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The School Snapshot Survey: Winter 2019

3: Support for pupils

Research report

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Executive Summary

This report covers the findings related to support for pupils from the fifth (Winter 2019) wave of the School Snapshot Survey. In the Winter 2019 wave, a total of 802 surveys were conducted with school leaders and 1,013 surveys with teachers. In this report leaders includes staff that are headteachers, deputy headteachers, assistant headteachers and acting headteachers. The term 'teachers' refers to classroom teachers only. Where results are presented for both groups combined this is noted by reference to leaders and teachers. The survey covers a range of educational topics, but this report focusses on the leaders and teachers views on a range of policy areas relating to support for pupils including educational technology, use of mobile phones, Educate Against Hate, period products, knife crime, careers, mental health and wellbeing, SEND support and exclusions.

Refer to the 'Curriculum' and 'Workforce' reports for findings on the other educational topics explored in the survey.

Educational Technology

Most schools (94%) reported that they experienced at least one barrier to using educational technology more effectively; 59% reported between one and three barriers and 35% reported four or more. The most common barrier, mentioned by almost nine-in-ten leaders (88%), was cost, and a slight majority (55%) reported that quality or availability of hardware or software was an issue. Other common barriers were teachers lacking the ability to incorporate technology into teaching (42%), broadband or connectivity (37%) and lack of awareness of what works (35%).

Broadband or connectivity was significantly more likely to be a barrier for primary schools than for secondary schools (38% vs. 28%), whereas teacher unwillingness to incorporate technology into teaching was significantly more common in secondary than primary schools (16% vs. 11%). In addition, primary non-academies were significantly more likely to refer to safeguarding and data security concerns (19%) than primary academies (8%).

There were significant differences in the types of barriers experienced by urban and rural schools. Urban schools were significantly more likely than rural schools to cite safeguarding and data security concerns (19% vs. 13%). In comparison, rural schools were more likely to be affected by logistical barriers, in particular the quality or availability of hardware or software (67% vs. 50% among urban schools) and broadband or connectivity (55% vs. 30% among urban schools).

Mobile phones

Primary schools and secondary schools adopt different policies for dealing with mobile phones on school premises, with secondary schools tending to adopt more lenient

policies than primary schools. As many as three-quarters of primary schools (76%) had adopted strict policies where phones could not be used during the school day. Just two percent had more lenient policies where pupils can use their phones in a regulated way (one in five primary schools (21%) felt the question did not apply at their school because their children were too young). In comparison there was a fairly even split between secondary schools that adopted strict no-use policies (49%) and those that permitted regulated use (48%).

Results compared with those of Winter 2018 suggest that secondary schools are adopting stricter policies. In Winter 2019 more secondary schools than in Winter 2018 allowed phones but insist that they are left in a particular place during the school day (33%, up from 16% in Winter 2018), more banned phones altogether (16%, compared with 8% in Winter 2018) and fewer allowed pupils to use their mobile phones with permission from the teacher (22% vs. 46% in Winter 2018).

Educate Against Hate

Educate Against Hate is a government website providing support and advice on protecting young people from radicalisation. There have been significant increases in the awareness and use of the Educate Against Hate website over the last year.

In Winter 2019, close to half (47%) of the leaders and teachers had heard of the Educate Against Hate website and more than one-third (36%) had visited the website. This is significantly higher than the proportion of leaders and teachers that had heard or visited the website in the previous two years: with 43% in Winter 2018 and 40% in Winter 2017 had heard of the website and 30% in Winter 2018 and 28% in Winter 2017 having visited the website.

In Winter 2019, 19% had visited it once, 14% had visited it more than once and 4% could not remember how many times they had visited it. This is significantly different to Winter 2018 and Winter 2017 where 16% and 14%, respectively, had visited it once and 2% and 1% could not remember.

Period products

More than three-quarters of all schools (77%) made free period products available to pupils, with this much higher at secondary schools (92%) than primary (75%).

Since the Summer 2018 survey, there has been a significant increase in the proportion of secondary leaders reporting that free period products were available to pupils in their school (from 85% in Summer 2018 to 92% in Winter 2019).

Among schools that provided free period products, nearly two-thirds (63%) made the products available if a pupil requested them (on a case-by-case basis), while over a third (36%) made them available to all. Around three-quarters of schools that provided free

period products supplied them through named persons such as teachers or school nurses (75%) or supplied them in a central location, such as reception (72%). In comparison, far fewer supplied them in toilets (22%, though this rises to 37% among schools that made free period products available to all their pupils rather than on a request basis).

Knife crime

Leaders reported their school's position on a range of issues pertaining to knife crime, including whether they were actively dealing with knife crime as a safeguarding issue.

Secondary schools were significantly more likely to report they had received training on how to identify pupils becoming involved in knife crime (72%, compared with 44% of primary schools). They were also significantly more likely to report that their school is equipped to support these pupils (75%, compared with 69% of primary schools).

Overall, 29% of schools were actively dealing with knife crime as a safeguarding issue, meaning that leaders had taken action to address knife crime. Secondary schools were four times more likely to be actively dealing with knife crime than primary schools (76% and 19%, respectively). However, more than half of London primary schools (53%) were actively dealing with knife crime as a safeguarding issue (significantly more than average of 19%).

Both primary and secondary schools most frequently accessed the police as a means of dealing with knife crime within their school (67% and 83%, respectively). This was, by some margin, the most accessed resource. The next most frequent resources accessed were those provided by children's social care (22% of primary, and 28% of secondary schools accessed this).

A third (35%) of schools said they were involved with local projects to prevent knife crime, which is more than the proportion that said they were actively dealing with knife crime (29%). Secondary schools were significantly more likely to be involved in local projects, with half (50%) of secondary schools and about a quarter (23%) of primary schools getting involved.

Careers

Compass is a free online self-assessment tool for schools to evaluate their performance against Gatsby benchmarks.[1] Just over two-thirds (68%) of secondary leaders had heard of Compass and about half (53%) of all secondary leaders said their school had either completed it (43%) or started but not yet completed it (11%).[2]

[1] https://compass.careersandenterprise.co.uk/info
[2] Due to rounding to the nearest whole number, combined figures do not always add to the sum of their parts or to 100%.

Secondary leaders were asked about the opportunities that had been arranged for pupils in the last 12 months to hear about technical options for Key stage 4 and 5 and post 18 choices. Around nine-in-ten secondary schools had arranged an opportunity with at least one apprenticeship provider (92%) and / or FE college (87%). Around half (52%) had provided an opportunity to a University Technical College and one in nine (11%) to a studio school. Overall, 5% of secondary schools had not arranged an opportunity with any of these providers.

There has been a significant increase in the proportion of secondary schools that had arranged an opportunity in the previous 12 months from an FE college (from 80% in Winter 2018 to 87% in Winter 2019).

Mental health and wellbeing

In recent years, the Government has made significant steps to improve how equipped schools are to support pupils' mental health and wellbeing.

Teachers were considerably more confident about their ability to support pupils' mental health in Winter 2019 than Summer 2018. For instance in Winter 2019 teachers were significantly more likely to agree that they: know how to help pupils with mental health issues access support offered by their school (83% vs. 69% in Summer 2018); feel equipped to identify behaviour that may be linked to a mental health issue (80% vs.74%), have access to mental health professionals if they need specialist advice on pupils (59% vs. 47%); and know how to help pupils with mental health issues access specialist advice on pupils mental health (54% vs. 45%).

Schools were asked whether they had used a tool (for instance a survey) in the last 12 months to monitor pupil wellbeing within their school, and if so, why they had done this. Over three-quarters (78%) had done so, with the main reasons being to identify and respond to emerging issues within the school (92%) and to provide a snapshot of overall mental wellbeing (91%).

Special Educational Needs and Disabilities (SEND)

Specialist support

Teachers were asked whether they had felt that any of their pupils had needed specialist support over the last 12 months. Teachers were most likely to report having pupils they felt needed support from an educational psychologist (81%) or behaviour support service (79%). Just under two-thirds of teachers had pupils they felt needed support from a speech and language therapist (65%) or an autism specialist teacher (63%). Over two-fifths (43%) reported pupils needing a sensory impairment specialist over the last 12 months.

Primary teachers were significantly more likely than secondary teachers to have had pupils that required support from an educational psychologist (87% vs. 76%), a speech

and language therapist (85% vs. 44%) and a sensory impairment specialist (48% vs. 38%). Secondary school teachers were significantly more likely to have had pupils require support from a behaviour support service (84% vs. 75% of primary teachers).

Most teachers with pupils requiring specialist support over the last 12 months felt their school had been able to access the support required. For each specific type of support at least half of teachers said the school had been able to access this support, though this varied widely from just over half for an autism specialist teacher (51%) to over three-quarters for educational psychologist (77%) and speech and language therapist (79%).

Graduated approach to SEND

The graduated approach to SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.

Just over seven in ten (71%) teachers were aware of the graduated approach to SEND which involves Assess, Plan, Do and Review, and 61% of all teachers reported that the graduated approach to supporting children with SEND is always (45%) or sometimes (17%) in their school.

Primary teachers were significantly more likely than secondary teachers to be aware of the graduated approach (83% vs. 58%) and to say their school use it when supporting children with SEND (78% vs. 44%) or always (59% vs. 30%).

The vast majority (78%) of teachers from schools that used the graduated approach either agreed (50%) or strongly agreed (28%) that it was used consistently for all children with SEND in their school. In comparison, 7% disagreed. Primary teachers were significantly more likely than secondary teachers to say that the graduated approach was used consistently in their school (81% vs. 72%).

Exclusions

The Winter 2019 survey covered the activities leaders and teachers had undertaken to support at-risk pupils, and how useful they thought those activities were. Leaders and teachers were asked if they had supported pupils at risk of exclusion in the last 12 months: over four-in-five (84%) leaders had done this, compared with around half (49%) of teachers.

Leaders and teachers that had supported pupils at risk of exclusion in the last 12 months undertook a range of activities to support those pupils. Some of the more common activities used included engagement with parents or carers (used by all leaders (100%) and 90% of teachers, input from other specialists or local partners (used by 98% of leaders and 60% of teachers), sharing of practice between teachers and schools (used by 92% of leaders and 71% of teachers, and the use of in-school units (used by 91% of

leaders and 81% of teachers). Leaders were significantly more likely to undertake each of the activities than teachers.

Overall, all activities were considered useful by the leaders and teachers that had undertaken them. The activity that was most consistently considered to be useful was the sharing of practice between schools or teachers; this was considered useful by 70% of leaders and 69% of leaders. Although close to two-thirds of leaders (62%) and more than half of teachers (58%) considered input from other specialists and external partners to be useful, this was considered the least useful activity.

Winter 2019 Support for Pupils Infographic

3. Support for pupils

Educational technology

94% of schools experienced **at least one barrier** to using educational technology more effectively. The two main barriers reported were:

88% cost

55% quality or availability of hardware or software

More **primary than secondary schools said that broadband or connectivity** was a barrier:

38% vs. 28%

Mobile phones

The **most common mobile phone use policy** was to allow phones but insist they are left somewhere during the school day:

P: 59% **S: 33%**

Educate Against Hate

The proportion of leaders and teachers that had **heard of the Educate Against Hate** website **increased** from:

40% in Winter 2017 to
43% in Winter 2018 to
47% in Winter 2019

36% of leaders and teachers had **visited the website at least once**.

Up from: **28% in Winter 2017** and **30% in Winter 2018**.

Period products

77% of schools **provide free period products.**

P: 75% **S: 92%**

29% of teachers did not know whether free period products were available at their school.

Among schools that provided free period products:

63% provided them **on request**.
P: 67% S: 43%

36% made them **available to all pupils**
P: 32% S: 54%

Of schools that supplied these products, **75%** did so **through named persons** and **72%** in a **central location**.

Knife crime

Secondary schools more likely to have had **training** on how to **identify pupils becoming involved in knife crime**:

72% Secondary schools | Primary schools **44%**

…and more likely to be **actively dealing with knife crime**:

76% Secondary schools | Primary schools **19%**

Schools that **consulted the police to deal with knife crime:**

83% Primary | **67%** Secondary

Careers

53% of all secondary leaders had **completed or started Compass** to monitor and drive improvement in careers education.

Secondary schools that arranged visits from providers of **technical options** for KS4/5 and post 18 in last 12 months:

- **92%** Apprenticeship provider
- **87%** FE college
- **52%** UTC
- **11%** Studio school

3. Support for pupils cont.

Mental health

More teachers knew how to help pupils with mental health issues access support in **Winter 2019 (83%)** than **Summer 2018 (69%)**.

78% of schools used a tool to **monitor pupil wellbeing** in the last 12 months to:

- **92%** **Identify and respond to emerging issues**
- **91%** **Provide a snapshot of mental wellbeing**

SEND

In the last 12 months, teachers felt pupils with SEND required specialist support from:

- **81%** **educational psychologist**
- **65%** **speech and language therapist**
- **63%** **autism specialist**
- **43%** **sensory impairment specialist**

61% of teachers said the **graduated approach to SEND** was **used** at their school.

Exclusions

Leaders more likely than teachers to have **supported a pupil at risk of exclusion**:

Leaders **84%**

Teachers **49%**

The most common **activities undertaken to support at-risk pupils** were:

Engagement with parents **L: 100%** **T: 90%**

In-school units **L: 91%** **T: 81%**

Background

This report covers findings from the Winter 2019 School Snapshot Survey related to support provided for pupils, including educational technology, careers, period products and monitoring mental health and wellbeing. Since Winter 2017, this survey has been conducted bi-annually to better understand the opinions of leaders and teachers in primary and secondary schools on a range of educational topics.

Methodology

A sample of 1,666 schools was drawn from the Department's database of schools, 'Get Information about Schools' and these schools were invited to take part in both the school and teacher components of the School Snapshot Survey. A further 300 schools were selected just to take part in the teacher component.

At each school, one leader was surveyed (predominantly via a telephone methodology) and up to three teachers were surveyed (using a combination of online and telephone interviewing). A total of 802 surveys were conducted with school leaders and 1,013 with teachers. This was split by primary and secondary schools as shown in Table 1. Of the leaders, most were headteachers (73%) and just less than one in five were deputy headteachers (18%) (see the appendices for more detail).

Table 1. Completed surveys by teacher level and school type

	Leaders		Teachers	
	Primary	Secondary	Primary	Secondary
Completed surveys	401	401	519	494

Fieldwork took place between 4 November – 20 December 2019.

Interpreting the findings

Data presented in this report are from a sample of teachers and senior leaders rather than the total population of teachers and leaders. Although the leader sample and the teacher sample have been weighted to be nationally representative (by school and by teacher demographics), the data is still subject to sampling error. Differences between sub-groups and previous waves are only commented on in the text if they are statistically significant at the 95 percent confidence level, unless otherwise stated. This means there is no more than a 5 per cent chance that any reported differences are a consequence of sampling error.

Depending on the question, responses from school leaders have been weighted to represent the school view or to represent their individual view as a senior teacher (see the Technical Report for more details on the weighting). The report attempts to make this distinction clear by referring to responses from schools when the school-based weighting has been applied and referring to leader responses when the teacher-based weighting (which utilises individual demographic details) has been applied. At the school-level we have used the general population of schools for weighting, however when comparing results by academy status or by level (i.e. primary schools vs. secondary schools) it is worth noting that in the general population the majority of secondary schools (68%) are now academies whereas only 32% of primary schools are academies.

Free School Meal (FSM) entitlement is used as a proxy for deprivation levels at the school. All schools in England were put into a list of ascending order of the proportion of pupils that they have that are entitled to FSM. This ordered list was then split into five equal groups (or quintiles). Quintile 1, which is referred to as the ‘lowest proportion’ throughout the report represents the schools with the lowest proportion of pupils entitled to FSM. The proportion of pupils entitled to FSM increases progressively as the quintiles increase. Schools in the ‘highest proportion’ quintile (quintile 5), represent the schools with the highest proportion of pupils entitled to FSM. In the report, significant differences tend to be tested between schools with the lowest proportion of FSM pupils and schools with the highest proportion of FSM pupils.

Due to rounding to the nearest whole number, percentages may not total to exactly 100% or precisely reflect statistics provided in the data tables. Further information on the overall study methodology and weighting approach is available in the Technical Report.

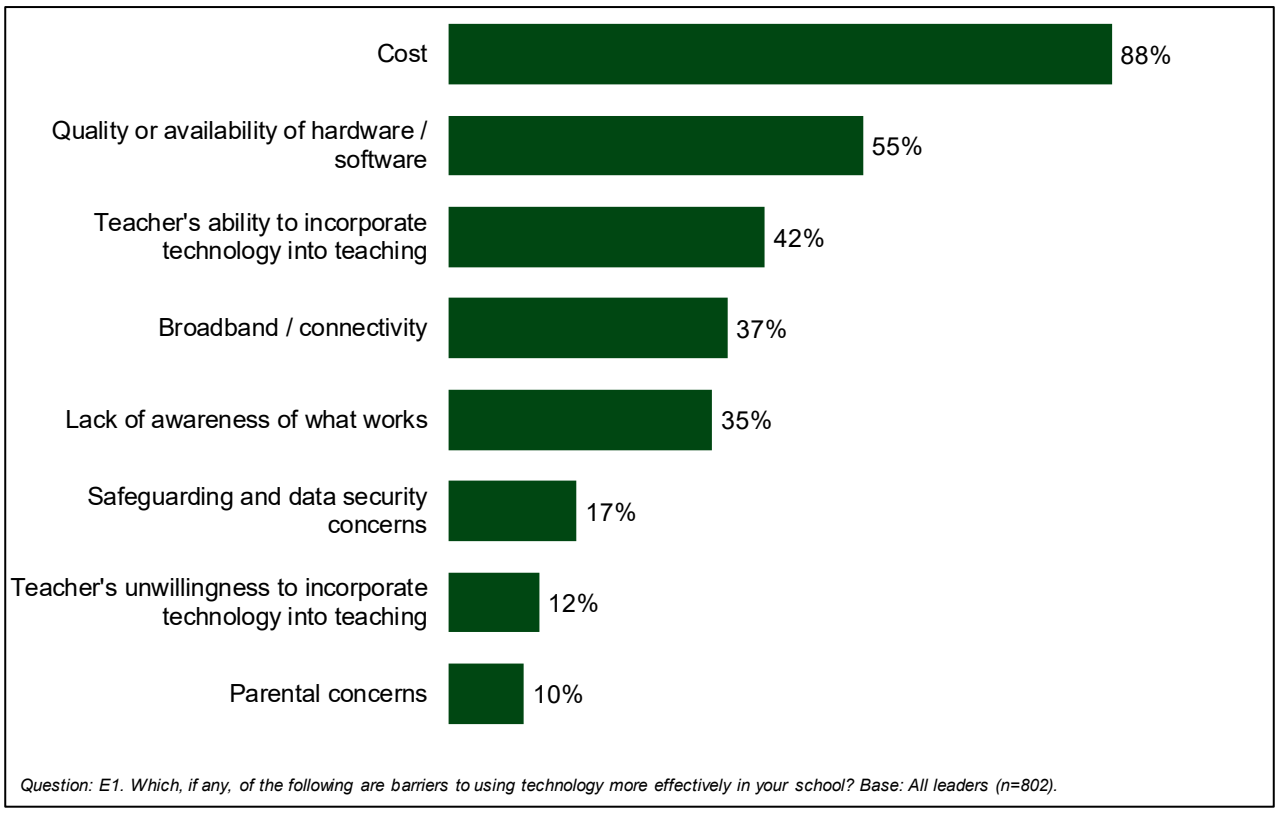
Support for pupils

Leaders and teachers were asked a range of questions about the support that their school or they personally provide for pupils. These covered issues including access to educational technology, use of mobile phones, Educate Against Hate, access to free period products, knife crime, career visits, mental health and wellbeing, SEND support as well as exclusions.

3.1 Educational technology

In order to explore the barriers schools face to using educational technology more effectively leaders were read a list of eight potential barriers and asked which, if any, were barriers in their school. They could also mention other barriers that were not listed. Results are shown in Figure 1. Nearly all leaders (94%) reported experiencing at least one barrier to using educational technology more effectively in their school; 59% reported between one and three barriers and 35% between four and six barriers.[3,4]

Figure 1. Barriers to using technology more effectively in schools (prompted)



Question: E1. Which, if any, of the following are barriers to using technology more effectively in your school? Base: All leaders (n=802).

[3] https://www.gov.uk/government/collections/using-technology-in-education
[4] https://www.gov.uk/government/publications/realising-the-potential-of-technology-in-education

The most common barrier to using educational technology more effectively, mentioned by almost nine-in-ten leaders (88%), was cost. More than half of leaders (55%) considered that the quality or availability of hardware or software was a barrier. Around two-fifths (42%) cited teachers' ability to incorporate technology into teaching, broadband or connectivity (37%) and lack of awareness of what works (35%) as barriers. Far less common barriers were safeguarding and data security concerns (17%), teacher's unwillingness to incorporate technology into teaching (12%) and parental concerns (10%).

In addition to these prompted reasons, 3% of leaders spontaneously mentioned each of a lack of training and a lack of time as barriers.

Overall 4% of leaders did not feel their school faced any barriers to using technology more effectively.

The types of barriers experienced varied depending on the type of school. Notably, broadband or connectivity was significantly more likely to be a barrier for primary schools than for secondary schools (38% vs. 28%), whereas teacher unwillingness to incorporate technology into teaching was significantly more common in secondary than primary schools (16% vs. 11%). In addition, primary non-academies were significantly more likely to refer to safeguarding and data security concerns (19%) than primary academies (8%).

Rural schools were significantly more likely than urban schools to experience issues with quality or availability of hardware or software (67% vs. 50%) and broadband or connectivity (55% vs. 30%). Conversely, safeguarding and data security concerns were raised by a significantly higher proportion of leaders from urban than rural schools (19% vs. 13%).

Urban schools typically have a higher proportion of FSM pupils than rural schools. Related to the urban / rural results discussed above, broadband or connectivity was a barrier for significantly more schools with the lowest proportion of pupils eligible for FSMs in comparison to those with the highest proportion (52% vs. 28%).

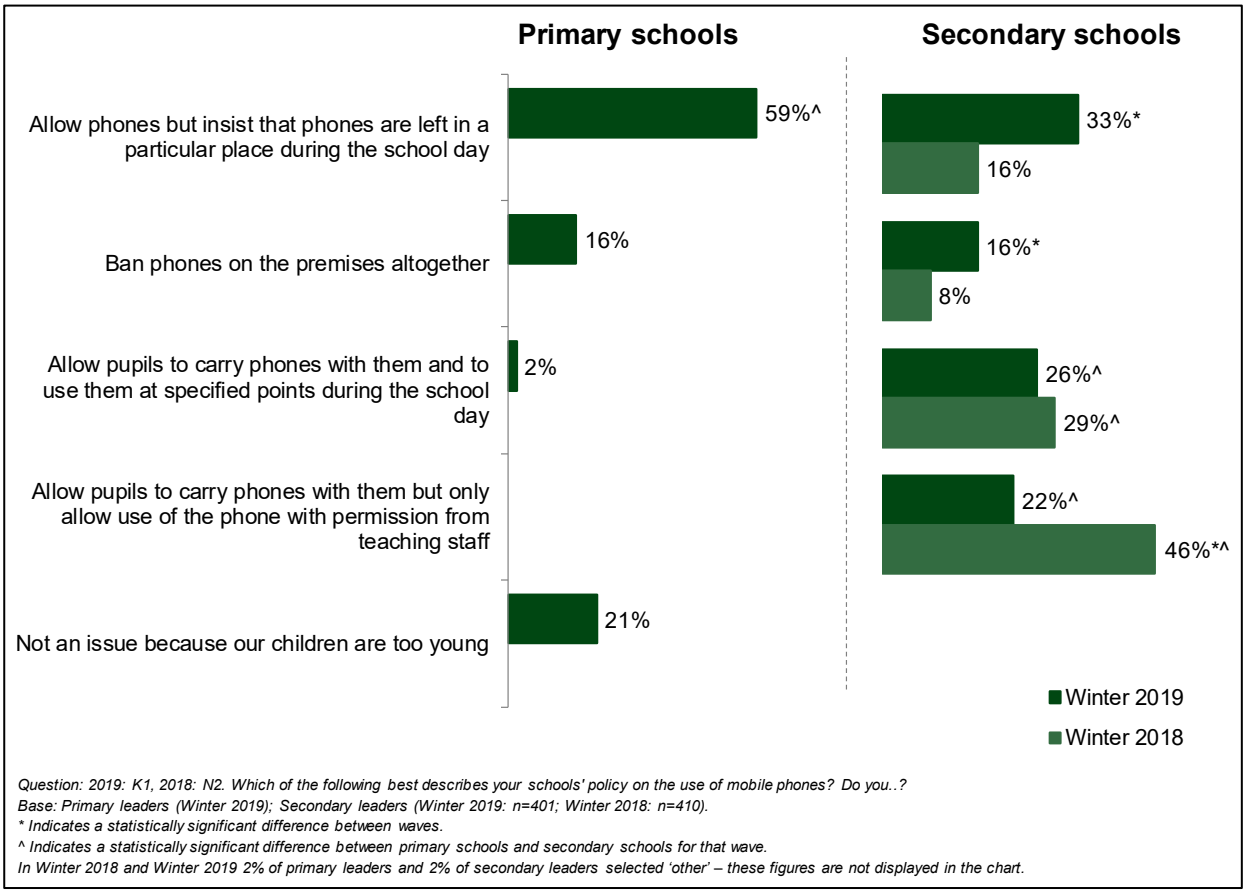
Regionally, a lack of awareness of what works was experienced by significantly more schools based in the East Midlands (51%) and Yorkshire and the Humber (51%), in comparison to the average for all schools (35%). In London leaders cited safeguarding and data security concerns significantly more than average (26% vs. 17% average). Teacher unwillingness to incorporate technology into teaching was more commonly reported by leaders in the North West (19% vs. 12% average).

3.2 Mobile phones

Leaders were asked about their school's policy on the use of mobile phones. The findings are shown in Figure 2.

Results show that primary and secondary schools adopt very different policies for dealing with mobile phones on school premises, with secondary schools tending to adopt more lenient policies. As many as three-quarters of primary schools (76%) had adopted strict policies where phones could not be used during the school day (either allowing them but insisting they are left in a particular place (59%) or less often banning them altogether (16%). Just two percent had adopted more lenient policies where pupils can use their phones in a regulated way. One-in-five (21%) primary schools opted out of this question as they said that using mobile phones was not an issue at their school because their children were too young. In comparison there was a fairly even split between secondary schools that adopted strict no-use policies (49%) and those that permitted regulated use (48%).

Figure 2. School policy on the use of mobile phones



Question: 2019: K1, 2018: N2. Which of the following best describes your schools' policy on the use of mobile phones? Do you..?
Base: Primary leaders (Winter 2019); Secondary leaders (Winter 2019: n=401; Winter 2018: n=410).
** Indicates a statistically significant difference between waves.*
^ Indicates a statistically significant difference between primary schools and secondary schools for that wave.
In Winter 2018 and Winter 2019 2% of primary leaders and 2% of secondary leaders selected 'other' – these figures are not displayed in the chart.

In Winter 2019, the most common mobile phone policy (of the four listed on Figure 2) among both primary and secondary schools was to allow phones but insist that they are left in a particular place during the school day (59% of primary schools and 33% of

secondary schools used this policy). This policy has increased in popularity among secondary schools since Winter 2018, indeed twice the proportion had this policy in Winter 2019 than in Winter 2018 (33% vs. 16%).

More generally, it seems that secondary schools are adopting stricter policies, and they were significantly more likely to report that they ban phones altogether in Winter 2019 (16%, compared with 8% in Winter 2018). Further, significantly fewer secondary school leaders allow pupils to use their mobile phones with permission from the teacher than they did in Winter 2018 (22% vs. 46%).[5]

Both primary and secondary schools with the highest proportion of FSM pupils were significantly more likely than schools with the lowest proportion of FSM pupils to adopt strict mobile phone policies (89% vs. 74% for primary; 65% vs. 42% for secondary).

Regional trends vary between primary and secondary schools. Primary schools in London (90%) and the North West (87%) were significantly more likely to adopt strict policies, compared with the average across regions (76%), while primary schools in the East Midlands (51%) and the East of England (55%) were significantly less likely to do so. Secondary schools in the South West (33%) were less likely to implement strict policies compared to the average across regions (49%), while secondaries in London (36%) were less likely to allow pupils to carry phones than average (48%).

All primary schools (100%), regardless of how strict or lenient their mobile phone policy was, banned pupils from using their mobile phones to do their schoolwork in class. Over two-fifths of secondary schools allowed pupils to use mobile phones to do schoolwork in class (44%): secondary schools that had more lenient mobile policies were more inclined to permit this (60%) than secondary schools with strict mobile phone policies (13%).

[5] Due to changes in the question wording, the findings among primary schools are not comparable between Winter 2018 and Winter 2019.

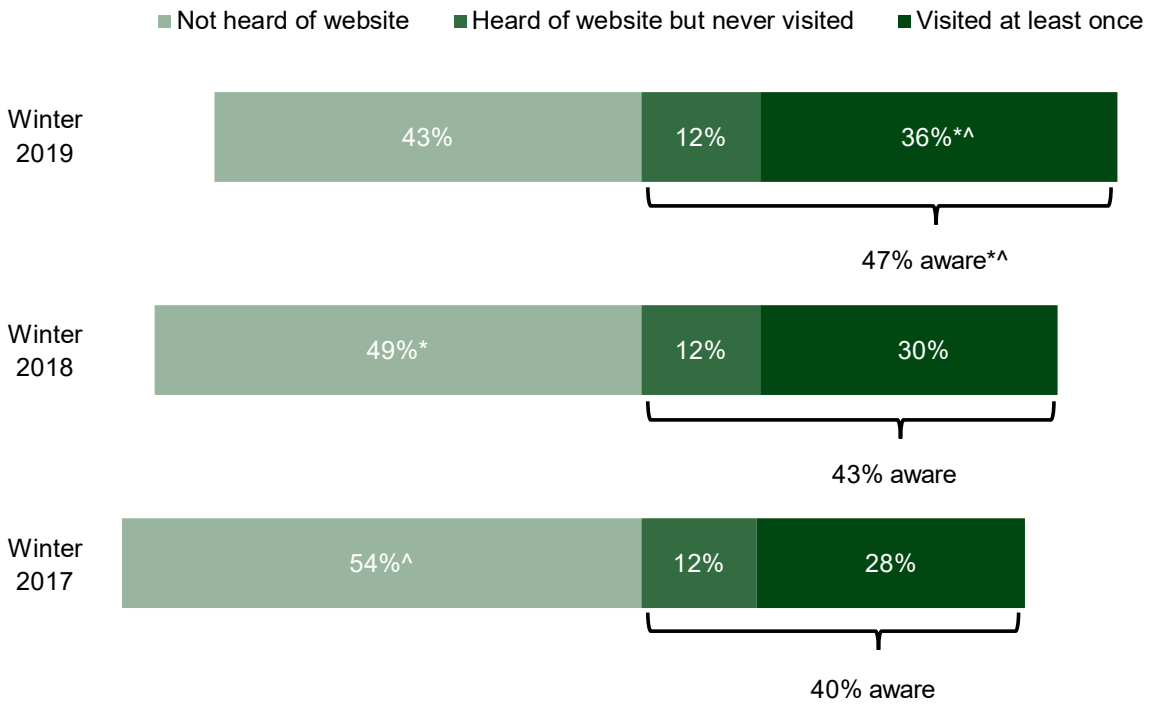
3.3 Educate Against Hate

Educate Against Hate is e.g. Educate Against Hate is a Government website providing support and advice on protecting young people from radicalisation. Close to half (47%) of all leaders and teachers had heard of the Educate Against Hate website in Winter 2019. This is significantly more than the 43% who were aware in Winter 2018 and the 40% in Winter 2017.

In Winter 2019, about one-third (36%) of leaders and teachers had visited the Educate Against Hate website; a significant increase compared to the previous two years (30% in Winter 2018 and 28% in Winter 2017). The proportion of leaders and teachers that had heard of the website but never visited it has remained consistent at 12%.

In Winter 2019, 19% had visited it once, 14% had visited it more than once and 4% could not remember how many times they had visited it. This is significantly higher than in Winter 2018 and Winter 2017 when 16% and 14%, respectively, had visited it once and 2% and 1% could not remember.

Figure 3. Whether leaders and teachers had heard of and visited the Educate Against Hate website



*Question: N3. Have you heard of the Government website 'Educate Against Hate'? N4. How many times have you visited the website? Base: All leaders and teachers, Winter 2019 (n=1815), Winter 2018 (n=1846), Winter 2017 (n=1709). * / ^ Indicates a statistically significant difference between Winter 2019 and Winter 2018 or Winter 2017, respectively. Note: Don't know responses are not shown.*

There was a significant increase in awareness among teachers (from 40% in Winter 2018 to 46% in Winter 2019), as well as in the proportion that had visited the website at least once (from 29% in Winter 2018 to 35% in Winter 2019), whereas for leaders there have

been no significant changes. However, in Winter 2019, leaders were still significantly more likely than teachers to have heard of and visited the Educate Against Hate website (heard of 56% vs. 46%; visited 41% vs. 35%).

In terms of the frequency of visits to the website, leaders were significantly more likely than teachers to have visited it more than once (24% vs. 12% of teachers).

Primary leaders and teachers were significantly more likely than those from secondary schools to have visited the website just once (20% vs. 16%).

In addition, awareness of the website was significantly higher amongst leaders and teachers from secondary non-academies, compared to those from secondary academies (51% vs. 43%).

Regionally, leaders and teachers from schools in the North East were significantly less likely than the average for all schools to have heard of the website (35% vs. 47% average), while those in the East Midlands were significantly more likely to have visited it (44% vs. 36% average).

3.4 Period products

In January 2020, the Department for Education (DfE) rolled out a period product scheme for schools and colleges in England. This scheme encourages state-maintained schools and 16 to 19 education organisations in England to provide learners with access to free period products in their place of study.[6,7]

Schools and colleges can order period products and have these delivered directly to their address for free. Schools have autonomy in deciding how they make period products available to learners and DfE's guidance provides a non-exhaustive list of distribution examples with relevant case studies. The guidance also highlights ways for staff to promote the scheme, tips for reducing stigma around periods and instructions for school and college leaders on how to order the period products.

Availability of free period products

In Winter 2019, prior to the launch of the national scheme, leaders and teachers at mixed and all-girls schools were asked whether free period products were available to pupils in their school.[8]

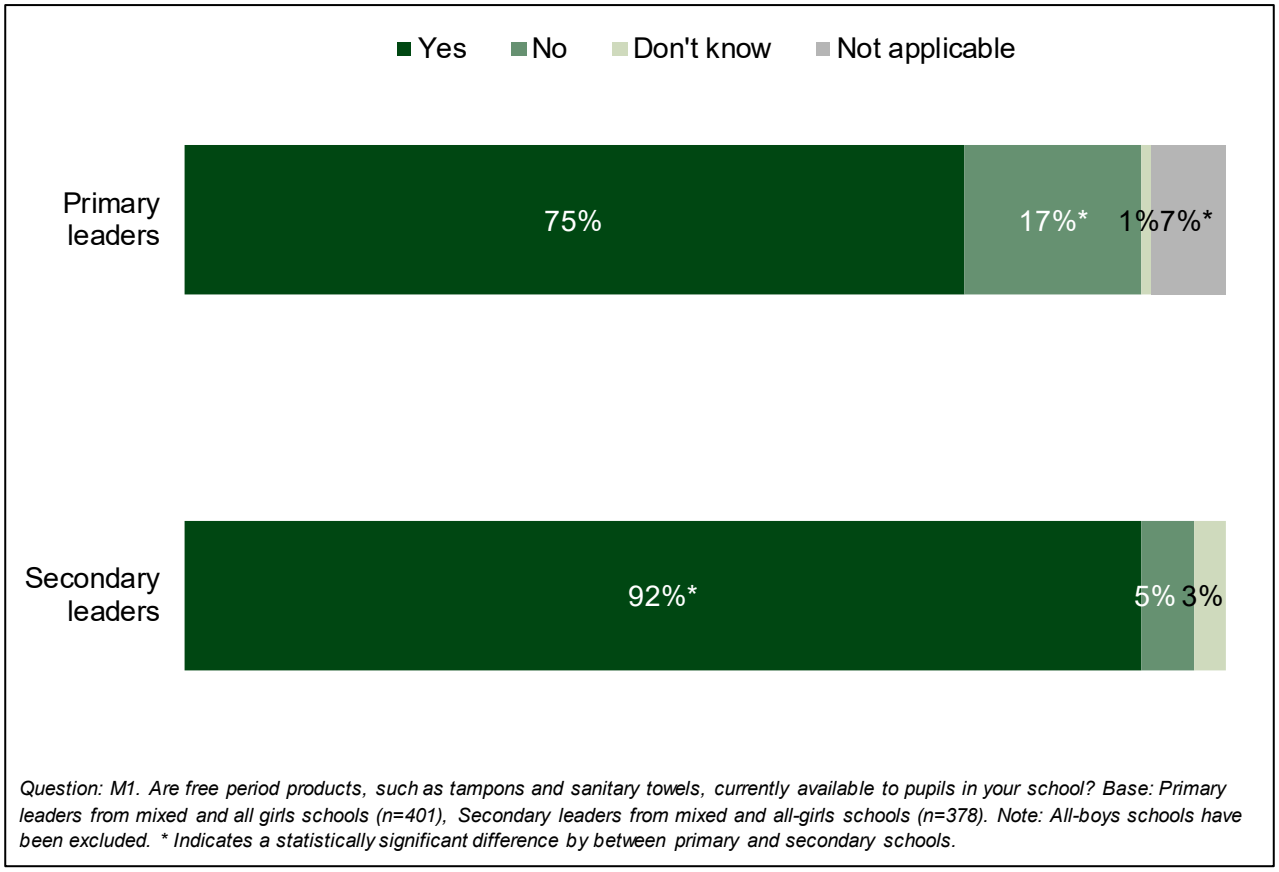
Whether schools made free period products available

More than three-quarters of all schools (77%) made free period products available to pupils. Free period products were significantly more likely to be made available at secondary schools (92%) than primary schools (75%).

Very few school leaders (2%) reported to not know if their school provided free period products, although 7% of primary leaders felt the question was not applicable to their school.

[6] https://www.gov.uk/government/publications/period-products-in-schools-and-colleges/period-product-scheme-for-schools-and-colleges-in-england
[7] https://www.gov.uk/government/news/free-sanitary-products-in-all-primary-schools
[8] All-boys schools have been excluded from analysis for all questions about period products.

Figure 4. Whether free period products were available in primary and secondary schools



*Question: M1. Are free period products, such as tampons and sanitary towels, currently available to pupils in your school? Base: Primary leaders from mixed and all girls schools (n=401), Secondary leaders from mixed and all-girls schools (n=378). Note: All-boys schools have been excluded. * Indicates a statistically significant difference by between primary and secondary schools.*

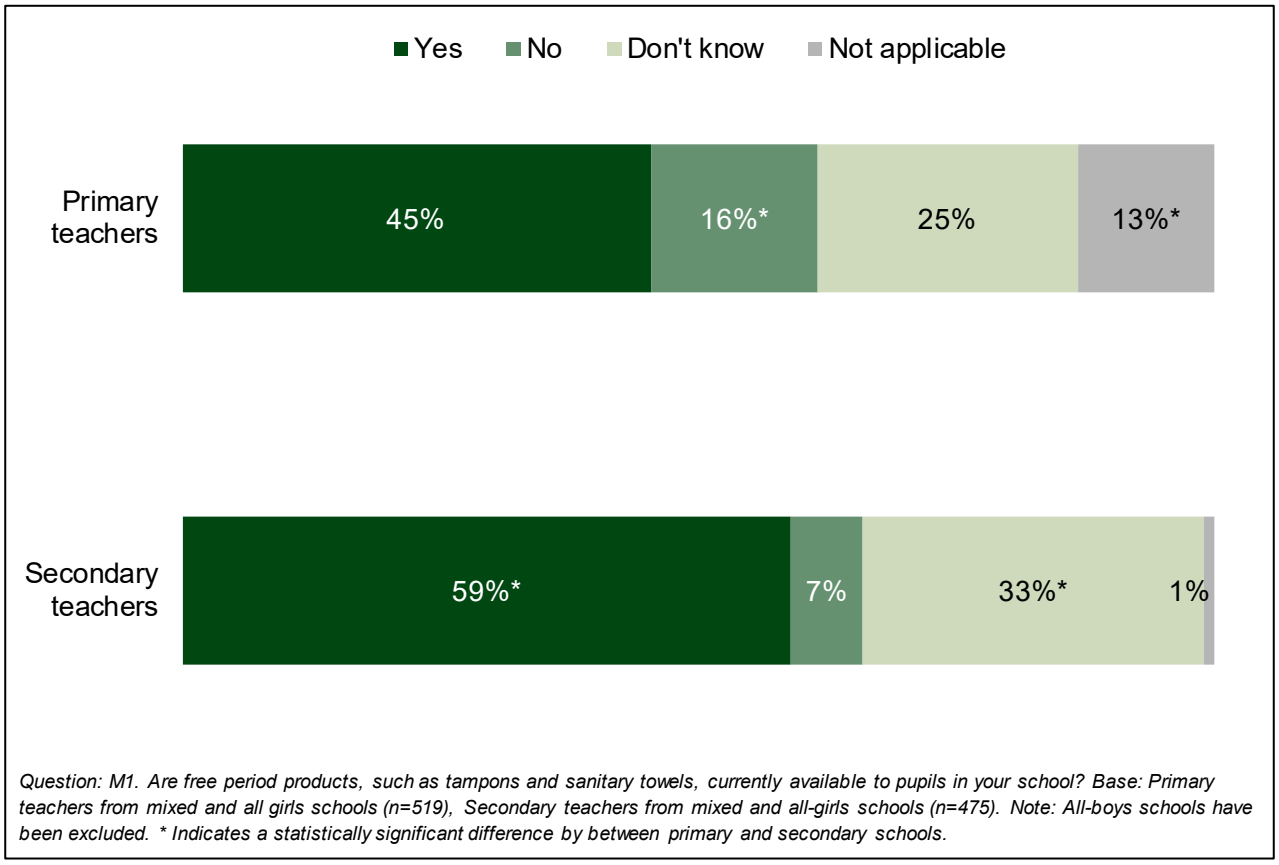
Amongst both primary and secondary schools, availability varied by FSM eligibility. Schools with the highest proportion of FSM pupils were significantly more likely than those with the lowest proportion to offer free period products (Primary: 89% vs. 72%; Secondary: 97% vs. 83%).

At the primary level, academies were significantly more likely to offer the products than non-academies (82% vs. 73%).

Teacher's awareness of whether schools made free period products available

Teachers were quite often not aware of whether their school provided free period products or not: this applied to around three in ten teachers overall (29%), and a third of secondary school teachers (33% vs. 25% among primary teachers). Compared to school leaders, significantly fewer secondary (59%) and primary (45%) teachers thought that free period products were available to pupils at their school.

Figure 5. Teacher's awareness of whether schools made free period products available



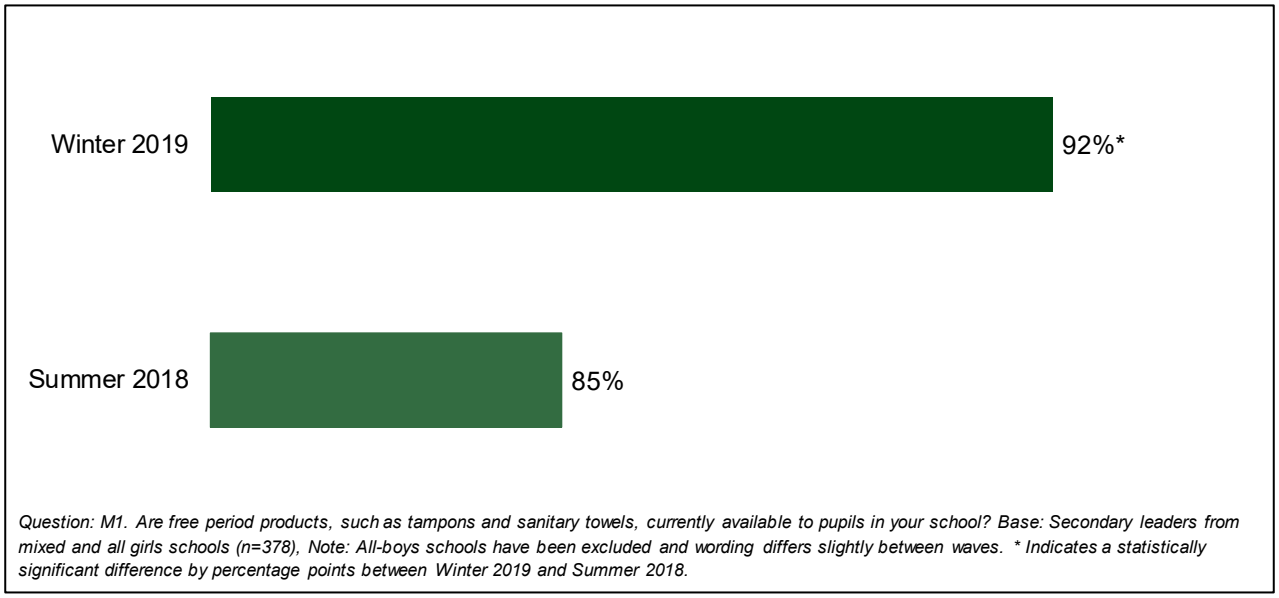
*Question: M1. Are free period products, such as tampons and sanitary towels, currently available to pupils in your school? Base: Primary teachers from mixed and all girls schools (n=519), Secondary teachers from mixed and all-girls schools (n=475). Note: All-boys schools have been excluded. * Indicates a statistically significant difference by between primary and secondary schools.*

Results differed widely by gender of the teacher. At secondary schools for example, significantly more female teachers reported that period products were freely available to pupils at their school (70%) than male teachers (47%), with male teachers far more likely not to know if they were freely available (46% vs. 21% of female teachers).

Change in availability of free period products over time

Since the Summer 2018 survey, there has been a significant increase in the proportion of secondary schools that report they have made free period products available to their pupils in their school (from 85% in Summer 2018 to 92% in Winter 2019).[9]

Figure 6. Whether free period products were available in secondary schools



*Question: M1. Are free period products, such as tampons and sanitary towels, currently available to pupils in your school? Base: Secondary leaders from mixed and all girls schools (n=378), Note: All-boys schools have been excluded and wording differs slightly between waves. * Indicates a statistically significant difference by percentage points between Winter 2019 and Summer 2018.*

There have been no significant changes in secondary teachers' responses over the same time period. Since Summer 2018 there have been no significant changes in the proportion of teachers that knew whether free period products were available (55% in Summer 2018 and 59% in Winter 2019) or among those that did not know if they were available (38% in Summer 2018 and 33% in Winter 2019). However, there has been a significant increase in awareness of the availability of free period products amongst secondary teachers in London schools (from 38% in Summer 2018 to 61% in Winter 2019).

[9] In Summer 2018, this question was just asked of secondary leaders and teachers.

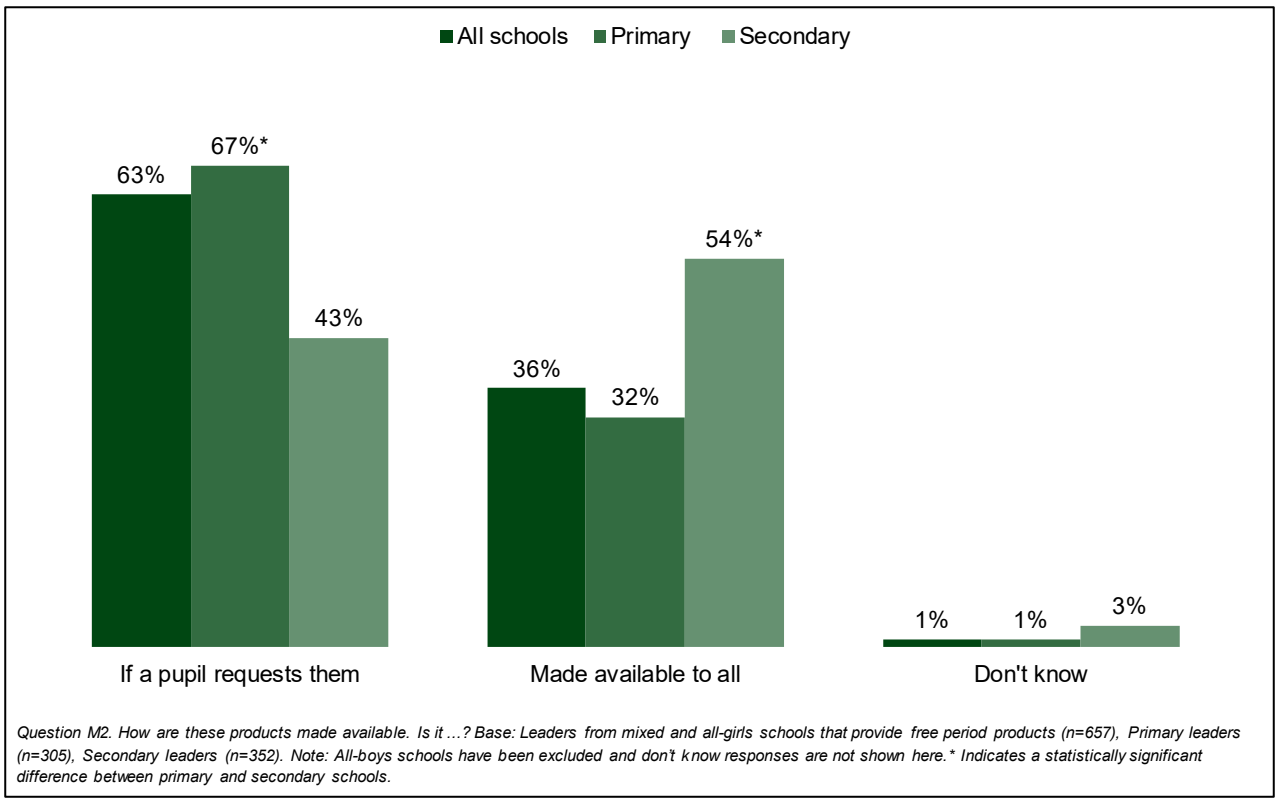
Distribution of period products

Access to free period products

Among schools that provided free period products, nearly two-thirds (63%) made the products available if a pupil requested them (on a case-by-case basis), while over a third (36%) made them available to all.

Primary and secondary schools differed in the ways that they made free period products available. The most common approach in primary schools was to provide these products on request, and they did so significantly more often than secondary schools (67% vs. 43%), whereas secondary schools were significantly more likely to make free period products available to all (54% vs. 32%).

Figure 7. How free period products were made available



Question M2. How are these products made available. Is it ...? Base: Leaders from mixed and all-girls schools that provide free period products (n=657), Primary leaders (n=305), Secondary leaders (n=352). Note: All-boys schools have been excluded and don't know responses are not shown here. Indicates a statistically significant difference between primary and secondary schools.*

Primary schools in London were more evenly split between the two methods of providing free period products than most schools. In comparison to the average for all primary schools, they were significantly more likely to make these products available to all (48% vs. 32%) and significantly less likely provide them purely on request (52% vs. 67%).

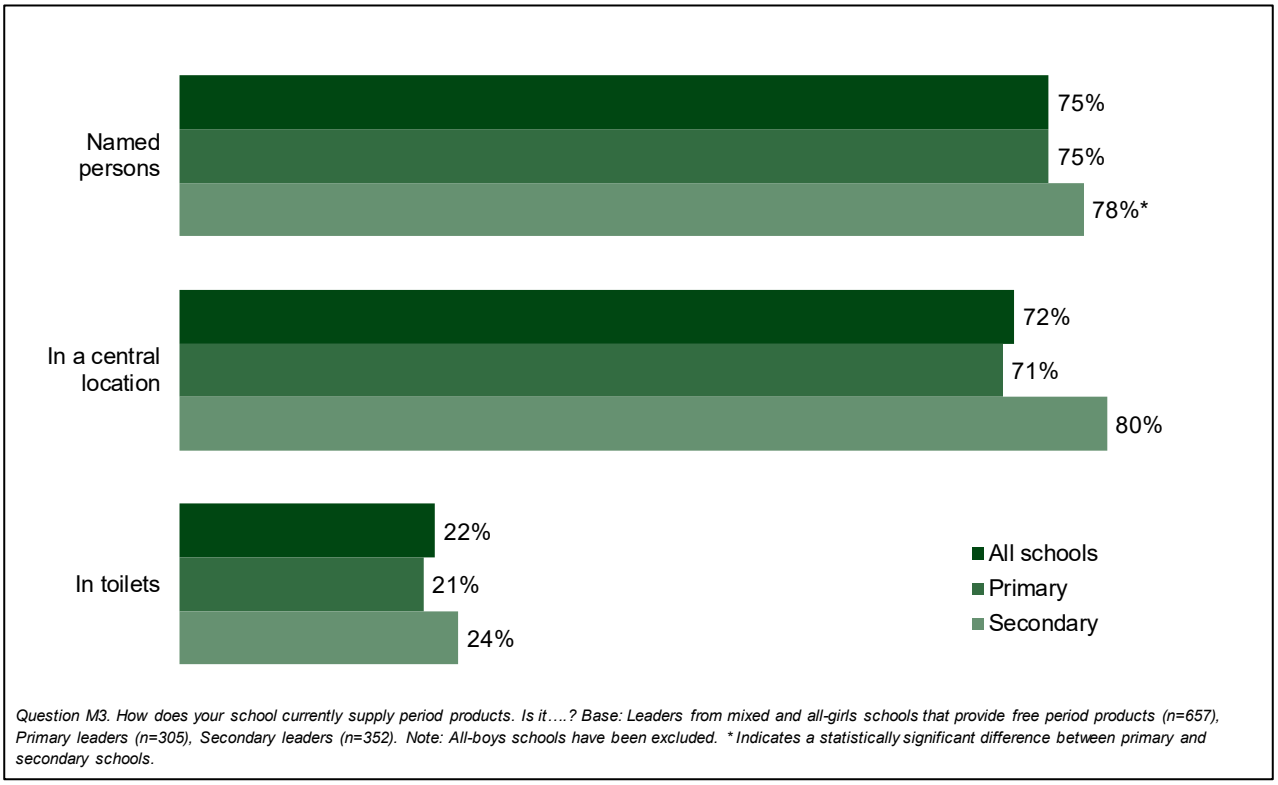
As above, teacher's lower awareness around free period products was apparent here too, as one in eight (12%) of those that said their school provided free period products did not know how they were made available. While around half (53%) of teachers reported that these products were made available on request and one-third (35%) that

they were made available to all, there were no significant differences between the responses of primary and secondary teachers.

Methods of distribution

Around three-quarters of schools that provided free period products supplied them through named persons such as teachers or school nurses (75%) or supplied them in a central location, such as reception (72%). In comparison, far fewer supplied them in toilets (22%, though this rises to 37% among schools that made free period products available to all their pupils rather than on a request basis). Secondary schools were significantly more likely than primary schools to supply free period products in a central location (80% vs. 71%).

Figure 8. How schools supplied free period products



*Question M3. How does your school currently supply period products. Is it….? Base: Leaders from mixed and all-girls schools that provide free period products (n=657), Primary leaders (n=305), Secondary leaders (n=352). Note: All-boys schools have been excluded. * Indicates a statistically significant difference between primary and secondary schools.*

Schools in the North West were significantly more likely than the average to provide free period products through named persons (84% vs. 75% average), while schools in the South East were significantly more likely to have them in a central location (81% vs. 72% average). Free period products were significantly more likely to be supplied in toilets for schools in the North East (40%), East Midlands (33%) and South West (32%), when compared to average (22% average).

3.5 Knife crime

From 2018 to 2019 knife crime in England and Wales was the highest on record, and was 29% higher than when comparable recording began (year ending March 2011). The rise in knife crime has become a particular issue for under 25s, both as victims and perpetrators.

Knife crime in schools was a key focus of the Winter 2019 survey, with leaders reporting their school's position on a range of issues pertaining to knife crime, including:

- Whether their school was actively dealing with knife crime as a safeguarding issue. (Schools considered to be 'actively dealing' with knife crime, were those where leaders reported to have "*taken action, however small, as a result of recognising a safeguarding risk to one of [the school's] pupils*".);
- Whether they had received guidance or training on how to identify pupils at risk of becoming involved in knife crime;
- Whether they felt their school was equipped to intervene and support these students;
- The types of guidance, organisations and resources their school had accessed to deal with knife crime; and
- Whether their school had been involved in local projects that were designed to prevent knife crime.

Actively dealing with knife crime

Schools were also asked if they were actively dealing with knife crime as a safeguarding issue.[10] Overall, 29% of schools were actively dealing with knife crime as a safeguarding issue.

Reflecting the incidence of training received to identify pupils at risk of becoming involved in knife crime, secondary schools were four times more likely to be actively dealing with knife crime than primary schools (76% and 19%, respectively).

However, more than half of London primary schools (53%) were actively dealing with knife crime as a safeguarding issue (significantly more than average of 19%). Further, primary schools with the highest proportion of FSM pupils were also significantly more likely than those with the lowest proportion to be actively dealing with it (28% and 7%, respectively).

Among secondary schools, those with the highest proportion of FSM pupils and those rated as 'requiring improvement' by Ofsted were significantly more likely to be actively dealing with knife crime than schools with the lowest proportion of FSM pupils (85% vs. 59% respectively) or schools rated as 'outstanding' (82% vs. 63% respectively).

[10] For a school to be 'actively dealing' with knife crime, leaders at the school had "taken action, however small, as a result of recognising a safeguarding risk to one of [the school's] pupils".

Supporting pupils at-risk of becoming involved in knife crime

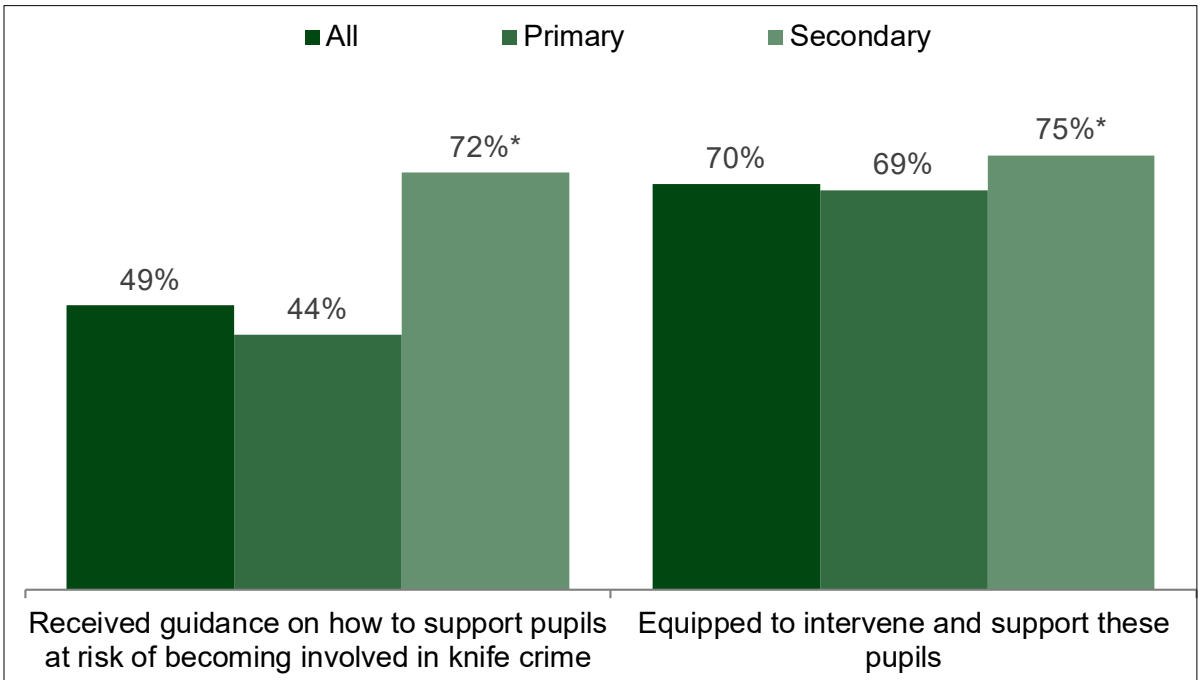
Overall, around half (49%) of schools had received training on how to identify pupils at risk of becoming involved in knife crime. Differences by school phase were marked, as secondary schools were significantly more likely than primary schools to report they had received training on how to identify pupils becoming involved in knife crime (72% vs. 44%).

However, most (70%) schools felt equipped to support at-risk pupils. Leaders that had received training were significantly more likely to feel equipped to support at-risk pupils compared with leaders that had not received training (81% vs. 58%).

Mirroring findings by school phase for the proportion of schools that received training and guidance on identifying pupils becoming involved in knife crime, secondary schools were significantly more likely than primary schools to report that their school is equipped to support these pupils (75% and 69%, respectively).

The comparisons outlined above are presented in Figure 9.

Figure 9. Proportion of primary and secondary schools that have received training and guidance on how to identify pupils becoming involved in knife crime, and that feel equipped to support these pupils



Question: R1. Some pupils have an increased chance of becoming involved in knife crime, either as a victim or perpetrator. Have you received guidance or training on how to identify such pupils?
Question: R3. Do you feel your school is equipped to intervene and support students from becoming involved in knife crime?
Base: All leaders (n=802)
No and don't know responses are not included in the chart.
**Indicates statistically significant differences between primary and secondary schools.*

Aside from the differences by school phase noted above, the following schools were significantly more likely to have received training on how to identify pupils at risk of becoming involved in knife crime:

- *Schools with the highest proportion of FSM pupils* (58%, compared with 39% of those based at schools with the lowest proportion);
- *Schools in the East of England (59%) and London* (59%) (compared with 49% on average); and
- *Schools that 'require improvement'*, according to Ofsted (68%, compared with 49% on average).

The following schools were significantly more likely to feel equipped to support pupils at risk of becoming involved in knife crime:

- *Schools in the East of England (87%) and the North West* (79%) (compared with 70% on average); and
- *Schools rated as 'outstanding'*, according to Ofsted (80%, compared with 70% on average).

Although London schools were significantly more likely than average to have received training to identify at-risk pupils, they were significantly less likely than average to feel equipped to support these students (64%). Whereas schools in the East of England were significantly more likely to have received training (59%) and to feel equipped (87%).

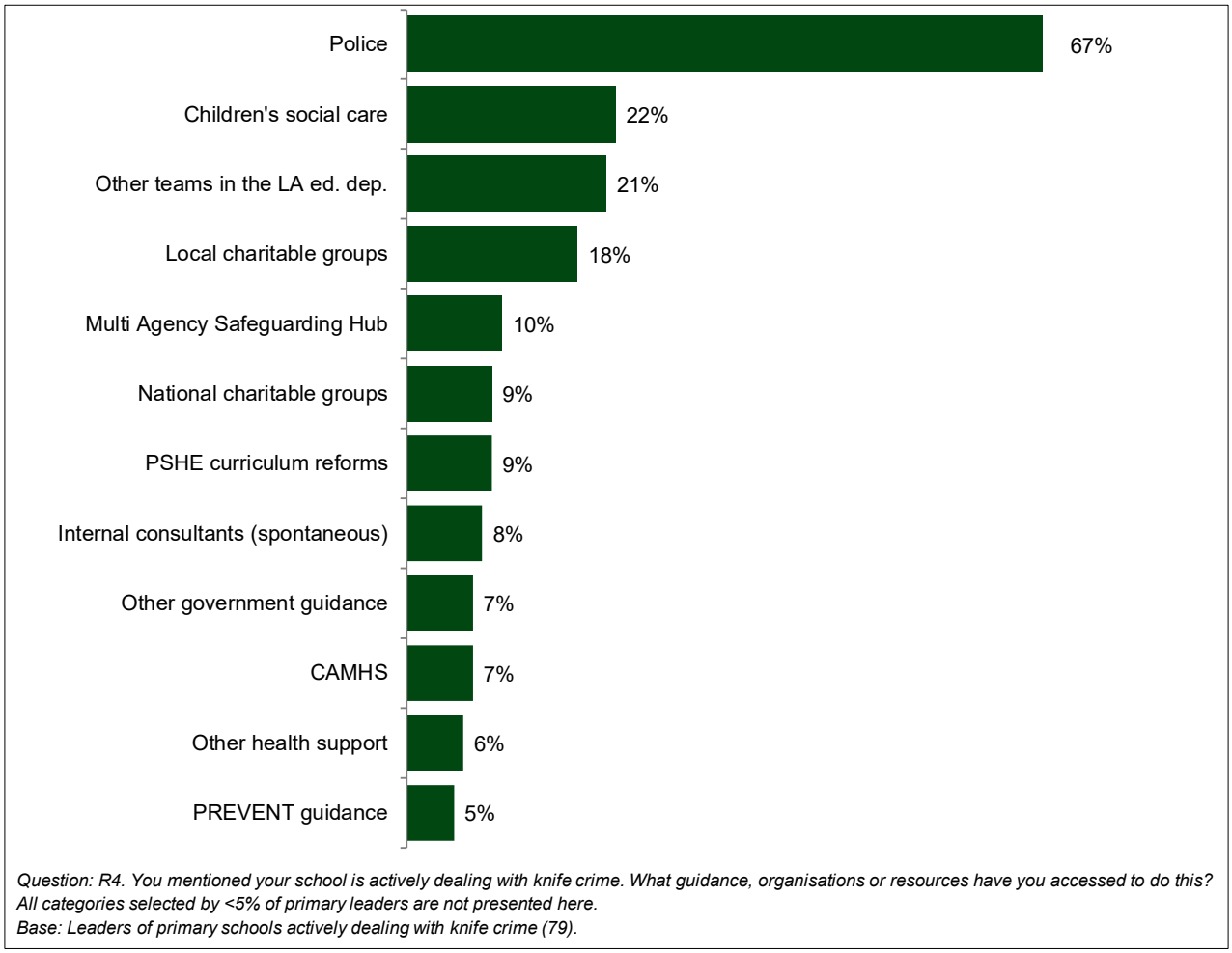
Organisations and resources used by schools dealing with knife crime

The organisations and resources used by schools dealing with knife crime are shown separately by school phase in this section of the report to reflect differences in the proportion of primary and secondary schools dealing with knife crime as a safeguarding issue.

Primary schools

The police were the most commonly accessed resource for primary schools, with two-thirds of those actively dealing with knife crime (67%) reporting to have accessed the police. The police were three times more likely to be accessed than any other organisation or resource, with children's social care (22%), other teams within the local authority (21%), and local charitable groups (18%) all accessed by roughly one-fifth of primary schools. The remaining organisations and resources were accessed by one-in-ten primary schools or fewer.

Figure 10. Guidance, organisations and resources used by primary schools actively dealing with knife crime



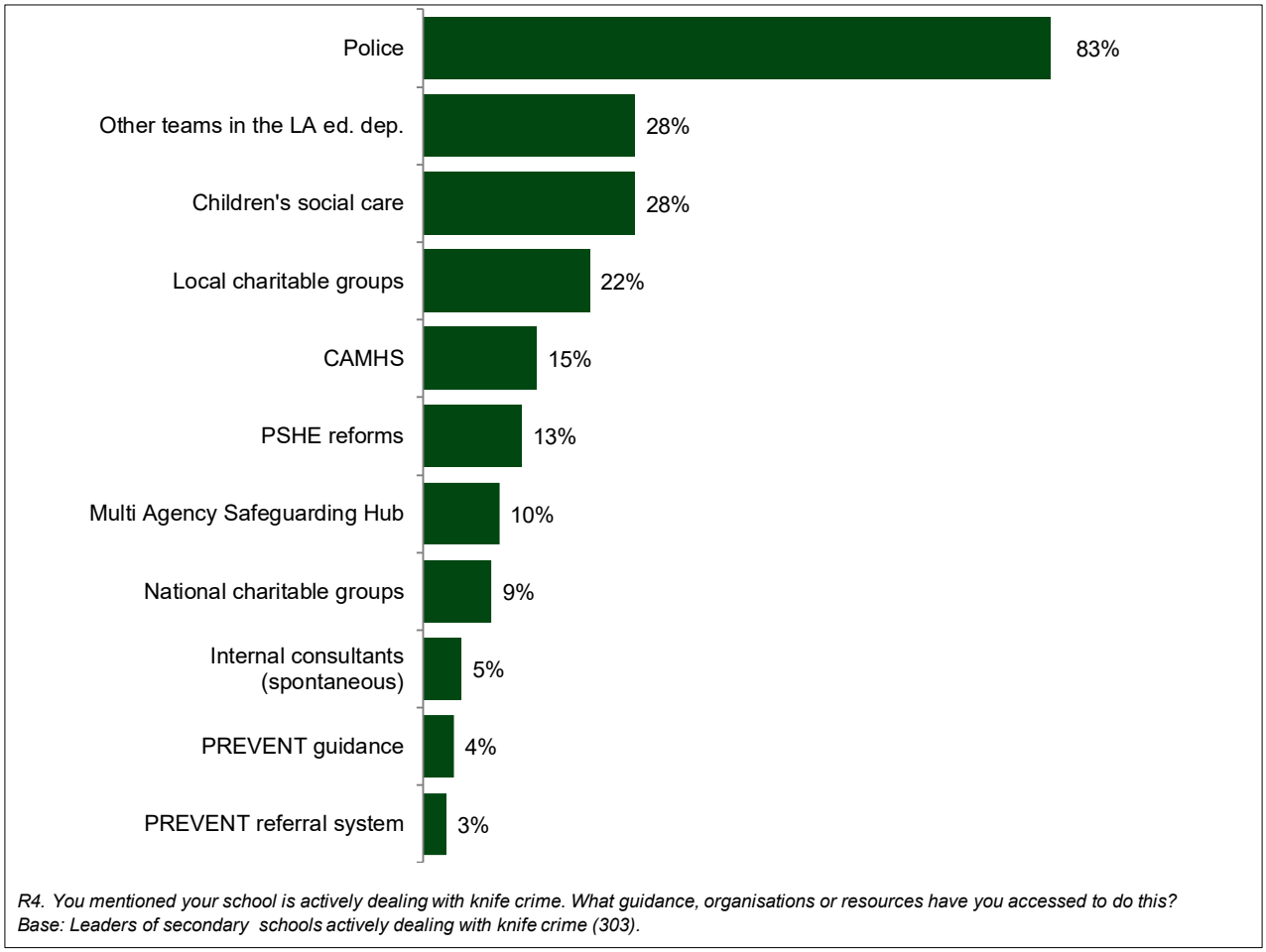
Question: R4. You mentioned your school is actively dealing with knife crime. What guidance, organisations or resources have you accessed to do this?
All categories selected by <5% of primary leaders are not presented here.
Base: Leaders of primary schools actively dealing with knife crime (79).

Primary schools' use of organisations or resources differed by academy status. Primary academies were significantly more likely than non-academies to access the Multi Agency Safeguarding Hub (32% vs. 4%) and PSHE curriculum reform (21% vs. 6%).

Secondary schools

As with primary schools, the police were the most commonly accessed resource for secondary schools, with more than four-in-five (83%) secondary schools who were actively dealing with knife crime reporting to have used the police. Over a quarter also accessed children's social care services (28%) and other teams within the local authority (28%). The remaining organisations or resources were accessed by fewer than a quarter of secondary schools.

Figure 11. Guidance, organisations and resources used by secondary schools actively dealing with knife crime



R4. You mentioned your school is actively dealing with knife crime. What guidance, organisations or resources have you accessed to do this?
Base: Leaders of secondary schools actively dealing with knife crime (303).

There were no subgroup differences for secondary schools in relation to the organisations or resources accessed.

Schools' involvement with local projects designed to prevent knife crime

Following on from the organisations and resources accessed to deal with knife crime, schools were asked if they were involved with local projects to prevent knife crime. A third (35%) of schools were doing this, more than the proportion that were actively dealing with knife crime as a safeguarding issue (29%). Mirroring trends elsewhere in this section, secondary schools were significantly more likely to be involved in local projects, with half (50%) of secondary schools and about a quarter (23%) of primary schools involved.

There were few differences across results for primary and secondary schools, although secondary schools with the highest proportion of FSM pupils were twice as likely to be involved in a local project around knife crime (57%, compared with 21% of those with the lowest proportion).

3.6 Careers

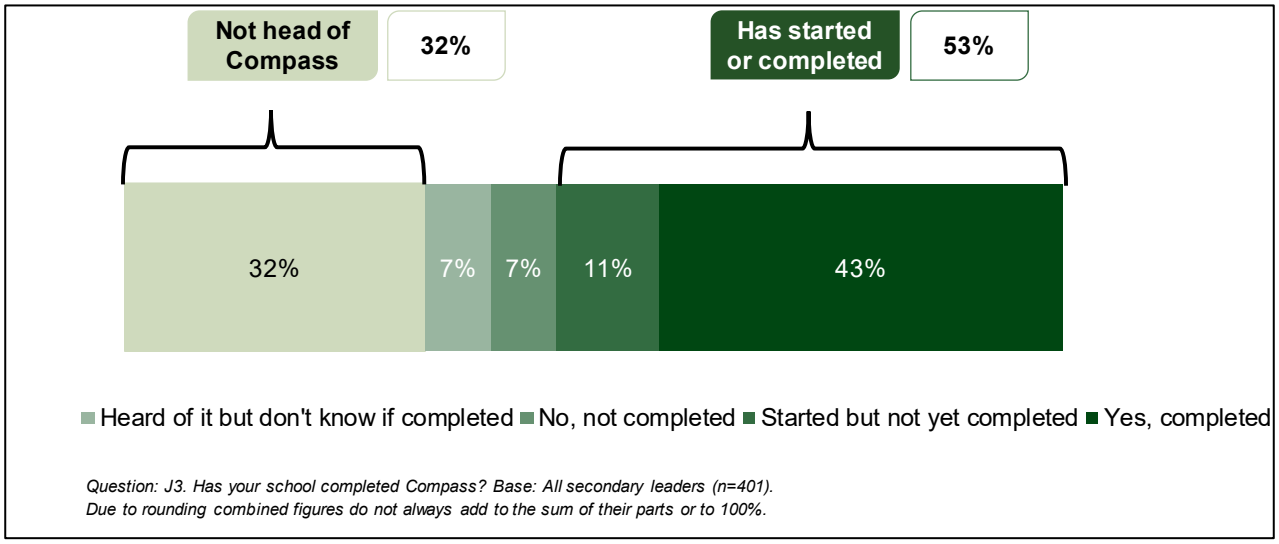
Compass

Compass is a free online self-assessment tool for schools to evaluate their performance against the eight Gatsby benchmarks of good career guidance.[11]

Just over two-thirds (68%) of secondary leaders had heard of Compass. Among these secondary leaders, more than three-quarters of their schools (78%) had either fully completed it (62%) or started but not yet completed it (15%).

This is equivalent to just over half (53%) of all secondary leaders (including those that had not heard of Compass) reporting that their school had completed or started it; with one in five (43%) having completed it and 11% having started it.[12]

Figure 12. Secondary schools that had completed Compass



Leaders at schools in the North West were significantly more likely than the average for all secondary leaders to have heard of Compass (80% vs. 68% average) and their schools to have started but not yet completed it (23% vs. 11% average). Whereas those in London were significantly more likely to have neither completed nor started it (51% vs. 40% average).

Technical options

Since January 2018 all maintained schools and academies have been required to publish a policy statement setting out opportunities for providers of technical education and apprenticeships to visit schools to talk to all year 8-13 pupils, and to make sure the statement is followed. This provide access law is commonly known as the ‘Baker Clause’.

[11] https://compass.careersandenterprise.co.uk/info
[12] Due to rounding to the nearest whole number, combined figures do not always add to the sum of their parts or to 100%.

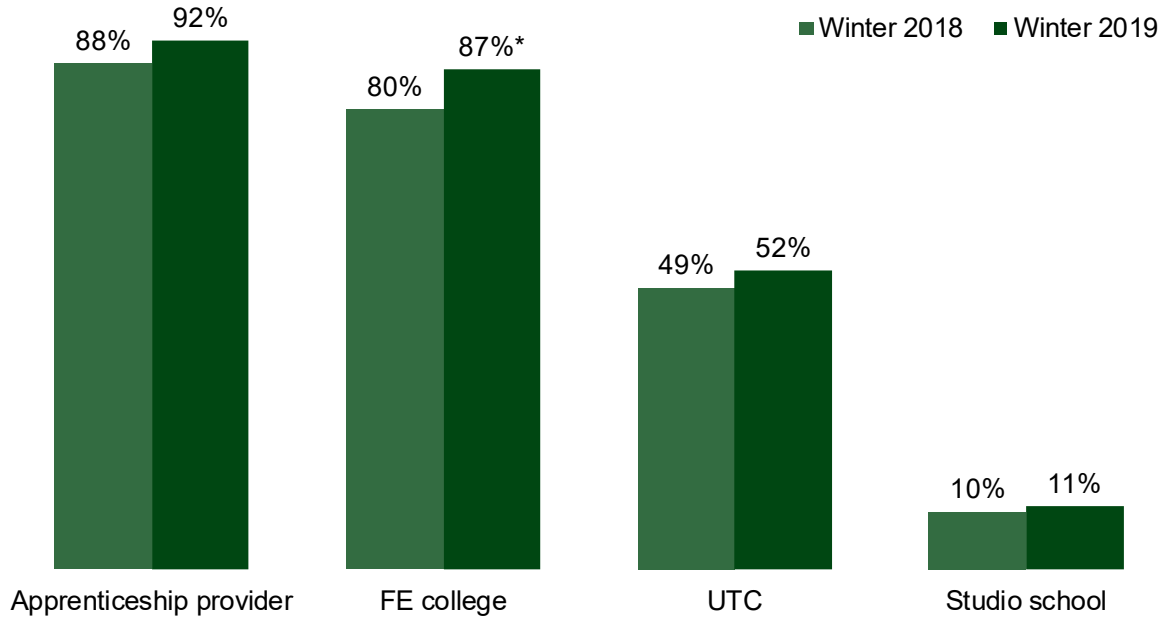
Nearly all secondary schools (92%) in the previous 12 months had arranged at least one opportunity with an apprenticeship provider to help pupils hear about technical options for Key Stage 4, 5 or post 18 choices or had arranged an opportunity with an FE college (87%). Around half (52%) had arranged opportunities with a UTC, and one-in-nine (11%) with a studio school.

Most secondary schools (83%) had arranged opportunities in the last 12 months with two or three of the four different types of provider. Relatively few (7%) had arranged opportunities from all four providers types, or with just one provider type (5%).

Overall, 5% of secondary schools had not arranged an opportunity with any of these providers.

In comparison to Winter 2018, there has been a significant increase in the proportion of secondary schools that had arranged an opportunity in the previous 12 months from an FE college (from 80% in Winter 2018 to 87% in Winter 2019).

Figure 13. Opportunities arranged by secondary schools for pupils to hear about technical options for Key Stage 4 / 5 and post 18 choices in the last 12 months



*Question: J5. Which of the following opportunities has your school arranged in the last 12 months to help students hear about technical options for Key Stage 4, 5 or post 18 choices? Base: All secondary leaders (Winter 2018; n=410, Winter 2019 n=401). * Indicates a statistically significant difference between Winter 2019 and Winter 2018.*

Secondary academies were significantly more likely to have arranged at least one opportunity with an apprenticeship provider than secondary non-academies (95% vs.

86%), whereas non-academies were significantly more likely not to have arranged any opportunities in the previous 12 months (9% vs. 4% of secondary academies).

Secondary schools with the highest proportion of pupils eligible for FSMs were significantly more likely to have arranged an opportunity with an FE college (93%) than those with the lowest proportion (73%).

As well as this, secondary schools rated ‘outstanding’ by Ofsted were significantly more likely than the average for all secondary schools to have arranged an opportunity with a UTC (65% vs. 52%).

Regionally, secondary schools in London were significantly less likely than average to have arranged an opportunity with an apprenticeship provider (85% vs. 92% average) or an FE college (72% vs. 87% average), and significantly more likely to have arranged an opportunity with just one type of provider (14% vs. 5% average). Secondary schools in the East of England were significantly less likely to have arranged an opportunity with an apprenticeship provider (80% vs. 92% average) and significantly more likely not to have arranged any of these opportunities in the last 12 months (13% vs. 5% average).

3.7 Mental health and wellbeing

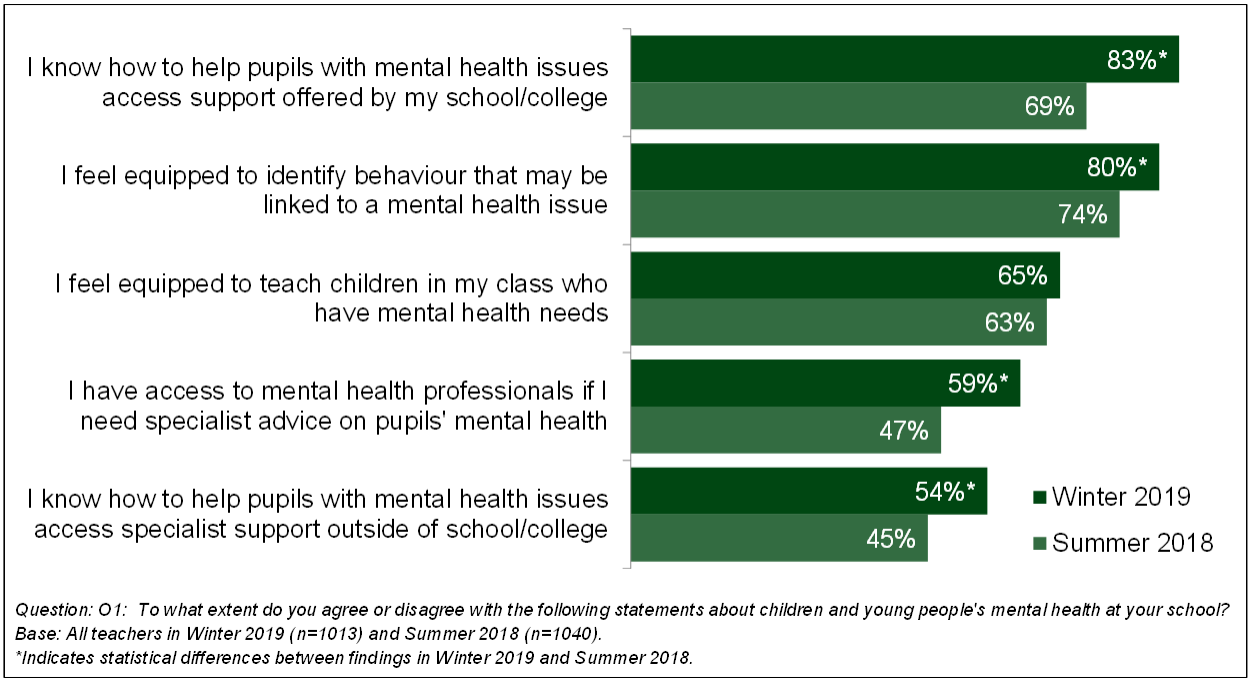
Pupil mental health is a key priority for Government. Transforming Children and Young People's Mental Health Provision, the Government's December 2017 Green Paper, outlined proposals for mental health support in schools, including incentivising and supporting all schools and colleges to identify and train a senior mental health lead to oversee the school's approach to mental health.[13] The senior mental health lead role aims to support the mental health of children and young people by ensuring their school or college has effective processes for consistently supporting mental health problems and promoting positive mental health. The senior lead role will help schools and colleges to make the best use of existing resources and effort to help improve the wellbeing and mental health of pupils.

Supporting young people's mental health

Teachers were asked the extent to which they agreed with five statements covering children and young people's mental health within their school. This was a repeat question also asked in the Summer 2018 survey. Figure 14 presents the proportion of teachers that 'agreed' or 'strongly agreed' with each statement in the two waves. Between 8% and 25% of teachers disagreed with the statements, and the remainder said they neither agreed nor disagreed or that they did not know. Teachers were most likely to disagree with the final two statements presented on Figure 14 around accessing specialist support; with 23% disagreeing that they have access to mental health professionals if they need specialist advice on pupils' mental health and 25% disagreeing that they know how to help pupils access specialist support outside of their school or college.

[13] https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper

Figure 14. Teachers' agreement with statements about their role in supporting pupils' mental health within their school



Question: O1: To what extent do you agree or disagree with the following statements about children and young people's mental health at your school?
Base: All teachers in Winter 2019 (n=1013) and Summer 2018 (n=1040).
**Indicates statistical differences between findings in Winter 2019 and Summer 2018.*

Teachers were considerably more confident about their ability to support pupils' mental health in Winter 2019 than in Summer 2018, with agreement significantly higher for four of the five statements. Improvements were particularly apparent for knowing how to help pupils with mental health issues access support offered by their school: 83% of teachers agreed this was the case in Winter 2019, an increase of 14 percentage points from the 69% in Summer 2018.

There was also a large increase in the proportion of teachers that agreed that they have access to mental health professionals if they need specialist advice on pupils' mental health, from 47% in Summer 2018 to 59% in Winter 2019.

The rank order of agreement with the five statements was similar across both waves, although feeling equipped to identify behaviour that may be linked to mental health needs had the second highest level of agreement in Winter 2019, having been the highest in Summer 2018.

The positive improvements between Summer 2018 and Winter 2019 seem to reflect a longer-term trend of improvement. Although the surveys are not directly comparable, in the Summer 2017 Teacher Voice Survey, teachers were presented with the same statements, and the proportion that agreed with each statement was significantly lower than in Summer 2018 and Winter 2019.

In Winter 2019, secondary teachers were significantly more likely than primary teachers to agree that they know how to help pupils with mental health issues access support offered by their school (85% and 80% respectively).

Teachers in the East of England remained significantly less likely to agree that they have access to mental health professionals if they need specialist advice on pupils' mental health. In Summer 2018, 38% agreed, compared with 47% on average; and in Winter 2019, 50% agreed, compared with 59% on average. In Summer 2018 those in the South East were the most likely not to know how to help pupils access specialist support outside of the school or college (39% vs. the 30% average), yet in Winter 2019 they were not significantly different to the average (26% vs 25% average, indicating some improvement in the South East.

Use of tools to monitor pupil wellbeing

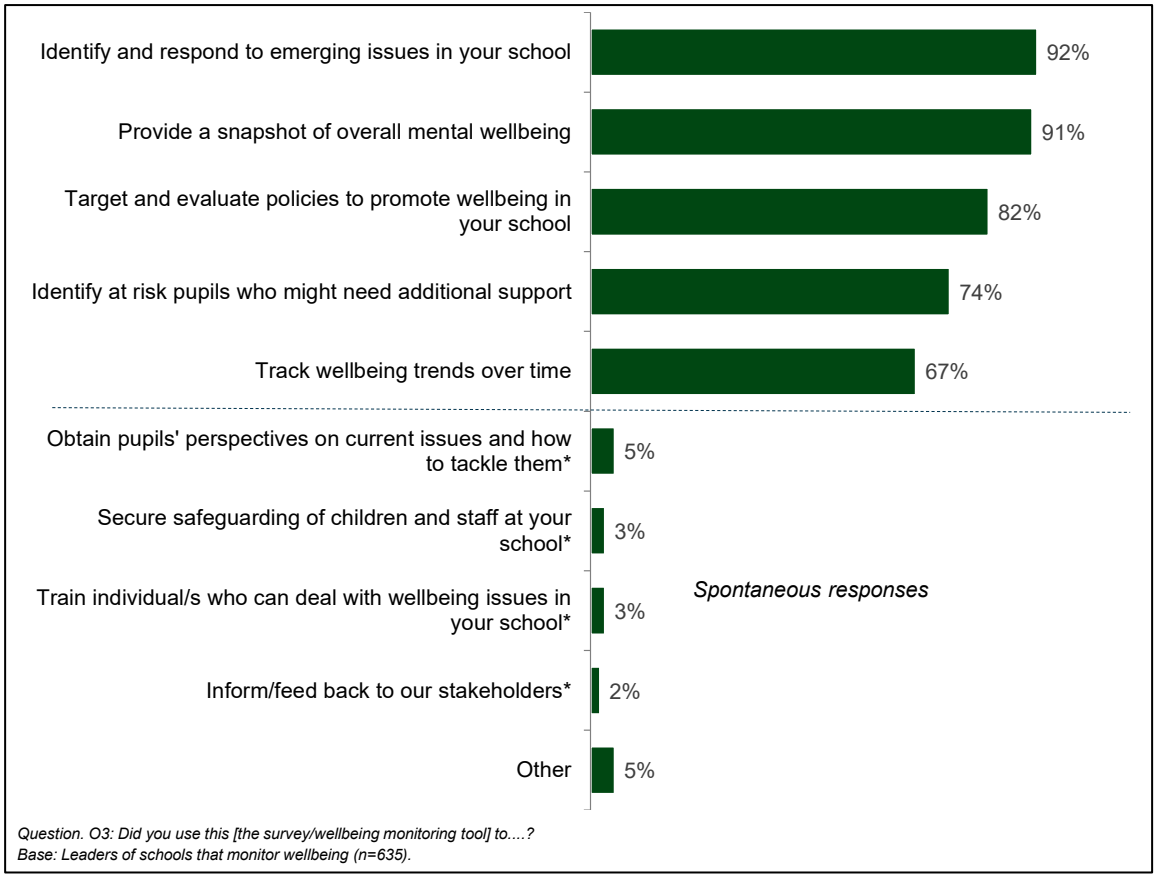
School leaders were asked whether their school had used a survey (or another tool) to monitor pupils' mental health and wellbeing, and the reasons for doing so. Over three-quarters (78%) of schools had used a survey or related tool to monitor pupil wellbeing in the last 12 months. One-in-five (20%) had not, with a small minority (3%) unsure.

Of the schools that had monitored pupil wellbeing, the reasons for doing so were multifaceted; 92% of schools used the monitoring tool for three or more of the reasons presented in Figure 15.

Two of the reasons for monitoring pupil wellbeing were reported by the vast majority of schools: identifying and responding to emerging issues within the school (92%) and providing a snapshot of overall mental wellbeing (91%). Tracking wellbeing trends over time was the least common motivation, reported by two-thirds (67%).

Of the activities reported spontaneously, schools were most likely to use their wellbeing monitoring tool to obtain pupils' perspectives on current issues in the school (5%). It is likely that if the spontaneous codes were included in the list of available (prompted) options the proportion of leaders mentioning would be much higher than presented in Figure 15.

Figure 15. Schools' reasons for using a survey or other tool to monitor wellbeing



Although the two most commonly reported reasons were comparable for primary and secondary schools, secondary schools were significantly more likely to use their wellbeing monitoring tool to:

- Target and evaluate policies to promote wellbeing (89%, compared with 80% of primary schools); and
- Track wellbeing trends over time (76% and 65%).

In contrast, primary schools were significantly more likely to use their wellbeing monitoring tool to identify at-risk pupils who might need additional support (76%, compared with 64% of secondary schools).

3.8 Special Educational Needs and Disabilities (SEND)

Under the Children and Families Act 2014, a child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (or mainstream post-16 institutions).[14]

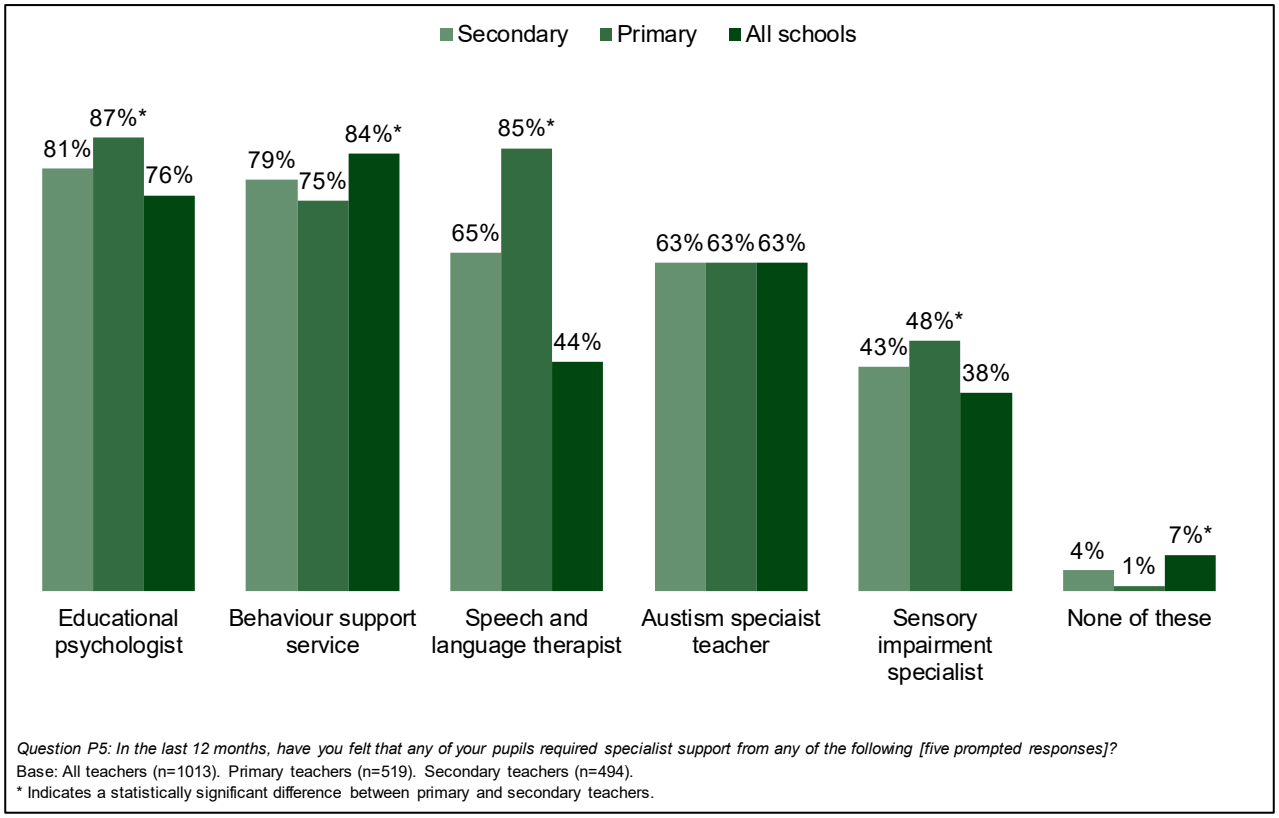
Whether teachers felt pupils required specialist support

Teachers were asked whether, over the last 12 months, they had felt that any of their pupils had needed specialist support from one of five types of specialist (an educational psychologist, behaviour support service, speech and language therapist, autism specialist teacher, and a sensory impairment specialist) and whether their pupils had needed any other types of specialist support. Results for prompted responses are shown in Figure 16 and spontaneous answers are shown in Table 2.

Teachers were most likely to report having pupils who had needed support from an educational psychologist (81%) or behaviour support service (79%). Just under two-thirds of teachers felt pupils had needed support from a speech and language therapist (65%) or an autism specialist teacher (63%). About two-in-five (43%) reported pupils needing a sensory impairment specialist over the last 12 months.

[14] https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Figure 16. The types of specialist support pupils have required (prompted)



Question P5: In the last 12 months, have you felt that any of your pupils required specialist support from any of the following [five prompted responses]?
Base: All teachers (n=1013). Primary teachers (n=519). Secondary teachers (n=494).
* Indicates a statistically significant difference between primary and secondary teachers.

Table 2. Spontaneously mentioned types of specialist support pupils have required

Type of specialist support	All teachers	Primary teachers	Secondary teachers
Mental health worker / service	10%	10%	10%
Counsellor / psychotherapist	7%	6%	8%
Occupational therapist	5%	10%*	<1%
Social worker	4%	6%*	2%
Learning support worker	4%	5%	3%
Bereavement counsellor	3%	3%	3%
Physiotherapist	2%	4%*	1%
School nurse	2%	2%	2%
Play therapist	2%	3%*	0%
Medical specialist	2%	3%	1%
EAL specialist teacher / support worker	2%	1%	2%
Other	8%	8%	9%

Question. P5: In the last 12 months, have you felt that any of your pupils required specialist support from any of the following [five prompted responses]? Question. P6: And what, if any, other forms of specialist support have your pupils required in the last 12 months? Base: All teachers (n=1013). Primary teachers (n=519). Secondary teachers (n=494).
* Indicates a statistically significant difference between primary and secondary teachers.

Results differ somewhat between primary and secondary school teachers. Primary teachers were significantly more likely to report having pupils that they felt required support from an educational psychologist (87% vs. 76%), a speech and language therapist (85% vs. 44%) and a sensory impairment specialist (48% vs. 38%). Secondary school teachers were significantly more likely to have had pupils require support from a behaviour support service (84% vs. 75% of primary teachers).

There were also differences by FSM eligibility. Teachers from schools with the highest proportion of pupils eligible for FSMs were significantly more likely to have required specialist support from a behaviour support service (86% vs. 66%) and a speech and language therapist (73% vs. 58%), compared to teachers from schools with the lowest proportion of FSM pupils.

In comparison to the average for all teachers, teachers felt the following types of support were significantly more needed in the regions specified below:

- Educational psychologists in the South West (89% vs. 81% average);
- Behaviour support services in the North East (98% vs. 79% average);

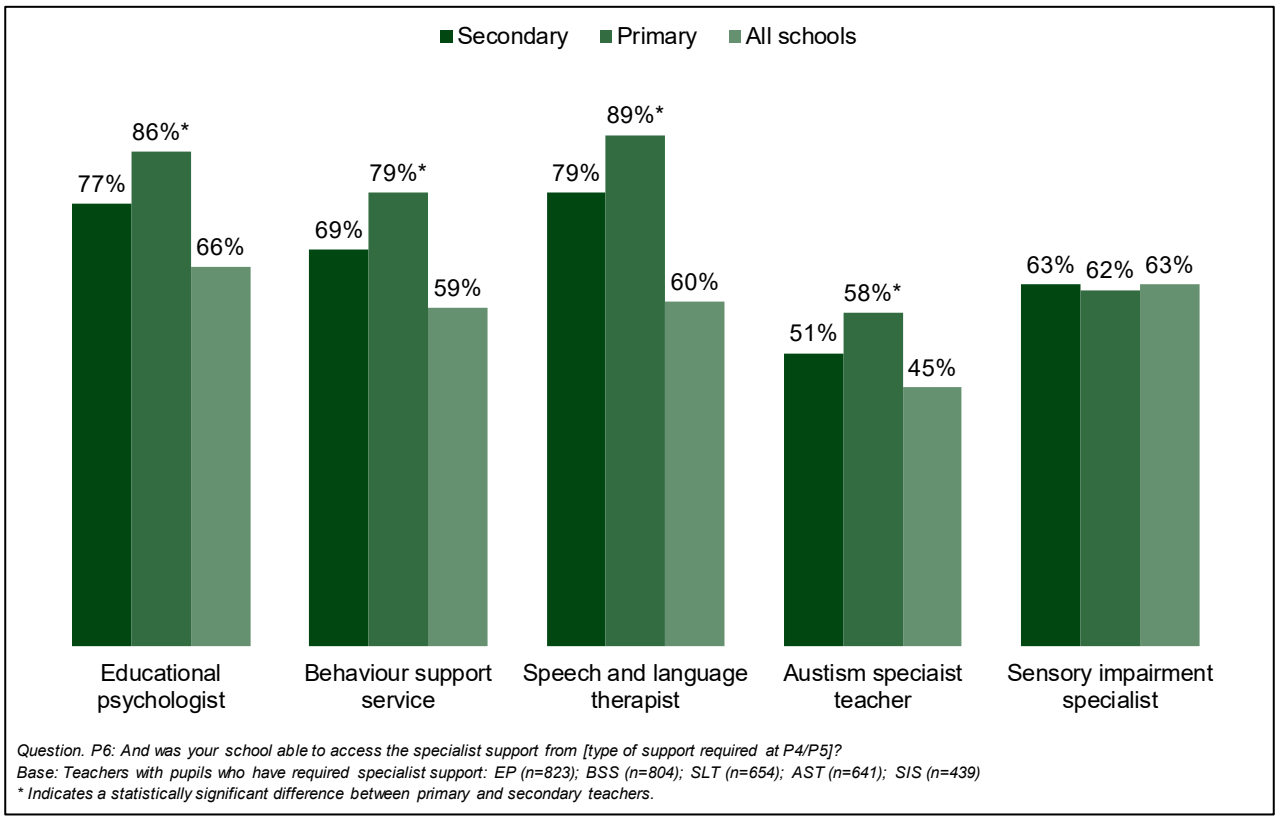
- Autism specialist teachers in the West Midlands (73% vs. 63% average);
- Sensory impairment specialists in the North East and Yorkshire and the Humber (61% and 53% vs. 43% average).

Whether schools could access specialist support

Most teachers with pupils requiring specialist support over the last 12 months felt their school had been able to access the support required. For each specific type of support at least half of teachers said the school had been able to access this support, though this varied widely from just over half for an autism specialist teacher (51%) to over three-quarters for educational psychologist (77%) and speech and language therapist (79%), and over four-fifths for some of the other specialists spontaneously mentioned by teachers, such as a mental health workers, occupational therapists and physiotherapists.

Results for prompted responses are shown in Figure 17 and spontaneous answers are shown in Table 2. It should be noted that the base sizes for some of the spontaneous responses presented in Table 3 are quite low, so these results should be treated with caution.

Figure 17. Whether specialist support required by pupils was accessible



Question. P6: And was your school able to access the specialist support from [type of support required at P4/P5]?
Base: Teachers with pupils who have required specialist support: EP (n=823); BSS (n=804); SLT (n=654); AST (n=641); SIS (n=439)
** Indicates a statistically significant difference between primary and secondary teachers.*

Table 3. Whether spontaneously mentioned types of specialist support required by pupils was accessible

Type of specialist support	Base	All teachers	Primary teachers	Secondary teachers
Mental health worker / service	100	84%	78%	90%
Counsellor / psychotherapist	71	80%	84%	77%
Occupational therapist	55	85%	85%	100%
Social worker	43	77%	75%	82%
Learning support worker	40	73%	79%	63%
Bereavement counsellor	31	71%	71%	71%
Physiotherapist	23	87%	84%	100%
School nurse	19	95%	91%	100%
Play therapist	18	94%	94%	N/A
Medical specialist	18	83%	85%	80%
EAL specialist teacher / support worker	18	72%	86%	64%
Other	82	76%	75%	76%

Question. P6: And was your school able to access the specialist support from [type of support required at P4/P5]?
Base: Teachers with pupils who have required specialist support (varies for each iteration).
* Indicates a statistically significant difference between primary and secondary teachers.

Teachers in primary schools were significantly more likely than secondary school teachers to say their school was able to access the following types of support from:

- Speech and language therapists (89% vs. 60%)
- Educational psychologists (86% vs. 66%)
- Behaviour support service (79% vs. 59%)
- Autism specialist teachers (58% vs. 45%).

Furthermore, within primary schools, teachers from non-academies were significantly more likely to be able to access a behaviour support service (83%) than those in academies (73%).

Teachers from schools with the highest proportion of pupils eligible for FSMs (86%) were more likely to report that education psychologists were accessible than teachers in schools with the lowest proportion of FSM pupils (75%).

Accessibility to different types of support differed significantly in certain regions, as follows:

- Speech and language therapists were more accessible in the South West and London (89% and 88% vs. 79% average) and less so in the East Midlands (70%);
- Educational psychologists were more accessible in the South West (85%) and less so in the East (66% vs. 77% average);
- Behaviour support services were more accessible in the North West (80%) and less so in the East (59% vs. 69% average).

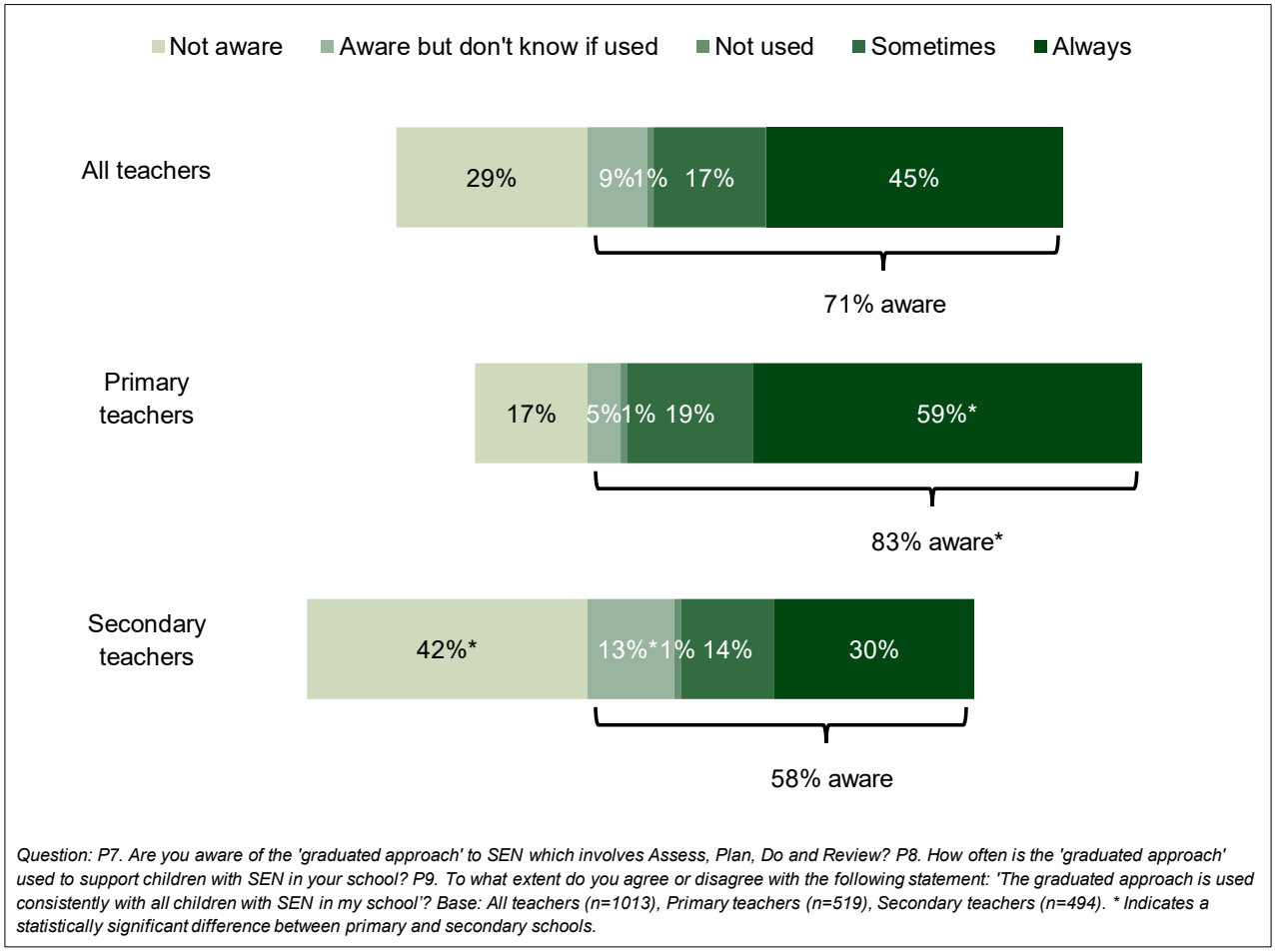
Awareness and use of the graduated approach to SEND

The graduated approach to SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.

Nearly three-quarters (71%) of teachers were aware of the graduated approach to SEND which involves Assess, Plan, Do and Review, and 61% of all teachers reported that the graduated approach is always (45%) or sometimes (17%) used in their school.

Primary teachers were significantly more likely than secondary teachers to be aware of the graduated approach (83% vs. 58%) and to say their school always or sometimes uses it when supporting children with SEND (78% vs. 44%) or always (59% vs. 30%).

Figure 18. Whether teachers were aware of the graduated approach to SEND and how often it was used in their schools



*Question: P7. Are you aware of the 'graduated approach' to SEN which involves Assess, Plan, Do and Review? P8. How often is the 'graduated approach' used to support children with SEN in your school? P9. To what extent do you agree or disagree with the following statement: 'The graduated approach is used consistently with all children with SEN in my school'? Base: All teachers (n=1013), Primary teachers (n=519), Secondary teachers (n=494). * Indicates a statistically significant difference between primary and secondary schools.*

Teachers from schools with the highest proportion of pupils eligible for FSMs were significantly more likely than those from schools with the lowest proportion to be aware of the graduated approach (81% vs. 65%). In terms of always using the graduated approach when supporting children with SEND, this was significantly more common in secondary academies (32%) than in secondary non-academies (23%).

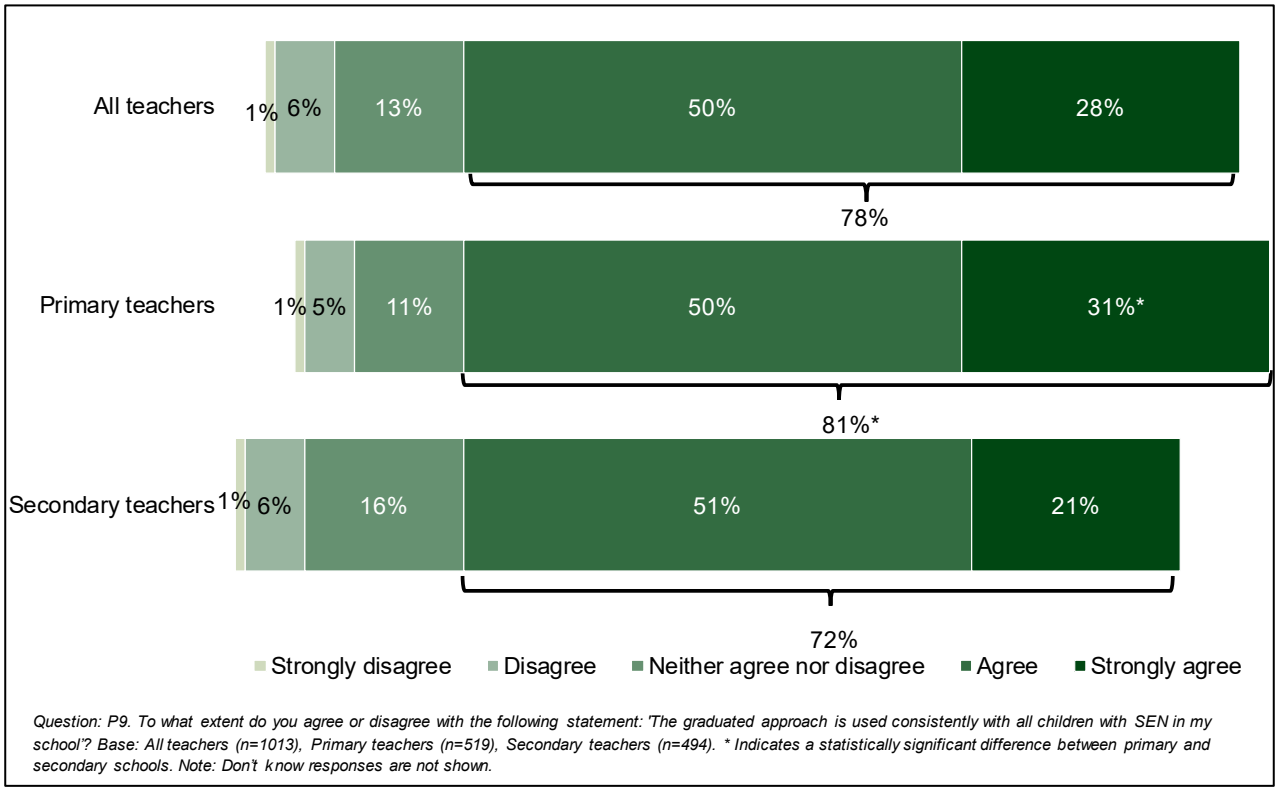
Results on awareness and use of the graduated approach differ somewhat by region:

- Teachers from schools in Yorkshire and the Humber were significantly more likely to be aware of the graduated approach (82% vs. 71% average) and to use it in their school (72% vs. 61% average);
- Teachers in London were significantly less likely to be aware of it (61% vs. 71% average) and to say their school used it (50% vs. 61% average).
- Teachers in the North East were significantly more likely than average to say their school always used the graduated approach in dealing with SEN pupils (61% vs. 45% average).

Consistency of use of the graduated approach

The vast majority (78%) of teachers from schools that used the graduated approach either agreed (50%) or strongly agreed (28%) that it was used consistently for all children with SEND in their school. In comparison, 7% either disagreed (6%) or strongly disagreed (1%).

Figure 19. The extent to which teachers felt that the graduated approach was used consistently in their school



*Question: P9. To what extent do you agree or disagree with the following statement: 'The graduated approach is used consistently with all children with SEN in my school'? Base: All teachers (n=1013), Primary teachers (n=519), Secondary teachers (n=494). * Indicates a statistically significant difference between primary and secondary schools. Note: Don't know responses are not shown.*

Primary teachers were significantly more likely than secondary teachers to say that the graduated approach was used consistently in their school (81% vs. 72%) and were significantly more likely to strongly agree with the statement (31% vs. 21%).

3.9 Exclusions

Questions covering leaders' and teachers' roles in supporting pupils at risk of exclusion were asked as part of the Winter 2019 survey. Leaders and teachers were asked about the activities undertaken to support at-risk pupils, and how useful they thought those activities were.

Supporting at-risk pupils

Leaders were significantly more likely than teachers to have supported pupils at risk of exclusion in the last 12 months. Over four-in-five (84%) leaders had done this, compared with around half (49%) of teachers.

Differences among leaders

Almost all (98%) secondary leaders had supported a pupil at risk of exclusion in the last 12 months, significantly more than the three-quarters (76%) of primary leaders that had done so.

Leaders with the following characteristics were also significantly more likely to have supported a pupil at risk of exclusion:

- *Leaders from schools with the highest proportion of FSM pupils* (97%, compared with 67% of leaders from schools with the lowest proportion); and
- *Leaders at schools 'requiring improvement'*, according to Ofsted (94%, compared with 81% at schools rated as 'outstanding').

Differences among teachers

Differences among leaders were mirrored among teachers. Secondary teachers, those at schools with the highest proportion of FSM pupils, and those based at schools 'requiring improvement', were all significantly more likely to have supported a pupil at risk of exclusion. These differences are presented below:

- 58% of *secondary teachers*, compared with 40% of primary teachers;
- 57% of *teachers at schools with the highest proportion of FSM pupils*, compared with 34% at schools with the lowest proportion; and
- 69% of *teachers at schools 'requiring improvement'*, according to Ofsted, compared with 35% at schools rated as 'outstanding'.

The differences by Ofsted rating were more marked for teachers than leaders.

Additionally, leaders and teachers based at all-boys schools were significantly more likely to have supported a pupil at risk of exclusion (68%, compared with 47% of respondents based at all-girls schools).

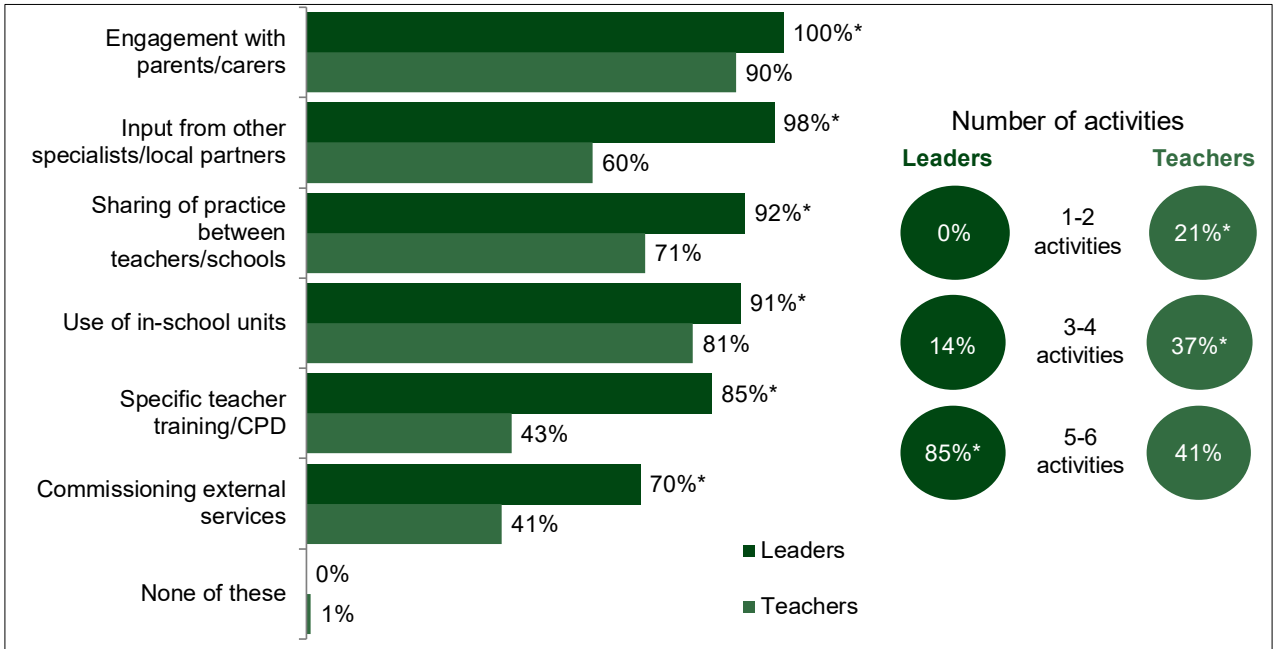
Activities undertaken by leaders and teachers to support at-risk pupils

Leaders and teachers that had supported pupils at risk of exclusion in the last 12 months had undertaken a range of activities to support those pupils. While generally high proportions of both groups had undertaken each activity, leaders were significantly more likely to undertake all of the activities shown on Figure 20 than teachers.

The difference between leaders' and teachers' results was most pronounced for undertaking specific teacher training or CPD to support at-risk pupils. Leaders were twice as likely as teachers to have done this as a means of supporting pupils at risk of exclusion (85% of leaders, compared with 43% of teachers).

Over four in five (85%) leaders used between five and six activities to support at-risk pupils; two in five (41%) teachers had done the same.

Figure 20. Activities used by teachers and leaders to support pupils at risk of exclusion



*Question: Q2. Which of the following activities have you used to support pupils at risk? Base: Leaders (n = 700) and teachers (n = 495) that have supported a pupil at risk of exclusion. * Indicates statistical differences between teachers and leaders.*

Differences among leaders

Differences in leaders' use of activities to support pupils at risk of exclusion were influenced by a range of factors including whether they were at a primary or secondary school, the proportion of FSM pupils at the school, and the region that the school was in.

Compared to primary leaders, secondary leaders were significantly more likely to use a range of activities to support at-risk pupils, most prominently commissioning external services (89% of secondary leaders who had supported a pupil at risk of exclusion did this, compared with 56% of primary leaders). Accordingly, secondary leaders had, on average, used a greater number of activities to support pupils at risk of exclusion. Over nine-in-ten (93%) secondary leaders had used five or six activities, significantly more than the proportion of primary leaders that had done the same (80%).

Leaders at the following schools were significantly more likely to have undertaken five or six activities to support at-risk pupils:

- *Schools with the highest proportion of FSM pupils* (87% of leaders who had supported a pupil at risk of exclusion, compared with 74% of leaders at schools with the lowest proportion); and
- *Schools based in London* (93%), and *Yorkshire and Humber* (95%) – compared with 85% on average. Despite higher level of activities in these regions, there were no regional differences among leaders reporting to have supported a pupil at risk of exclusion in the last 12 months.

Differences among teachers

The differences between primary and secondary teachers were more nuanced. Unlike among leaders, primary teachers were more likely to have undertaken a greater number of activities than their secondary counterparts; with 85% of primary teachers and 73% of secondary teachers who had supported a pupil at risk of exclusion reporting to have undertaken three or more activities to support these pupils.

Although secondary teachers were significantly more likely than primary teachers to have commissioned external services (46% and 34%, respectively), primary teachers were significantly more likely to have done the following to support at-risk pupils:

- Engaged with parents and carers (97%, compared with 85% of secondary teachers); and
- Requested input from other specialists or local partners (74%, compared with 50% of secondary teachers).

Usefulness of activities undertaken by leaders and teachers to support at-risk pupils

As well as understanding which activities leaders and teachers had undertaken to support pupils at risk of exclusion, the survey also covered how useful they felt each activity was.

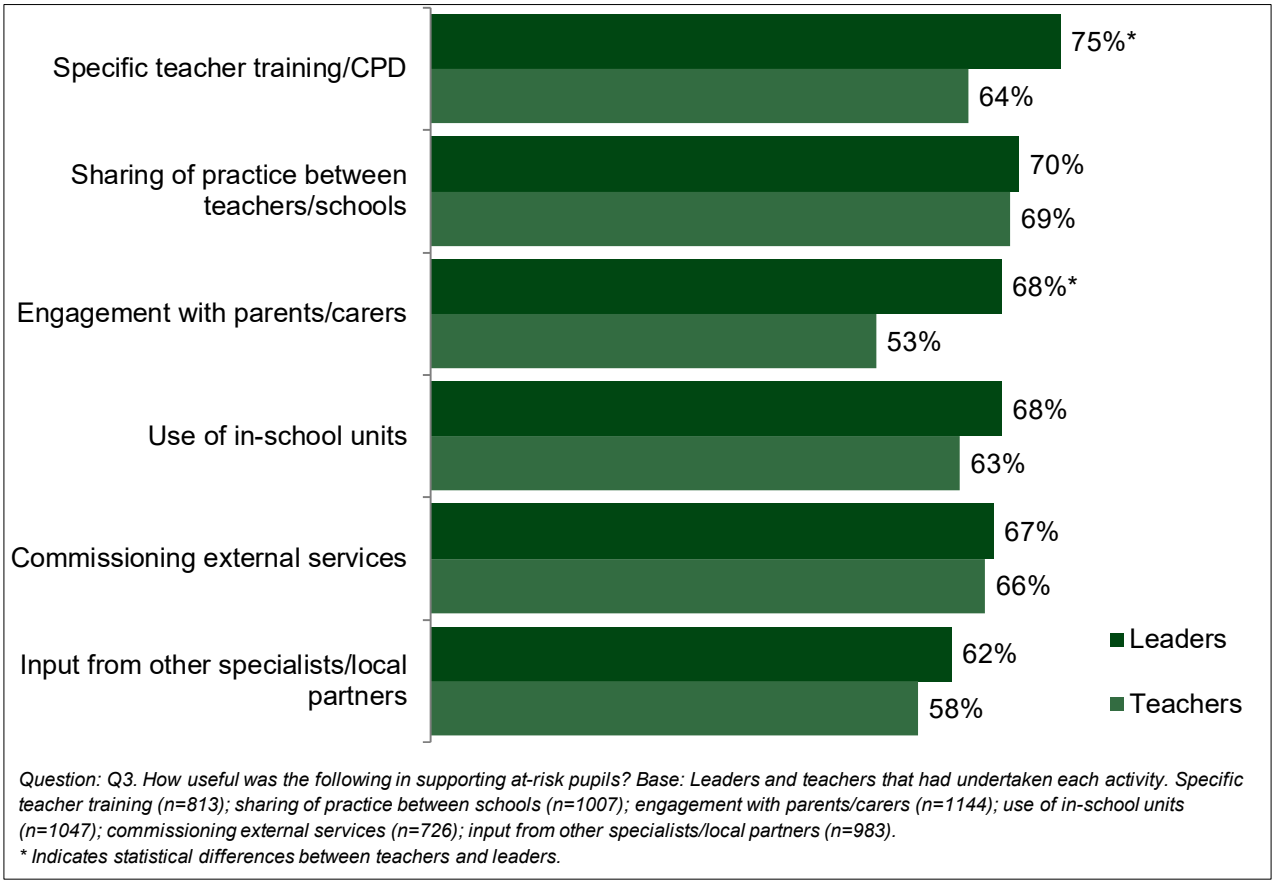
On a scale of 1 to 5, 1 being not at all useful and 5 being very useful, leaders and teachers that had undertaken each activity were asked how useful they thought it was in supporting at-risk pupils. Figure 21 below presents the proportion of leaders and teachers that reported each activity as useful, meaning they gave a 4 or 5 on the five-point scale.

Overall, all activities were generally considered useful by the leaders and teachers that had undertaken them. The activity that was most consistently considered to be useful was the sharing of practice between schools or teachers; this was considered useful by 70% of leaders and 69% of leaders. The activity generally considered the least useful was input from other specialists and external partners; this was considered useful by 62% and 58% of leaders and teachers respectively.

Most activities were considered equally useful by leaders and teachers, suggesting their applicability to leaders' and teachers' situations is similar. Two, however, were considered significantly more useful by leaders than teachers:

- Specific teacher training or CPD. Three-quarters (75%) of leaders reported that this was useful in supporting at-risk pupils, compared with just under two-thirds (64%) of teachers; and
- Engagement with parents or carers. Two-thirds (68%) of leaders reported this as useful, compared with around half (53%) of teachers.

Figure 21. Proportion of leaders and teachers that reported the following activities as useful in supporting pupils at risk of exclusion



Question: Q3. How useful was the following in supporting at-risk pupils? Base: Leaders and teachers that had undertaken each activity. Specific teacher training (n=813); sharing of practice between schools (n=1007); engagement with parents/carers (n=1144); use of in-school units (n=1047); commissioning external services (n=726); input from other specialists/local partners (n=983).
** Indicates statistical differences between teachers and leaders.*

Differences among leaders

There were very few consistent differences among leaders, although primary leaders were significantly more likely to consider the following to be useful:

- Specific teacher training and CPD (82%, compared with 66% of secondary leaders);
- Sharing of practice between teachers/schools (78% vs. 61%); and
- Input from other specialists/local partners (67% vs. 56%).

Differences among teachers

There were even fewer differences among teachers, but mirroring findings for leaders, primary teachers were significantly more likely than secondary teachers to report specific teacher training and CPD as useful (73% and 57%, respectively). This highlights that the role of specific teacher training and CPD in supporting at-risk pupils is viewed consistently across both levels of the profession in primary and secondary schools.

Comparing usefulness of activities to support at-risk pupils by those leaders and teachers that used the activity

There were notable trends present when comparing the use of each activity, relative to the usefulness.

Although undertaken by the vast majority of leaders and teachers, engagement with parents and carers was considered useful by a comparatively low proportion of the leaders and teachers that did this. The difference was most pronounced for teachers: where nine-in-ten (90%) teachers undertook this activity and around half (53%) of these teachers considered it to be useful.

In contrast, the following activities were considered useful by a high proportion of leaders and teachers, relative to the proportion that had undertaken each:

Specific teacher training and CPD, undertaken by:

- 85% of leaders and considered useful by 75% that had undertaken it; and
- 43% of teachers and considered useful by 64% that had undertaken it.

Commissioning external services, undertaken by:

- 70% of leaders and considered useful by 67% that had undertaken it; and
- 41% of teachers and considered useful by 66% that had undertaken it.

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