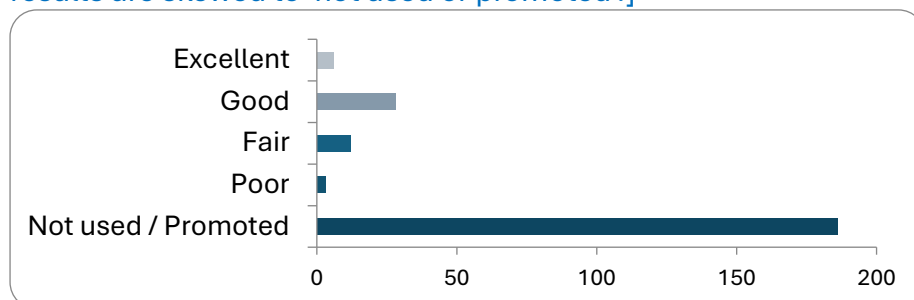There were 195 responses to this part of the question.
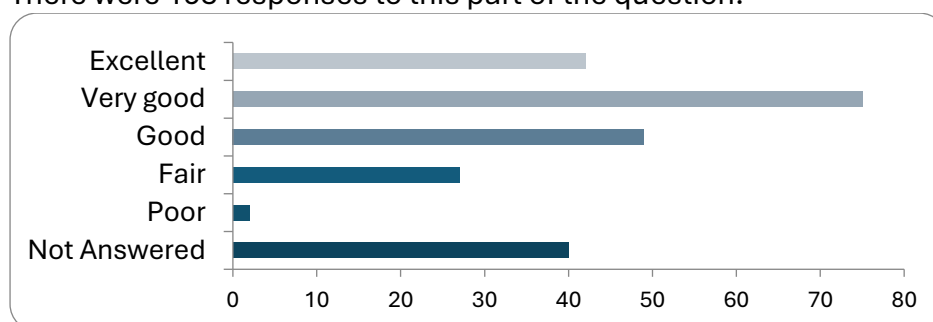
Option	Total	Percent
Excellent	42	17.87%
Very good	75	31.91%
Good	49	20.85%
Fair	27	11.49%
Poor	2	0.85%
Not Answered	40	17.02%

15: Please select which programmes / services under the Emotional Health and Wellbeing Framework Implementation Plan your school / setting has used / promoted and how you would describe the training / support / resources received.

Framework - Text a Nurse (PHA) promotion to pupils / parents / staff

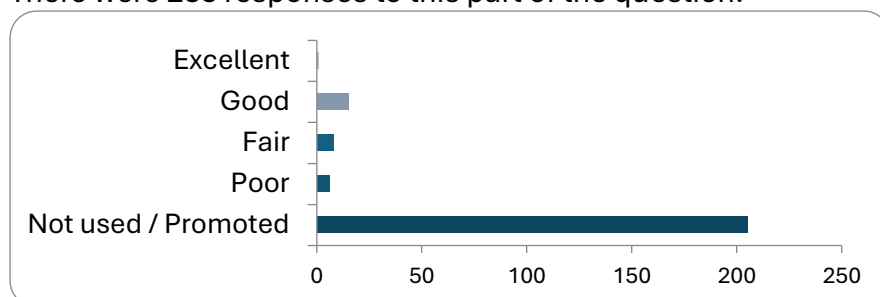There were 235 responses to this part of the question.
[DE Note: It should be noted that the following data is based on all responses, however, all projects are not available to all phases of education – for example Text a Nurse is a service to post-primary only, however, the majority of respondents are primary so results are skewed to 'not used or promoted'.]

Option	Total	Percent
Excellent	6	2.55%
Good	28	11.91%
Fair	12	5.11%
Poor	3	1.28%
Not used / Promoted	186	79.15%
Not Answered	0	0.00%

Framework - Text a Nurse (PHA) experience of school staff using service
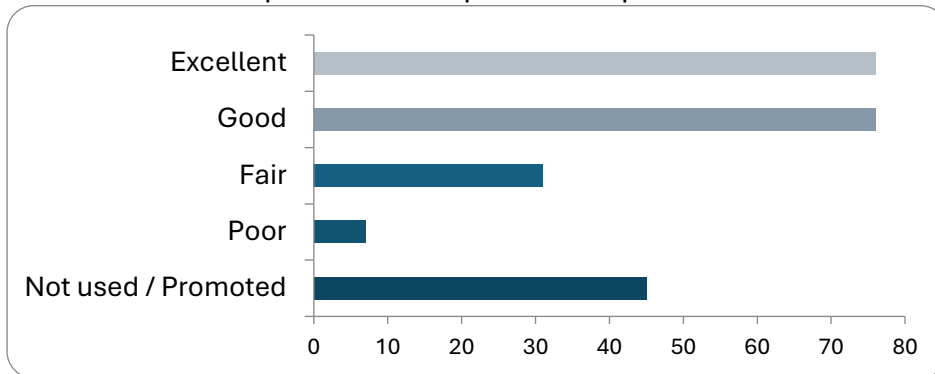
There were 235 responses to this part of the question.

Option	Total	Percent
Excellent	1	0.43%
Good	15	6.38%
Fair	8	3.40%
Poor	6	2.55%
Not used / Promoted	205	87.23%
Not Answered	0	0.00%

Framework - RISE NI (PHA)

There were 235 responses to this part of the question.

Option	Total	Percent
Excellent	76	32.34%
Good	76	32.34%
Fair	31	13.19%
Poor	7	2.98%
Not used / Promoted	45	19.15%
Not Answered	0	0.00%

Framework - REACH (EA Youth Service)

There were 235 responses to this part of the question.
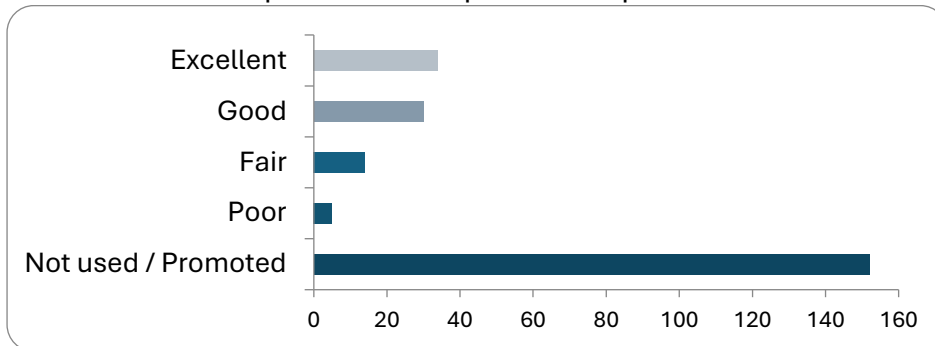
Option	Total	Percent
Excellent	34	14.47%
Good	30	12.77%
Fair	14	5.96%
Poor	5	2.13%
Not used / Promoted	152	64.68%
Not Answered	0	0.00%

Framework - CCEA Wellbeing Hub

There were 235 responses to this part of the question.
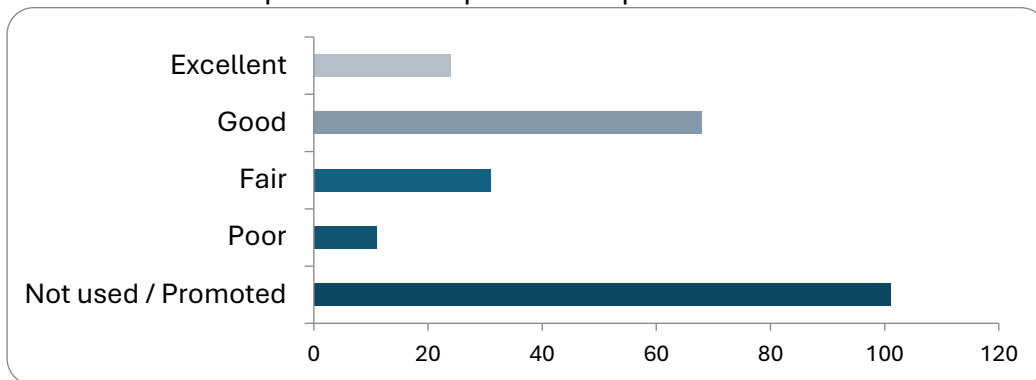
Option	Total	Percent
Excellent	24	10.21%
Good	68	28.94%
Fair	31	13.19%
Poor	11	4.68%
Not used / Promoted	101	42.98%
Not Answered	0	0.00%

Framework - The Attach Programme (EA) *part of the Primary Children Looked After Advisory Service
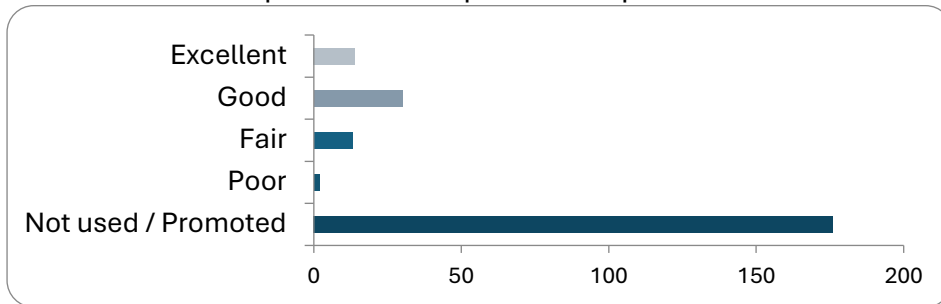
There were 235 responses to this part of the question.
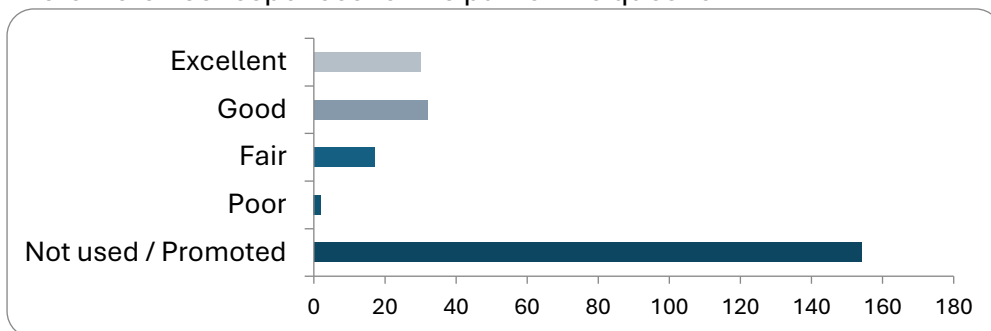
Option	Total	Percent
Excellent	30	12.77%
Good	32	13.62%
Fair	17	7.23%
Poor	2	0.85%
Not used / Promoted	154	65.53%
Not Answered	0	0.00%

Framework - Emotional Wellbeing Teams in Schools (SPPG, DoH)

There were 235 responses to this part of the question.

Option	Total	Percent
Excellent	14	5.96%
Good	30	12.77%
Fair	13	5.53%
Poor	2	0.85%
Not used / Promoted	176	74.89%
Not Answered	0	0.00%

Framework - Being Well Doing Well (EA)

There were 235 responses to this part of the question.
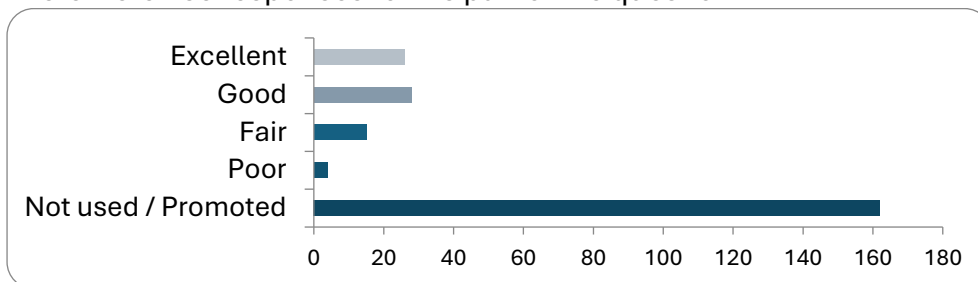
Option	Total	Percent
Excellent	26	11.06%
Good	28	11.91%
Fair	15	6.38%
Poor	4	1.70%
Not used / Promoted	162	68.94%
Not Answered	0	0.00%

Framework - Nurture and Advisory Support Service (EA)

There were 235 responses to this part of the question.
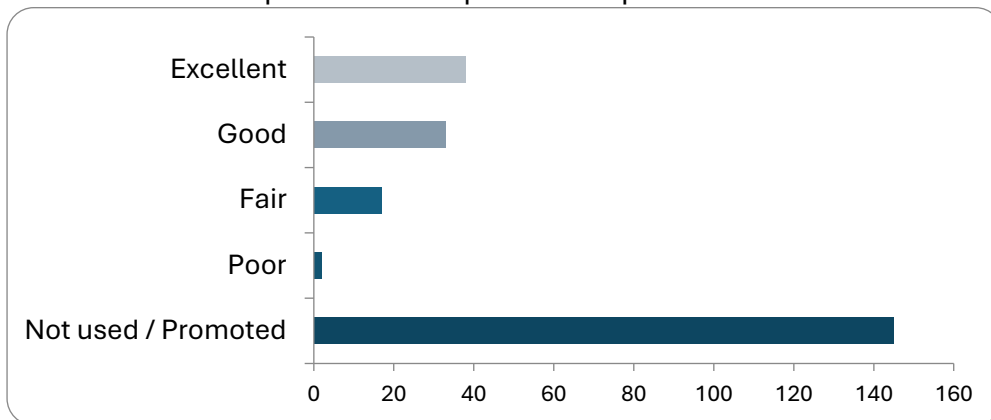
Option	Total	Percent
Excellent	38	16.17%
Good	33	14.04%
Fair	17	7.23%
Poor	2	0.85%
Not used / Promoted	145	61.70%
Not Answered	0	0.00%

Framework - ICSS (Post-Primary Counselling Service)

There were 235 responses to this part of the question.
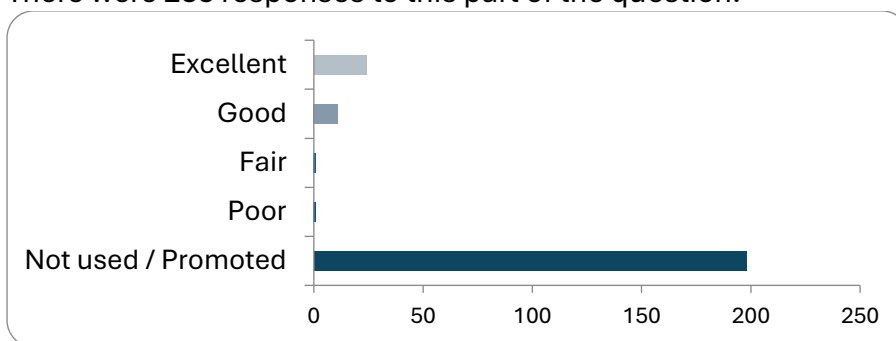
Option	Total	Percent
Excellent	24	10.21%
Good	11	4.68%
Fair	1	0.43%
Poor	1	0.43%
Not used / Promoted	198	84.26%
Not Answered	0	0.00%

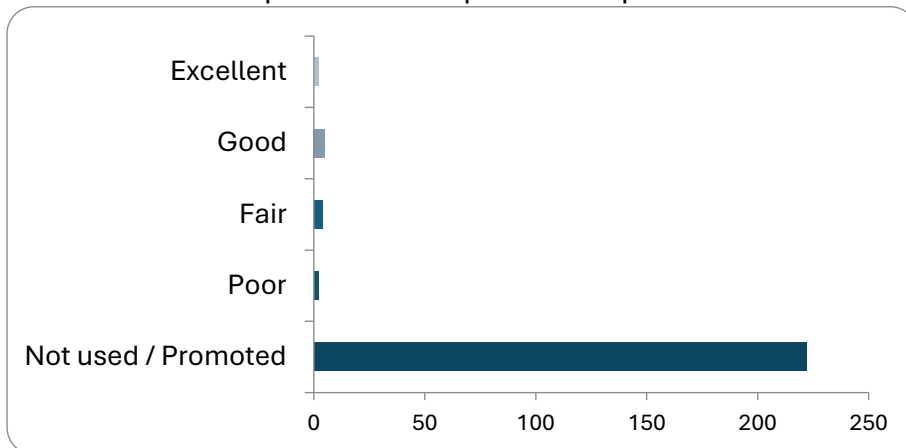## Framework - Healthy Happy Minds Pilot counselling/therapy in primary schools (ceased March 23)

There were 235 responses to this part of the question.
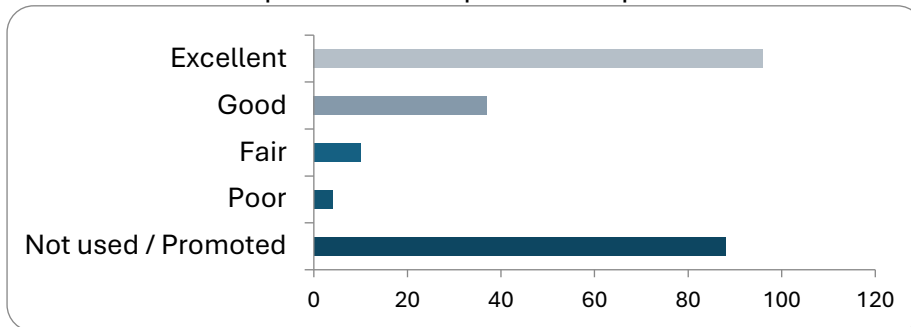
Option	Total	Percent
Excellent	96	40.85%
Good	37	15.74%
Fair	10	4.26%
Poor	4	1.70%
Not used / Promoted	88	37.45%
Not Answered	0	0.00%

Framework - Optimising Achievement

There were 235 responses to this part of the question.

Option	Total	Percent
Excellent	2	0.85%
Good	5	2.13%
Fair	4	1.70%
Poor	2	0.85%
Not used / Promoted	222	94.47%
Not Answered	0	0.00%

Framework - Staff Wellbeing support provided by the EA

There were 235 responses to this part of the question.
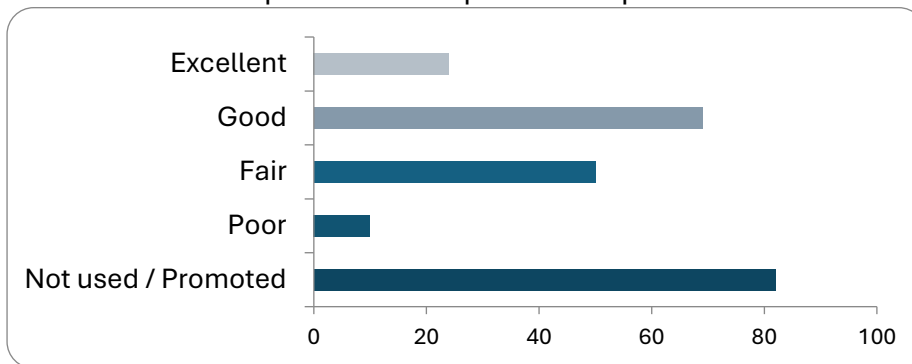
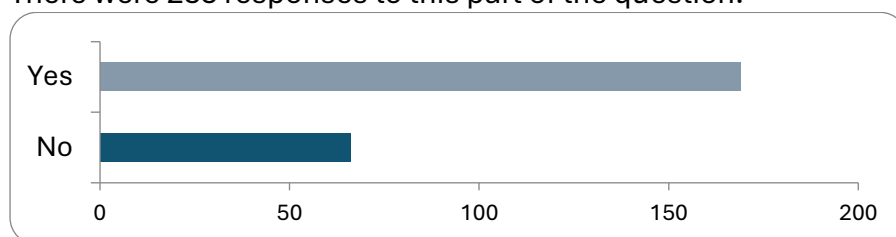| Option	Total	Percent
Excellent	24	10.21%
Good	69	29.36%
Fair	50	21.28%
Poor	10	4.26%
Not used / Promoted	82	34.89%
Not Answered	0	0.00%

Framework - Mental Health/Suicide Awareness training provided by EA

There were 235 responses to this part of the question.
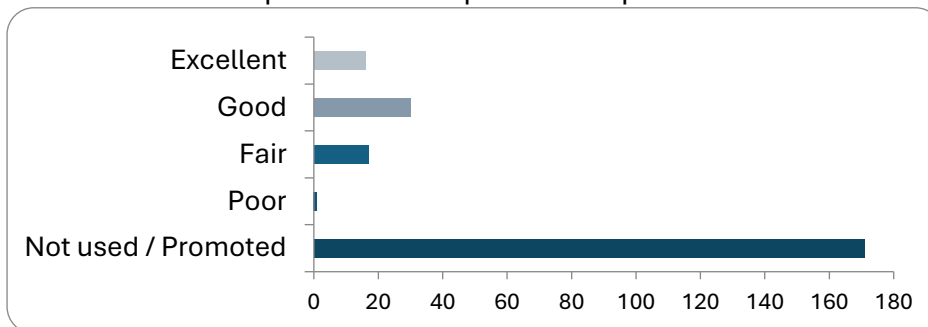
Option	Total	Percent
Excellent	16	6.81%
Good	30	12.77%
Fair	17	7.23%
Poor	1	0.43%
Not used / Promoted	171	72.77%
Not Answered	0	0.00%

16: Has your school/setting used any other external services / programmes / training (not listed under the Emotional Health and Wellbeing in Education Framework Implementation plan – question 15) to support pupils' emotional health and wellbeing? There were 235 responses to this part of the question.

Option	Total	Percent
Yes	169	71.91%
No	66	28.09%
Not Answered	0	0.00%

17: If yes, please detail:
(i)   Name of the organisation(s)
(ii)   Name of service(s) / programme(s) / training
(iii)   Source of funding e.g. provided free of charge; school budget; EA/DE funding; school fundraising; community grant – public sector; community grant – private business.
There were 173 responses to this part of the question.

DE synopsis: Based on the responses of 169 settings who indicated they had used other providers, there was a list of nearly 600 (597) providers or programmes detailed. There were around 250 unique providers listed and it should be noted that not all responses provided the name of the provider, and some listed the generic service or programme (eg counselling, therapy, health) rather than provider name so these are not counted within the 250 unique providers.

Not all providers/programmes included an associated funding source, of the 398 which included a funding source, 36% (145) were paid for by school budget/PTA/fundraising. There were 94 described as 'free' and other funding sources were described as private business, charity, grants, community funds and DE/EA (ie not school budget).

18: If yes, why did you choose to use an external provider for services / programmes / training?
There were 176 responses to this part of the question.
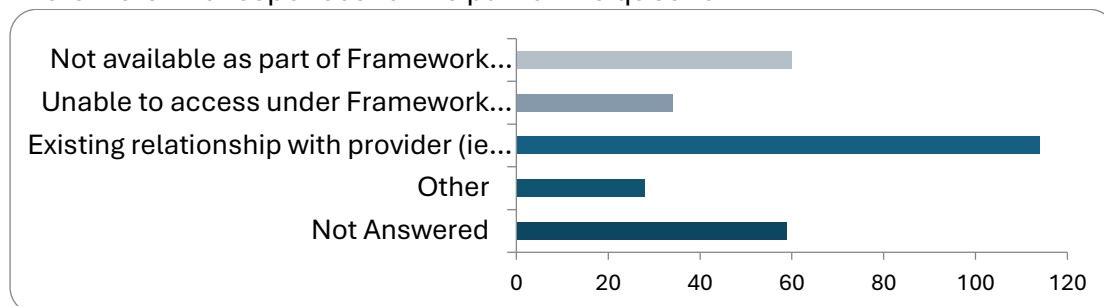
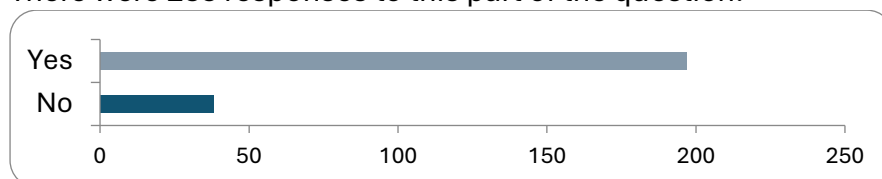| Option	Total	Percent
Not available as part of Framework projects listed above	60	25.53%
Unable to access under Framework projects listed above	34	14.47%
Existing relationship with provider (ie used before and happy with service)	114	48.51%
Other	28	11.91%
Not Answered	59	25.11%

19: If other, please state reason.
There were 43 responses to this part of the question.

DE synopsis: 'Other' reasons included: recommendation, approached by organisation, no cost, work with different providers to best meet needs of young people, request from pupil surveys on specific topic, requirements from LLW and RSE, additional support and expertise.

20: Does your school/setting provide emotional health and wellbeing programmes / services to all year groups in your setting?
There were 235 responses to this part of the question.

Option	Total	Percent	
Yes	197	83.83%	
No	38	16.17%	
Not Answered	0	0.00%	

21: If no, what year group(s) of pupils does your setting organise service / programme delivery for?
There were 58 responses to this part of the question.

Option	Total	Percent
Pre-School	25	10.64%
P1	10	4.26%
P2	10	4.26%
P3	13	5.53%
P4	19	8.09%
P5	20	8.51%
P6	25	10.64%
P7	26	11.06%
Y8	3	1.28%
Y9	3	1.28%
Y10	3	1.28%
Y11	3	1.28%
Y12	3	1.28%
Y13	2	0.85%
Y14	2	0.85%
Not Answered	177	75.32%

22: Please provide any other comments on the effectiveness of the Framework and any suggestions for how children and young people's emotional health and wellbeing can be supported in schools.
There were 130 responses to this part of the question.

DE synopsis: The comments were positive for the Framework itself, confirming that it provides context and structure, however, it was suggested that funding needs to be prioritised to ensure continuous provision of projects / programmes. It was suggested that the needs of primary schools are not adequately met (note there was significantly more primary than post-primary respondents).

Positive comments were made in relation to Framework projects RISE KS2, REACH, EWTS and BWDW; however, waiting lists and lack of response from projects were also highlighted as an issue.

The general suggestions centred around the views that more funding is needed, highlighting the role of parents/families, training for staff, staffing pressures and there were both positive and negative views of EA staff support programmes. Some suggestions for supporting children in schools came from schools' own practice and included weekly 30 minute pastoral lesson to follow themes across the year related to wellbeing, others related to employing dedicated staff to support families and students.

Voluntary/Community/Private Organisations – DE Emotional Health and Wellbeing Survey (February 2024)

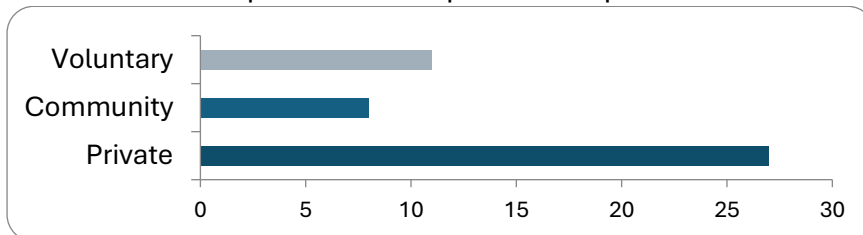The activity ran from 22/02/2024 to 21/03/2024
Responses to this survey: 46

1: Name of Organisation.
There were 46 responses to this part of the question.

2: Type of Organisation?
There were 46 responses to this part of the question.

Option	Total	Percent
Voluntary	11	23.91%
Community	8	17.39%
Private	27	58.70%
Not Answered	0	0.00%

3: Location (town) / Postcode.
There were 46 responses to this part of the question.

4: What is your "email address."
There were 46 responses to this part of the question.

5: Geographic coverage of services / support.
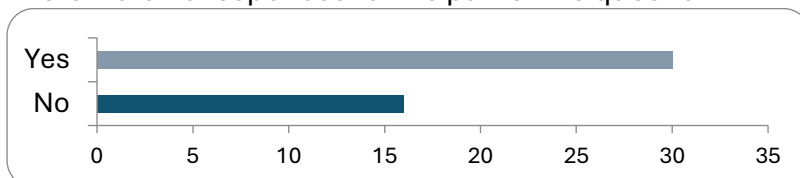There were 46 responses to this part of the question.
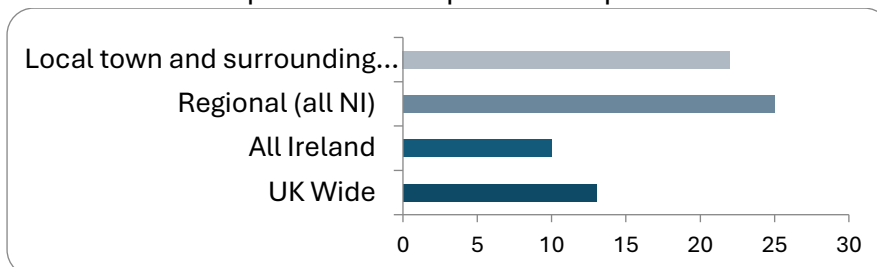
Option	Total	Percent
Local town and surrounding area	22	47.83%
Regional (all NI)	25	54.35%
All Ireland	10	21.74%
UK Wide	13	28.26%
Not Answered	0	0.00%

6: Type of school to which direct support is provided.
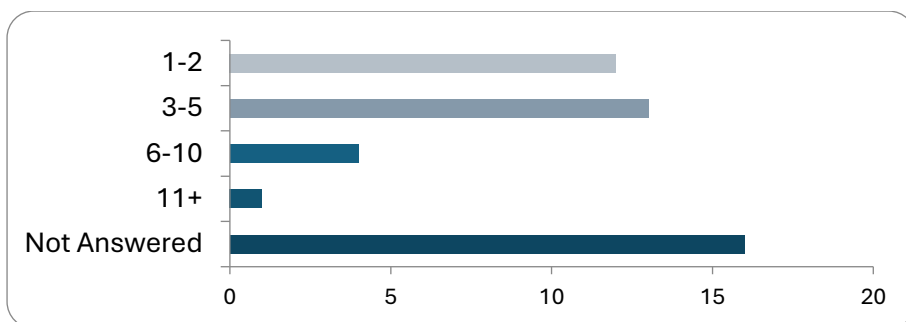There were 46 responses to this part of the question.
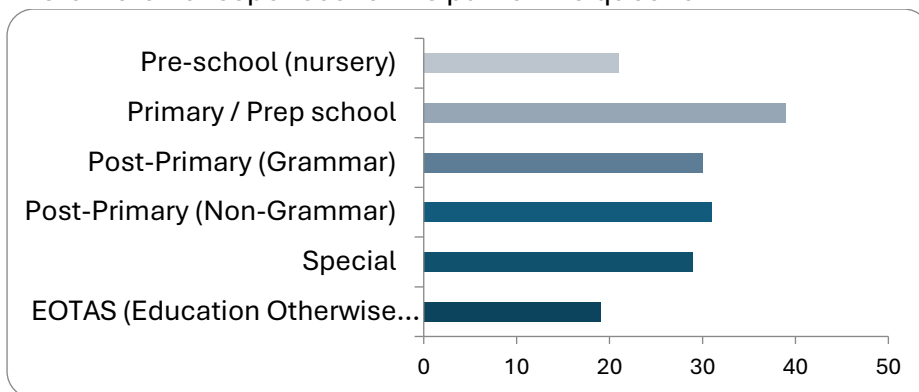
Option	Total	Percent
Pre-school (nursery)	21	45.65%
Primary / Prep school	39	84.78%
Post-Primary (Grammar)	30	65.22%
Post-Primary (Non-Grammar)	31	67.39%
Special	29	63.04%
EOTAS (Education Otherwise Than at School)	19	41.30%
Not Answered	0	0.00%

7: Does your organisation provide training courses for school staff to help staff understand and support pupil emotional health and wellbeing?
There were 46 responses to this part of the question.

Option	Total	Percent
Yes	30	65.22%
No	16	34.78%
Not Answered	0	0.00%

8: If yes, how many different courses are available?
There were 30 responses to this part of the question.

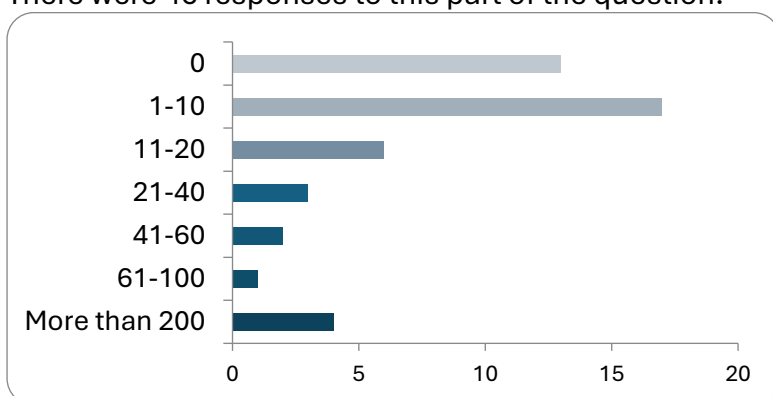| Option	Total	Percent
1-2	12	26.09%
3-5	13	28.26%
6-10	4	8.70%
11+	1	2.17%
Not Answered	16	34.78%

9: If yes, please detail:
(i)   Name of training course(s)
(ii)   If there is a cost to school or provided free of charge.
There were 31 responses to this part of the question.

DE synopsis: There were around 100 courses listed and the cost of these varied, including free of charge. In some instances, this depended on location and if external funding is secured by provider.

10: On average, in one academic year, how many schools would your organisation provide training for?
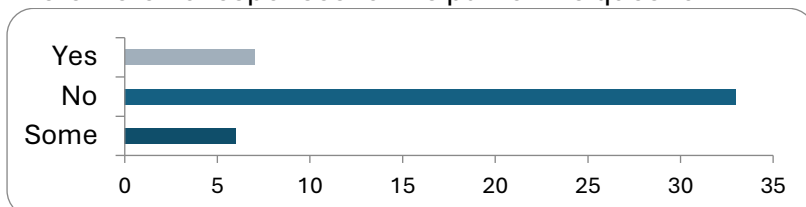There were 46 responses to this part of the question.

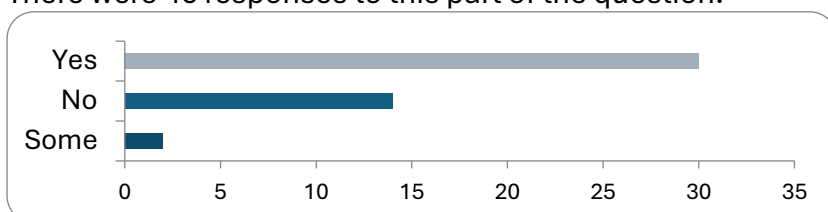| Option	Total	Percent
0	13	28.26%
1-10	17	36.96%
11-20	6	13.04%
21-40	3	6.52%
41-60	2	4.35%
61-100	1	2.17%
101-200	0	0.00%

More than 200	4	8.70%
Not Answered	0	0.00%

11: Are the training courses delivered to school staff by your organisation accredited?
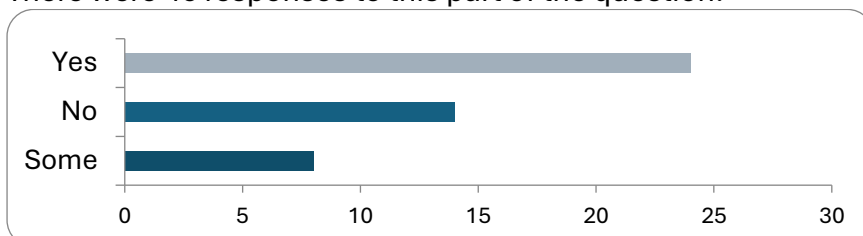There were 46 responses to this part of the question.

Option	Total	Percent
Yes	7	15.22%
No	33	71.74%
Some	6	13.04%
Not Answered	0	0.00%

12: Are the training courses delivered to school staff by your organisation evidence-based?
There were 46 responses to this part of the question.

Option	Total	Percent
Yes	30	65.22%
No	14	30.43%
Some	2	4.35%
Not Answered	0	0.00%

13: Are the training courses delivered to school staff by your organisation evaluated?
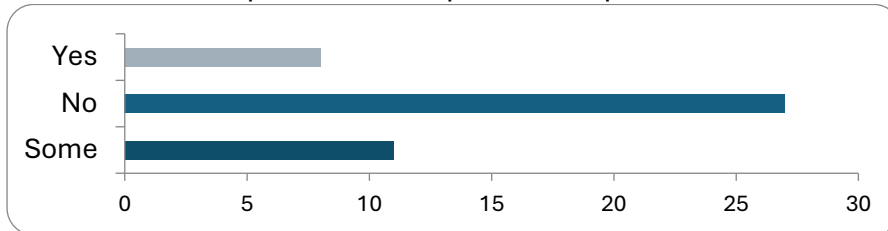There were 46 responses to this part of the question.

Option	Total	Percent
Yes	24	52.17%
No	14	30.43%

Some	8	17.39%
Not Answered	0	0.00%

14: Does your organisation use a cascade training model for courses delivered to school staff, to enable sharing of training with other staff?
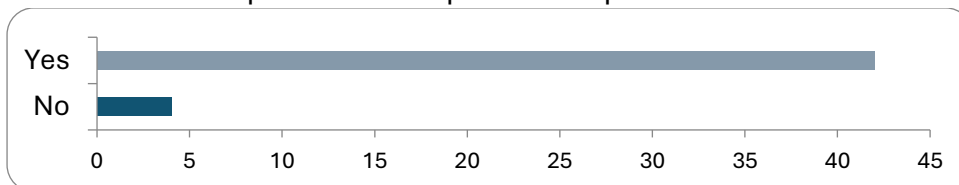There were 46 responses to this part of the question.

Option	Total	Percent
Yes	8	17.39%
No	27	58.70%
Some	11	23.91%
Not Answered	0	0.00%

15: Does your organisation deliver programmes / services for emotional health and wellbeing directly to children and young people in school?
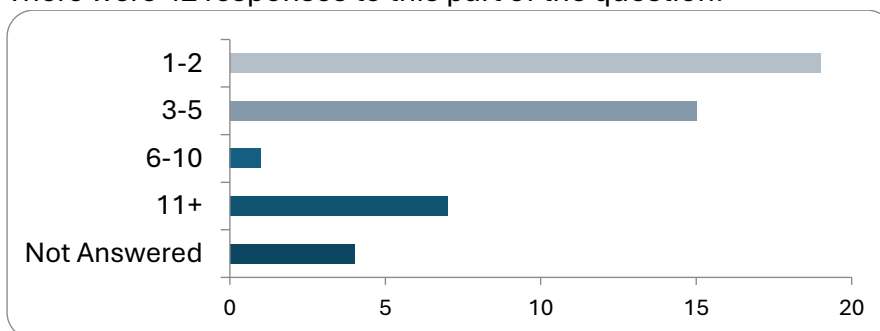There were 46 responses to this part of the question.

Option	Total	Percent
Yes	42	91.30%
No	4	8.70%
Not Answered	0	0.00%

16: If yes, how many different programmes / services are available?
There were 42 responses to this part of the question.

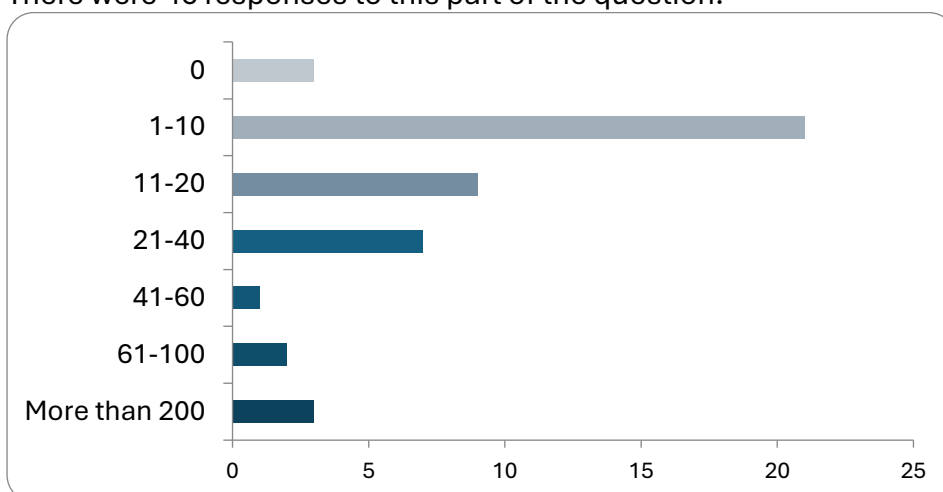| Option	Total	Percent
1-2	19	41.30%
3-5	15	32.61%
6-10	1	2.17%
11+	7	15.22%
Not Answered	4	8.70%

17: If yes, please detail:
(i)   Name of programme(s) / service(s)
(ii)   If there is a cost to school or provided free of charge.
There were 44 responses to this part of the question.

DE synopsis: There were over 160 courses listed and the cost of these varied, including free of charge. In some instances, this depended on location and if external funding is secured by provider.

18: On average, in one academic year, in how many schools would your organisation work directly with pupils?
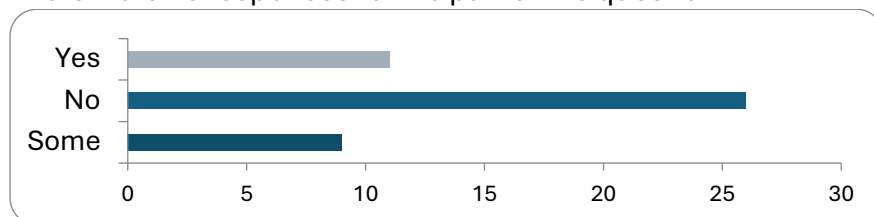There were 46 responses to this part of the question.

Option	Total	Percent
0	3	6.52%
1-10	21	45.65%
11-20	9	19.57%
21-40	7	15.22%
41-60	1	2.17%
61-100	2	4.35%
101-200	0	0.00%
More than 200	3	6.52%
Not Answered	0	0.00%

19: Does your organisation programme delivery include a cascade training model, to enable staff to deliver the programmes?
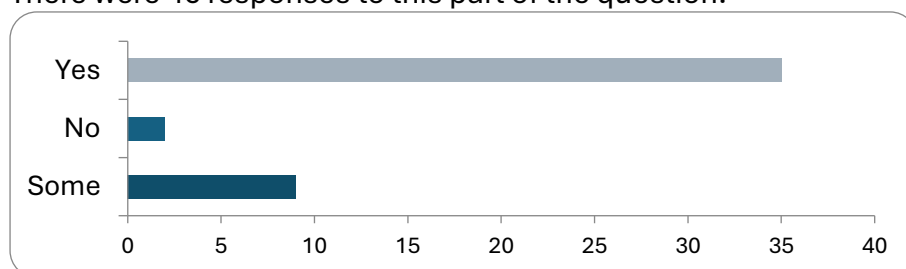There were 46 responses to this part of the question.

Option	Total	Percent
Yes	11	23.91%
No	26	56.52%
Some	9	19.57%
Not Answered	0	0.00%

20: Are the programmes for schools used by your organisation evidence based?
There were 46 responses to this part of the question.

Option	Total	Percent
Yes	35	76.09%
No	2	4.35%
Some	9	19.57%
Not Answered	0	0.00%

21: Are the programmes for schools used by your organisation evaluated?
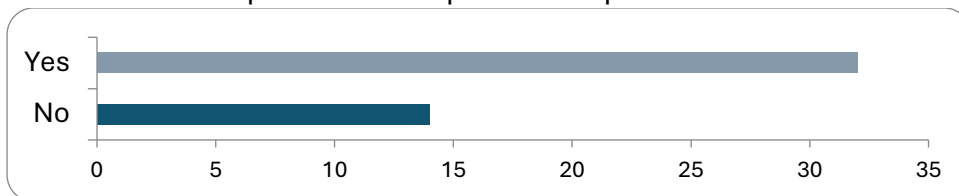There were 46 responses to this part of the question.
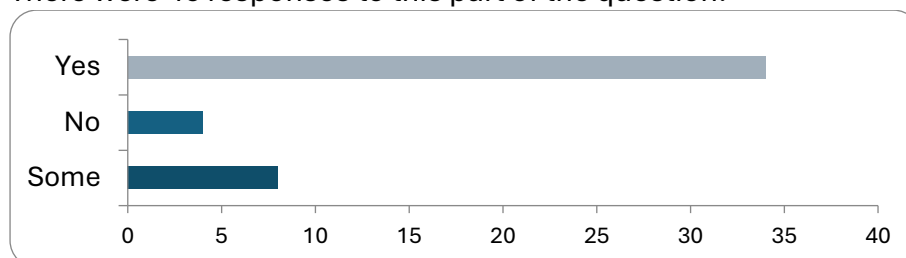
Option	Total	Percent
Yes	34	73.91%
No	4	8.70%
Some	8	17.39%

Not Answered	0	0.00%

22: Does your organisation actively promote your services to schools?
There were 46 responses to this part of the question.

Yes	

Option	Total	Percent
Yes	32	69.57%
No	14	30.43%
Not Answered	0	0.00%

23: If yes, how do you promote your services to schools?
There were 36 responses to this part of the question.
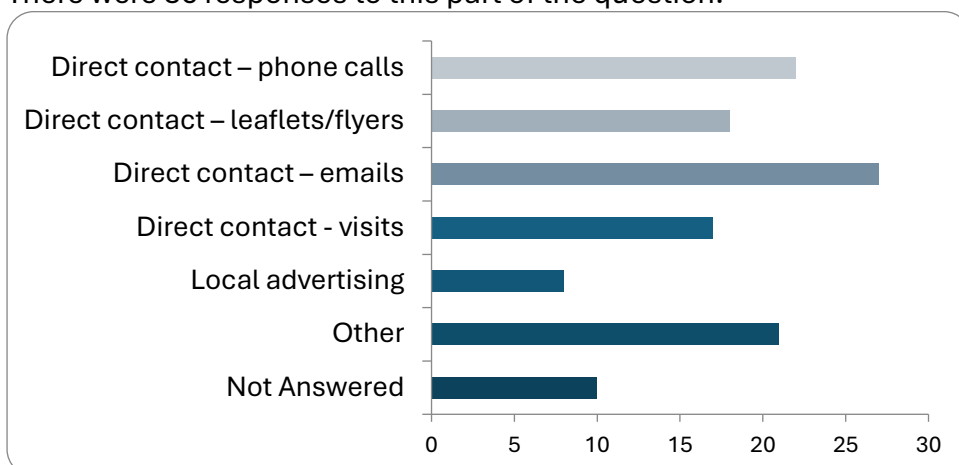
Option	Total	Percent
Direct contact – phone calls	22	47.83%
Direct contact – leaflets/flyers	18	39.13%
Direct contact – emails	27	58.70%
Direct contact - visits	17	36.96%
Local advertising	8	17.39%
Other	21	45.65%
Not Answered	10	21.74%

24: If Other, please give details.
There were 26 responses to this part of the question.
DE synopsis: The majority (32) of providers actively promote their services to schools with 14 of the 46 providers stating they do not actively promote their services to schools. Of those that do, all except two use a combination including email, phone call and "other" which is primarily social media and word of mouth.

25: Do you have any suggestions for raising awareness in schools about what is available in the Community / Voluntary and Private Sector for Emotional Health and Wellbeing in Schools?

There were 39 responses to this part of the question.

DE synopsis: In response to suggestions for raising awareness in schools about what is available in the community / voluntary and private sector for emotional health and wellbeing in schools, there was a variety of responses including: events to promote / showcase services to schools, signposting to their organisations, central list of providers, increased funding to voluntary sector, incentives for small businesses, family support hubs, social media.