

What are students telling us about their emotional wellbeing and mental health?

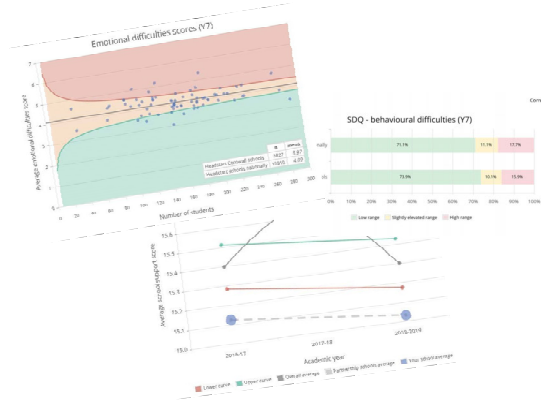


Information about student wellbeing from the 3 years of the survey so far

Looking at the WMF results

Every year the results are pulled together to provide a report about:

- All of the six Headstart areas around the country
- Cornwall (all the schools combined)
- Individual schools

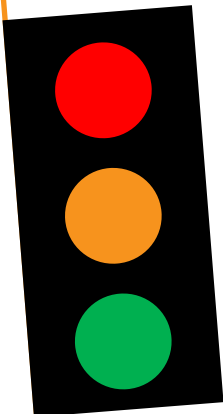


The reports give lots of information about the results of the survey presented in tables / charts and graphs.

As well as the printed reports the results are available in an online version. The data includes results for all three years so far. It can be used to sort the data and present results in many different ways.

'Traffic light' reports

In their simplest form the results are represented as Red / Amber / Green:



- Red** – the results were **worse than the average** results for all the students who took part across the country.
- Amber** – the results **were not better or worse** than the average results—**amber is a pretty good result** as this is what the majority of students across the country are answering.
- Green** – the results were **better than the average** results for all the students who took part.

Start Now.

Looking at the WMF results

1. The 'Big Picture'

We've included findings from the national results from the last three years. The national team have looked at the information in some detail and written briefings on:

1. Emotional difficulties and behavioural difficulties
2. Does mental health affect how well you do in school?
3. Handling problems & difficult situations

2. Cornwall in 2019

Some of the 2019 results for you to explore in a bit more detail.

We've used:

- the results for all Cornwall schools and;
- The results for your school.

Discussion ideas

- Why do we see different levels of emotional and behavioural difficulties in boys and girls?
- How can adults better recognise the whole range of mental health difficulties experienced by young people?
- How can adults improve the way they support young people who are experiencing difficulties with their mental health? *(Think about how mental health problems are sometimes hidden from view or may present through other behaviours).*
- What things can **help** young people to:
 - reflect on their own mental health?
 - to talk about mental health with others?
- What can **stop** young people from reflecting on or talking about their own mental health?



Big picture

A quick look at the 'big picture' of learning from the 3 years so far.

Headstart researchers have looked at all the information from all the areas taking part over the last three years. Here are some of the things they've found out:

1: emotional difficulties and behavioural difficulties*

What we did

We looked at the results from the **first WMF survey in 2017**. Nearly **31,000 students took part**.

What we learned



Just under one in five students who took part in the WMF were experiencing **emotional problems**, and **just under one in five** were experiencing **behavioural problems**. In the survey:

- In **all Headstart areas 25% of girls and 11% of boys** had emotional problems
- In **Cornwall 30% of girls and 12% of boys** were having emotional problems .
- In **all Headstart areas 15% of girls and 23% of boys** were having problems with behaviour
- In **Cornwall 14% of girls and 20% of boys** were having problems with behaviour
- Year 9 were more likely to have a mental health problem than Year 7

Young people were **more likely** to have an emotional or behavioural mental health problem if:

- they had free school meals*
- they had special educational needs
- they were 'children in need'

Compared to other Headstart areas students in Cornwall:

-  showed levels of **emotional difficulties** that are average, suggesting that on average they feel as anxious or low in mood as other students
-  showed lower than average levels of **behavioural difficulties**, suggesting that on average they are less aggressive or 'act out' less than other students.

Start Now.

Big picture

2. Does mental health affect how well you do in school?

What we did

We looked at the results of the WMF plus some additional information gathered in the WMF for all the students in all the Headstart areas.

What we learned

- Young people with mental health problems were likely to have lower exam results
- Young people with mental health problems were more likely to be absent from school
- Young people were more likely to be excluded from school if they were:
 - * Boys
 - * In year 9 (compared to year 7)
 - * Had special educational needs, could have free school meals, or were 'children in need'*

Young people who were excluded from school:

- had more problems with their behaviour, getting on with other young people their age, and paying attention
- had lower scores for wellbeing, emotional strengths & skills and support networks

*Someone can get free school meals when money is tight at home.

'Children in need', means the young person are getting support from social care or other services

Special educational needs and disabilities are where a young person has a learning difficulty or disability and they get special health and education support.

Source: EBPU / Anna Freud / UCL evidence briefing

Big picture

3: handling problems & difficult situations

What we did

This time we **interviewed young people** in all the Headstart areas who took part in the survey. We asked about the challenges / difficulties and how they dealt with them.

What sort of problems did students talk about?

- Friendships and fights / arguments with other young people
- Fights and arguments at home
- Pressures at school to do with progress / exams
- Worries about behaviour at school.

How do they deal with problems?

- Young people mentioned things like standing up for themselves; walking away from problems; positive thinking and activities
- They also said that sometimes problems are too big for them to deal with by themselves

Young people's support

- Young people identified friends, brothers & sisters; parents and staff at school as those who could support them.
- Pets were also good distractions too!
- Worryingly, some said that they did not like speaking to others and didn't seek help or support even when there was a lot going on for them and they were struggling to cope.



YP in Headstart Youth think that coping skills and strategies are important to have in a '**wellbeing toolkit**'.

We have been working on our own **Online Wellbeing Action Plan** and wellbeing toolkit ideas. We've also created a '**54321 relaxation card**' and other resources. Check out our website for more info.

www.startnowcornwall.org.uk