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Parent, Pupil and Learner Panel 22/23 November wave

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**Authors: Sarah Hingley, Emily Gaskell,
John Morris, Will Lane, Charlotte Man,
Alex Thornton: Kantar Public**



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Executive summary

Introduction

The Department for Education (DfE) commissioned the Parent, Pupil and Learner Panel (PPLP) to collect robust and quick turnaround research to support policy development during recovery from the COVID-19 pandemic and beyond. The PPLP aims to help DfE make evidence-based policy decisions and see how views and experiences of parents, pupils and learners change over time. This is the second year of the PPLP. The [first year reports](#) have been published.

This report discusses the findings from the 2022/23 research wave 2 with parents and secondary pupils in years 7 to 11, conducted in November 2022. The headline findings are discussed below.

Cost of living

Seven in ten (72%) parents felt that they were worse off financially now than a year ago (November 2021). This was an increase from 63% in the PPLP September 2022 Recruitment survey.

Half (51%) of parents said that since the start of term in September 2022, they had cut back on household costs such as food and energy to be able to afford school related costs (items such as uniforms and textbooks). Just under half (49%) felt that they would need to cut back on household costs during the rest of the school year to be able to afford school related costs.

A quarter (24%) of parents were worried about being able to afford meals for their child during the academic year and 58% said they were not worried.

Wraparound childcare

A third (33%) of primary school parents used before and after-school clubs. Almost half of parents using them (48%) said that the cost of such childcare provision had increased since summer-term (11% by 'a lot'), and a similar proportion (44%) said it had stayed the same. Of primary school parents who reported an increase in the cost of childcare, a fifth of this group (20%) reported reducing the number of days their child attended, and a similar proportion (17%) reduced the number of hours their child attended because of this cost increase.

Virtual school heads

Almost three-quarters (72%) of parents said they were at least somewhat aware of the legal duty of their child's school to provide information and advice to support their child's educational attainment and half (53%) said they were aware of the legal duty of the local council to provide information and advice.

Two-thirds (68%) of parents said that they were aware of the behaviour and exclusion policy at their child's school. Among parents who said they were aware of the policy, 7% said that the policy has become more inclusive for the needs of children with a social worker, 14% said it has not, and 79% did not know.

Safeguarding

Two-thirds (67%) of parents said they felt confident they understood the amount of sexual harassment and abuse experienced by children and young people in person and online. Around six in ten pupils (59%) said they felt confident that adults (such as parents and teachers) understood the amount of sexual harassment and abuse experienced by young people in person and online.

Seven in ten pupils (71%) felt confident they knew who to report inappropriate sexual behaviour to. More than seven in ten parents (73%) said they felt confident they would know where to find the right information and support if their child were to tell them they had experienced sexual harassment and/or abuse.

Reasonable force and physical restraint

One in five (21%) parents said they were aware of the policy covering when, where and how reasonable force and physical restraint should be used at their child's school and 63% were unaware. Nine in ten (88%) parents felt it could be appropriate to use reasonable force or physical restraint to protect a pupil from harming themselves or others. A third (33%) felt it could be appropriate to prevent damage to property and nearly a quarter (23%) felt it could be appropriate to prevent disruption to learning or good order of the school. Nine in ten (89%) said that the use of reasonable force or physical restraint should be reported to parents or guardians in every instance.

Behaviour at school

Around four in five pupils (79%) said they felt either very or fairly motivated to learn.

More than four in five parents (82%) said their child had enjoyed coming to school every or most days in the past week. Around half (51%) of pupils said they enjoyed coming to school every or most days in the past week.

Over nine in ten parents (93%) felt their child had felt safe at school 'every day' or 'most days' in the past week. Four in five (82%) pupils said that they had felt safe at school 'every day' or 'most days'.

Two in five (38%) pupils said that they had felt they belong at school 'every day' in the past week.

Pupils reported that the following happened 'every day' or 'most days' over the past week: 86% said that school staff had been respectful to each other, 79% felt that school staff had been respectful to pupils, 71% said the head teacher and other school leaders reminded pupils about the behaviour rules, 63% said that their school had been calm and orderly and 53% felt that pupils had been respectful to each other.

More than two in five pupils (42%) rated behaviour in their school as very good or good. Around two in five (38%) rated it as neither good nor poor, and 17% rated it as poor or very poor.

The most common type of misbehaviour that pupils reported happening during all or most lessons in the past week was pupils talking when they were not supposed to (68%). Just under half (46%) reported that pupils shouted out in lessons when they were not supposed to and 29% reported that pupils arrived to lessons late in all or most lessons in the past week. Around one in five (21%) reported that pupils used mobile phones when they were not supposed to in all or most lessons in the past week.

More than a quarter (28%) of pupils said that the misbehaviour of other pupils stopped or interrupted the lesson or them doing their work in all or most of their lessons in the past week. Of pupils who said that the misbehaviour of other pupils stopped or interrupted at least some lessons in the past week, 73% said the misbehaviour was addressed quickly.

School connectedness

Pupils were asked to what extent they felt that an adult at school really cares about them, tells them when they do a good job, listens to them when they have something to say and believes that they will be a success. The scores from these questions were combined to produce a mean 'school connectedness' score of between 4 and 20. Overall, pupils had a mean score of 14.2.

Access to mental health support and mental health and well-being

Around three-quarters of pupils (73%) said that they were aware of mental health and wellbeing support available through their school. Around three in ten (29%) of these

pupils said that they had made use of that support. Around two thirds (63%) of pupils who used the support reported that it had been helpful.

Three in five (60%) pupils who were aware of any mental health and wellbeing support offered by their school, but had not used it, thought that the support would be helpful if they used it.

Just under two-thirds (64%) of pupils said that they felt confident they could look after their mental health. Around three in five (62%) said that their school teaches them how to look after their mental health. More than half of pupils (56%) said that teachers and staff at their school have time to help pupils with their mental health.

Overall, pupils reported a mean score of 6.6 for happiness, 6.9 for life satisfaction, and 6.9 for worthwhileness. Pupils gave a mean score of 4.0 for anxiousness. Just under half of pupils (44%) said that they hardly ever or never felt lonely.

Flexible working

Two in five (39%) parents said their child had been taught by two teachers working in a job-share arrangement since the start of the last academic year (September 2021). Pupils were asked the same question and almost half (45%) of pupils said that they had been taught by two teachers working in a job-share arrangement.

Around a quarter of parents whose child had been taught by teachers in a job share said it had a positive impact (26%), a greater proportion (36%) said it had no impact, and a further quarter (25%) said it had a negative impact.

Parents whose child had not been taught by two teachers in a job-share were asked to rate the potential impact of a job-share arrangement. One in five (20%) said they expect it would have a positive impact, a quarter (25%) said they expect it would have no impact, and (23%) said they expect it would have a negative impact.

Inclusive education

Parents of pupils considered to have SEND were asked if they were aware of their child's school taking a range of steps to ensure that pupils with SEND can participate fully and feel included at school, from a list of options. More than a third (37%) said they were aware of their child's school offering flexibility with school policies (including uniform, lesson times and curriculum) for pupils with SEND, and 34% were aware that their child's school provides assistive technologies (such as personal computers). Around three in ten were aware of the school getting regular feedback from parents, carers or pupils with SEND (32%), and the school making changes to the layout of a classroom or playground to accommodate pupils with SEND (28%).

Parents of pupils considered to have SEND were asked what barriers they were aware of that prevented or limited pupils with SEND from participating fully and feeling included at school, in the school year so far. Just under half (46%) said that staff had limited time to support pupils with SEND.

Extra-curricular activities

Amongst pupils, the most commonly reported extra-curricular activity was sports and physical activities (52%), followed by performing arts (19%) and creative arts (14%).

Clubs related to an academic subject was the activity most frequently done at school (91%) and uniform groups (e.g., cadets, guides, scouts) were the most likely to have been done outside of school (93%).

School attendance

Around nine in ten parents (89%) reported that their child had physically attended school every weekday over the previous two weeks and a similar proportion of pupils (87%) reported that they had physically attended school every weekday.

Among those who had not attended school every weekday, the most commonly reported reason by parents for their child's physical absence from school was illness not related to COVID-19 (65%). Illness not related to COVID-19 was also the most common reason for absence given by pupils (55%), followed by anxiety or mental health problems (27%). Of pupils who said they were absent due to anxiety or mental health problems, around half (48%) said the problem was a general feeling of anxiety or anxiousness not specifically attached to any one thing, while two in five (39%) said they had a diagnosed mental illness, such as depression, anxiety, or ADHD.

Introduction

The Department for Education (DfE) commissioned Kantar Public to recruit and maintain a panel of Parents, Pupils and Learners (PPLP) in England. DfE wanted to use the panel to conduct robust, quick turnaround research to explore the views and experiences of parents, pupils and learners starting from the autumn term of the 2021/2022 academic year. The research aims to help DfE make evidence-based policy decisions during recovery from the COVID-19 pandemic and monitor the impact of existing policies. This is the second year of the PPLP. The [first years' reports](#) have been published. The research has been structured into two broad phases:

- The first recruitment wave between September and October 2022 invited pupils in years 6 to 10 and parents of pupils in reception to year 10 in the 2021/22 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).
- A second recruitment wave was scheduled in February 2023 to invite pupils and learners in years 12 to 13 in the 2022/23 academic year to take part in a 15-minute online survey to join the PPLP. Panel members were sampled from the National Pupil Database (NPD) and Individualised Learner Record (ILR) and contacted by letter, inviting them to take part in the online survey (push-to-web approach).
- Subsequent reporting waves from the 2023 Spring term will involve inviting all panel members to take part in regular 10-minute surveys.

This report focuses on findings from the November 2022 research wave, which are based on surveys with parents, pupils and learners conducted between 9th November and 14th November 2022, as shown in Table 1.

For more information on the surveys background, aims and objectives please see the 2022/23 recruitment wave report.

Table 1 Parent, Pupil and Learner Panel (PPLP) year 2 waves to date

Wave	Audience	Fieldwork period	Fieldwork reference
2022/23 Recruitment and research wave 1	5,564 parents and 4,950 secondary pupils (years 7 to 11)	23 rd September to 21 st October 2022	September to October 2022
2022/23 Research wave 2	2,976 parents and 2,245 secondary pupils (years 7 to 11)	9 th November to 14 th November 2022	November 2022

Methodology

This report focuses on data from surveys with parents and pupils which were conducted between 9th November to 14th November 2022.

Parents and pupils were invited to take part in a 10-minute online survey by email and text. Reminders were sent by email and text during the five-day fieldwork period.

More information, including key demographics for respondents are shown in the accompanying technical report.

Data tables

An accompanying set of data tables has been published with this report, which contain a wider set of responses to each survey question. All findings can be found in the published data tables.

Cost of living

Parents were asked about their financial situation and whether they had cut back on household costs to afford school related costs and whether they expect to have to do so in the future. They were also asked how worried they are about being able to afford meals at school this academic year.

This section compares findings with the PPLP September 2022 recruitment wave.

Whether parent is better or worse off financially than a year ago

Seven in ten (72%) parents felt that they were worse off financially now than a year ago (November 2021). This was an increase from 63% in the PPLP September 2022 Recruitment survey.

Around one in ten (9%) thought that they were better off than a year ago and 16% felt that they were in about the same position financially as they were a year ago.

Parents of primary school pupils (11%) were more likely to say they were better off financially now than a year ago than parents of secondary school pupils (7%).

Parents who were more likely to say that they felt much worse off now included parents of pupils eligible for FSM (48%, compared with 33% of those not eligible), parents of pupils considered to have SEND (46% compared with 34% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (49% compared with 36% without CiN status).

Parents of white pupils (75%) were more likely to feel worse off financially than a year ago compared with parents of ethnic minority pupils (excluding white minorities) (67%).

Parents who were unemployed (90%) were more likely to feel worse off financially now compared with a year ago compared with parents who were employed (73%).

Whether parents have to cut back on household costs to afford school related costs

Half (51%) of parents said that since the start of term in September 2022, they had cut back on household costs such as food and energy to be able to afford school related costs (such as uniforms and textbooks). This was a decrease from 57% in the PPLP September 2022 recruitment wave, where parents reported whether they had cut back on household costs to afford school related costs since the start of the summer holidays.

Parents more likely to say that they had cut back on household costs to be able to afford school related costs included parents of pupils eligible for FSM (69%, compared with 45% of those not eligible), parents of pupils considered to have SEND (63%, compared

with 47% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (64%, compared with 51% without CiN status).

There was a connection between household income and whether parents had cut back on household costs to be able to afford school related costs, where 74% of parents with household income below £25,000 reported cutting back on household costs to afford school related costs, compared with 26% of parents with a household income of £100,000 or more.

Parents' expectations for cutting back on household costs in future

Just under half (49%) of parents felt that they would need to cut back on household costs (such as food and energy) during the rest of the school year to be able to afford school related costs (items such as uniforms and textbooks). This proportion decreased from 53% in the PPLP September 2022 recruitment wave.

Similar groups to those who reported they had already cut back on household costs, also reported that they expected to cut back on household costs to be able to afford school related costs during the rest of the school year. This included parents of pupils eligible for FSM (65% compared with 43% of those not eligible), parents of pupils considered to have SEND (59% compared with 45% not considered to have SEND) and parents of pupils with CiN status (61% compared with 48% without CiN status).

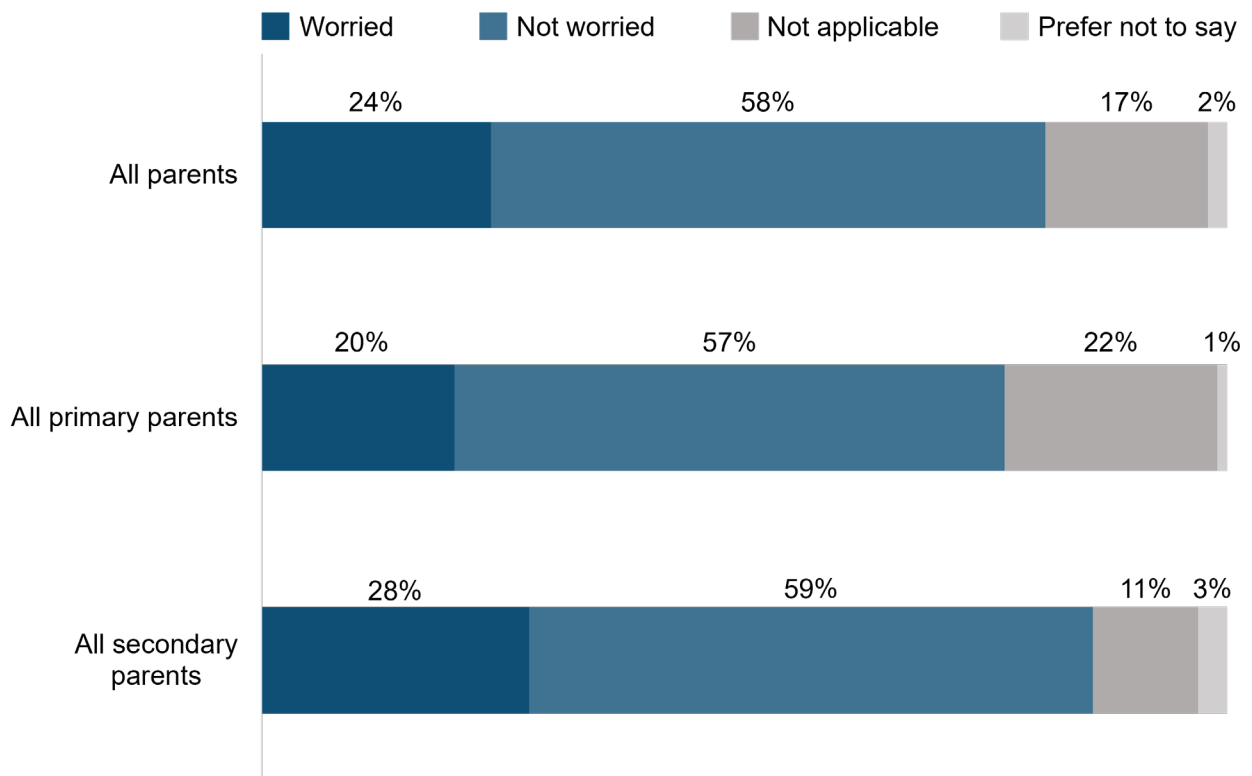
Three in five (63%) parents with a household income of under £25,000 expected to cut back on household costs to afford school related costs compared with 25% of those with a household income of £100,000 or more.

Parents' concern about being able to afford meals at school

Parents were asked how worried they were about being able to afford meals for their child during the academic year. A quarter (24%) of parents were worried about being able to afford meals whilst around three in five (58%) said they were not worried.

As shown in Figure 1, parents of secondary school pupils (28%) were more likely to be worried about being able to afford meals at school compared with parents of primary school pupils (20%).

Figure 1 Concern about being able to afford meals at school (parents)



Base: All parents (2,976) Primary parents (1,468) Secondary parents (1,508).

Source: PPLP 2022/23 RW2 parent survey, How worried are you about being able to afford meals at school for [PupilName] this academic year?

Parents of pupils in years 7-9 (30%) were more likely to report they felt worried about being able to afford meals at school during the academic year compared with parents of pupils in years 10-11 (24%) and years 1-6 (20%).

Parents of pupils considered to have SEND (34%) were more likely to be worried about being able to afford meals at school this academic year than parents of pupils not considered to have SEND (21%). Parents of pupils with CiN status (28%) were also more likely to be worried about being able to afford meals this academic year compared with parents of pupils without CiN status (24%).

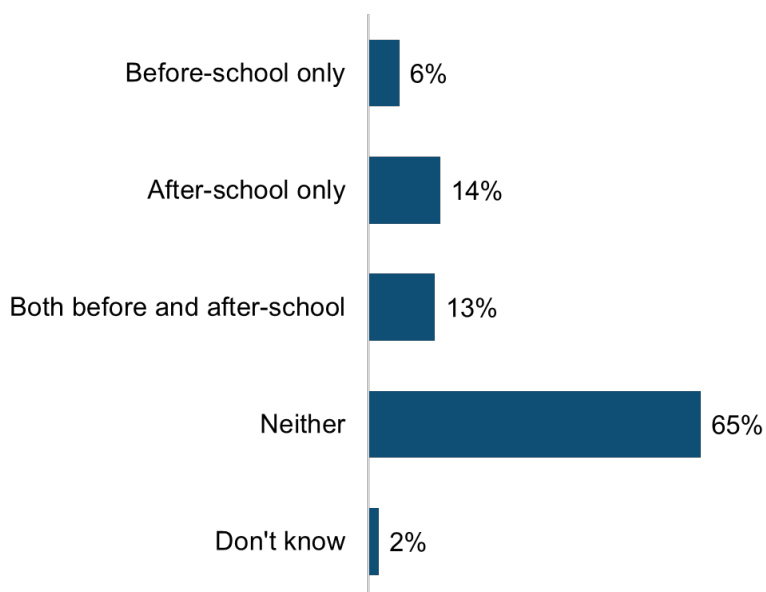
Parents of ethnic minority pupils (excluding white minorities) were more likely to be worried about affording meals at school (34% compared with 20% of parents of white pupils).

Wraparound childcare

Parents of primary school pupils were asked about their wraparound childcare arrangements since September 2022. They were also asked about the cost of childcare, including whether this has changed and the impact of any changes to cost.

A third (33%) of primary school parents used wraparound childcare. As shown in Figure 2, this consists of those who used before-school only (6%), after-school only (14%), or a combination of before and after-school clubs (13%). Overall, around one in five (19%) used before-school, and 27% used after-school childcare provision.

Figure 2 Childcare provision used by primary school parents



Base: Primary parents (1,468).

Source: PPLP 2022/23 RW2 parent survey, Since September 2022, which if any of the following childcare provision does [PupilName] usually attend?

Parents of primary school pupils eligible for FSM and with CiN status were less likely to use childcare provision (24% and 27% respectively, compared with 36% of parents of pupils not eligible for FSM and 33% of parents of primary school pupils without CiN status).

Parents of primary school pupils from a mixed or white ethnic background were more likely to use childcare (45% and 34% respectively, compared with 21% among parents of primary school pupils from an Asian ethnic background).¹

¹ This question was answered by 96 parents of primary school pupils from an Asian background. These findings should therefore be treated with caution.

Primary school parents with higher annual household incomes were also more likely to use childcare (56% of primary parents with household incomes of £100,000 or more compared with 25% of primary parents with annual household incomes of under £25,000).²

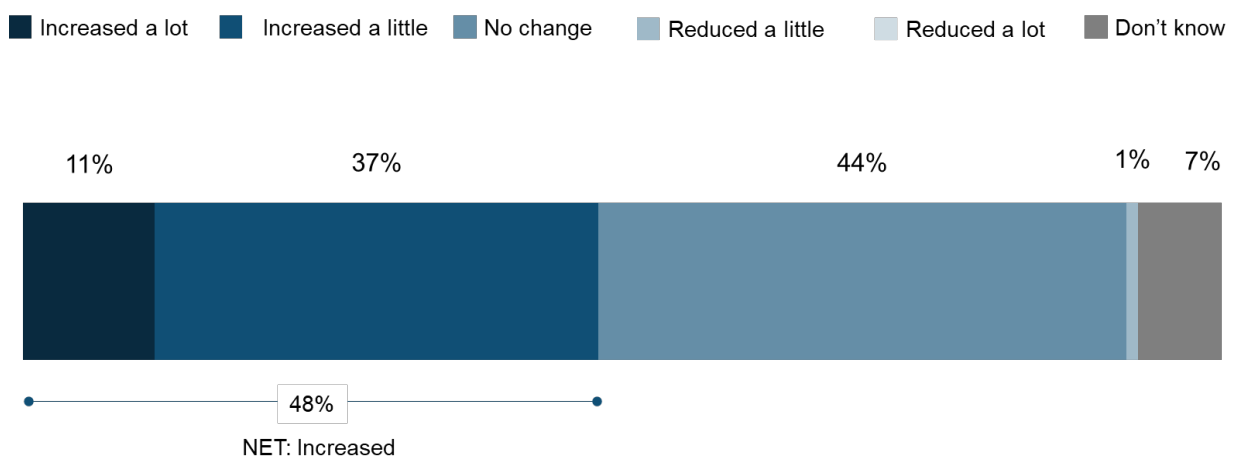
Whether the cost of childcare has changed

Parents of primary school pupils whose child attended wraparound childcare provision were asked whether the cost of the childcare has changed since the end of the last school year.

Almost half (48%) of parents that used wraparound childcare provision said that the cost had increased (with 11% reporting it had increased a lot). A similar proportion (44%) said it had stayed the same, while 1% said it had decreased (Figure 3).

Parents of primary school pupils with CiN status were less likely to say that the cost of childcare provision has increased (35% compared with 48% of primary school parents of children without CiN status).

Figure 3 Whether the cost of childcare provision has changed (primary parents whose children attend childcare provision)



Base: Primary parents whose children attend childcare provision (478).

Source: PPLP 2022/23 RW2 parent survey, Since the end of the last school year, has the cost of the before or after school club that [PupilName] attends changed?

² This question was answered by 88 parents of primary school pupils with annual household incomes of £100,000 or more. These findings should therefore be treated with caution.

Impact of changes to the cost of childcare

Of primary school parents who reported an increase in the cost of childcare, almost three in five (58%) said that cost increases did not impact their child's attendance at before or after-school clubs. A fifth (20%) of this group reported reducing the number of days their child attended, and a similar proportion (17%) reduced the number of hours their child attended. A small minority (3%) of primary school parents whose costs had increased, stopped using before or after-school clubs altogether because of the cost.

All parents of primary school pupils were asked the extent to which the cost of before and after-school clubs was a barrier to using them. A quarter (26%) selected 'not applicable' at this question. Excluding those who responded 'not applicable', 36% reported that cost was the *main* barrier, 25% reported that cost was one barrier but there were others, and a 32% reported that cost is not a barrier to using childcare.

Parents from households with higher income were more likely to say that cost is not a barrier (49% with annual household incomes of £45,000 or more compared with 25% of those with incomes of less than £45,000).

Virtual School Heads

A Virtual School Head (VSH) is a statutory role that all local councils must appoint to, responsible for the educational outcomes of looked-after and previously looked-after children. In 2021 the duties of VSHs were extended to include the strategic leadership for all children with a social worker. This role will help to enhance partnerships between education settings and the local authority; support and advise key professionals to help children make progress; and identify and overcome barriers to poor educational outcomes to ensure pupils reach their potential.

Parents were asked about their awareness of the legal duty of their child's school and their local council to provide information and advice to support their child's educational attainment. They were also asked about their awareness of the behaviour and inclusion policies in their child's school, including whether these have become more inclusive for the needs of children with a social worker.

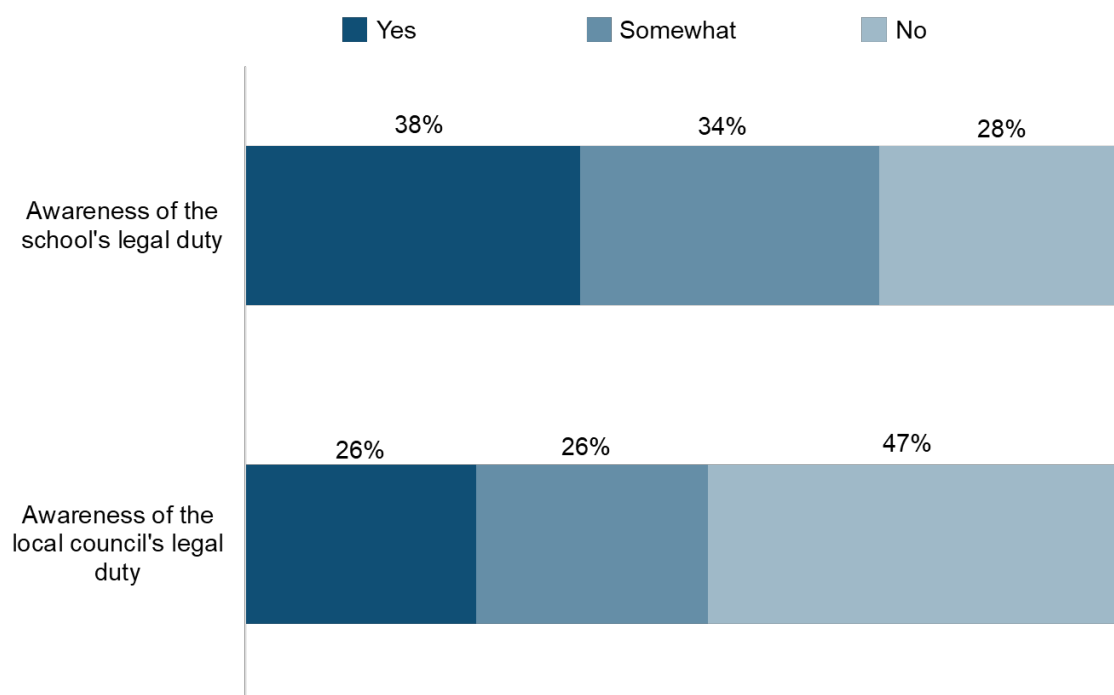
Almost three-quarters (72%) of parents said they were at least somewhat aware of the legal duty of their child's school to provide information and advice to them, with 38% saying they were fully aware.

Just over half (53%) of parents said they were at least somewhat aware of the legal duty of the local council to provide information and advice to them, with 26% saying they were fully aware (Figure 4).

Parents of pupils in year 7 were more likely to be fully aware of the legal duty of the local council (35%) to provide information and advice compared with all other parents of secondary school pupils (24% of parents of pupils in years 8 to 11).

Parents of pupils with CiN status were more likely to be fully aware of the legal duty of their child's school and the local authority to provide information and advice (45% and 35% respectively compared with 38% and 26% of those without CiN status).

Figure 4 Awareness of the school’s and local council’s legal duty to provide information and advice (all parents)



Base: All parents (2,976).

Source: PPLP 2022/23 RW2 parent survey, Before today, were you aware that [Pupil name]'s school has a legal duty to provide information and advice to support your child's educational attainment?, Before today, were you aware that [Pupil name]'s school has a legal duty to provide information and advice to support your child's educational attainment?

Parents were also asked if they or their child had been offered additional support through individual tuition or mentoring. Just over a fifth (22%) said that they had been offered this support. Three-quarters (74%) said that they had not, and 5% did not know whether they or their child had been offered additional support.

Parents of pupils in years 10 and 11 were more likely to say their child has been offered additional support (29% compared with 20% of parents of pupils in years 1 to 9).

Parents were more likely to say their child has been offered additional support if their child was considered to have SEND (37% compared with 18% of parents of pupils not considered to have SEND), eligible for FSM (28% compared with 20% of those not eligible for FSM) or with CiN status (33% compared with 21% of those without CiN status).

Awareness of behaviour and exclusion policies

Two-thirds (68%) of parents said that they were aware of the behaviour and exclusion policy at their child’s school. Among parents who said they were aware of the policy, 7%

said that the policy has become more inclusive for the needs of children with a social worker, 14% said it has not, and 79% did not know.

Safeguarding

This section examines parents' understanding of the amount of sexual harassment and abuse experienced by young people. The section also looks at pupils' confidence in reporting inappropriate sexual behaviour at their school and parents' confidence finding the right information and support if their child were to experience sexual harassment and/or sexual abuse.

Parents understanding of sexual harassment and abuse experienced by young people

Parents were asked how confident they felt in understanding the amount of sexual harassment and abuse experienced by children and young people, in person and online. Two-thirds (67%) of parents said they felt confident whilst three in ten (28%) were not confident.

Parents of secondary school pupils (70%) were more likely to feel confident in their understanding of the amount of sexual harassment and abuse experienced by children and young people compared with parents of primary school pupils (64%). Parents of pupils with CIN status (74%) were also more likely to say they felt confident in their understanding of the amount of sexual harassment experienced by children and young people compared with parents of pupils without CIN status (66%).

Pupils' confidence that adults understand the amount of sexual harassment and abuse experienced by young people

Pupils were asked how confident they felt that adults (such as parents and teachers) understood the amount of sexual harassment and abuse experienced by young people, both in person and online. Around six in ten (59%) said they felt confident and just under a quarter (23%) said they did not feel confident. Just under one in five (17%) said they did not know.

Pupils in years 7-9 (63%) were more likely to feel confident that adults understood the amount of sexual harassment and abuse that children and young people experience compared with pupils in years 10-11 (54%). Male pupils (62%) were also more likely to feel confident than female pupils (56%).

Pupils' confidence in reporting inappropriate sexual behaviour at school

Pupils were asked, if they experienced or saw sexual behaviour that they felt was inappropriate, how confident they were that they knew who to report the behaviour to at school. Seven in ten (71%) felt confident they knew who to report the behaviour to and one in five (19%) were not confident.

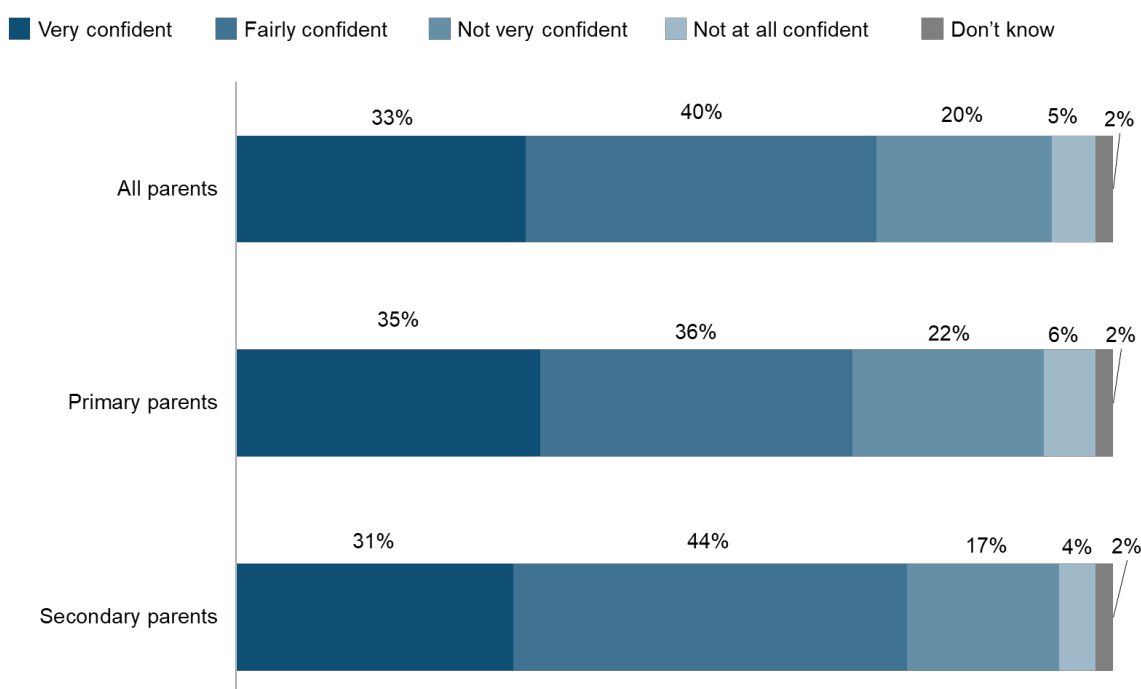
Pupils eligible for FSM were less likely to feel confident they knew who to report inappropriate behaviour to (65% compared with 72% of pupils not eligible for FSM). Pupils with SEN were also less likely to feel confident (64% compared with 72% of pupils without SEN).

Parents’ confidence in knowing where to find information and support if their child were to experience sexual harassment or abuse

Parents were asked how confident they felt that they knew where to find the right information and support if their child were to tell them they experienced sexual harassment and/or abuse. More than seven in ten (73%) said they felt confident they would know where to find the right information and support. As shown in Figure 5, a third (33%) felt very confident and four in ten (40%) felt fairly confident. A quarter (25%) reported not feeling confident that they knew where to find the right information and support. One in five (20%) were not very confident and 5% not at all confident.

Parents of secondary school pupils (76%) were more likely to feel confident they knew where to find the right information and support compared with parents of primary school parents (70%).

Figure 5 Parents’ confidence in knowing where to find information and support if their child were to experience sexual harassment or abuse



Base: All parents (2,976), Primary parents (1,468), Secondary parents (1,508)

Source: PPLP 2022/23 RW2 parent survey: How confident are you that you know where to turn to for information and support if your child tells you they have experienced sexual harassment and/or sexual abuse?

Parents of secondary school pupils (76%) were more likely to feel confident they knew where to find the right information and support compared with parents of primary school parents (70%).

Parents of pupils with CIN status (80%) were also more likely to feel confident in where to find the right information and support compared with parents of pupils without CiN status (73%).

Reasonable force and physical restraint

This section examines the perception of use of reasonable force and physical restraint in schools. It looks at parents' awareness of current use of reasonable force and physical restraint, how parents think reasonable force and physical restraint should be used, and how it should be reported to parents. The questions were framed using the following definitions: "By reasonable force, we mean physical contact by a member of staff to control a pupil's actions. By physical restraint, we mean the use of force to restrict a pupil's movement, liberty or freedom to act independently."

Parents' awareness of school policy for reasonable force and physical restraint

Parents were asked if they were aware of the policy covering when, where and how reasonable force and physical restraint should be used at their child's school. One in five (21%) parents said they were aware of the policy and 63% were unaware. Just under one in five (17%) said they did not know.

Parents of pupils eligible for FSM were more likely to be aware of the policy (28% compared with 19% of parents of pupils not eligible for FSM). Parents of pupils with CiN status were also more likely to be aware of the policy (28% compared with 21% of parents of pupils without CiN status).

Parents' opinion on appropriate occasions where reasonable force and physical restraint could be used

Parents were asked which occasions they felt it could be appropriate for reasonable force and physical restraint to be used from a list of occasions. Nine in ten (88%) felt it could be appropriate to use reasonable force or physical restraint to protect a pupil from harming themselves or others. A third (33%) felt it could be appropriate to prevent damage to property and nearly a quarter (23%) felt it could be appropriate to prevent disruption to learning or good order of the school. Under one in ten (5%) felt it is never appropriate to use reasonable force or physical restraint and the same proportion said they did not know.

As shown in Table 2, parents of pupils eligible for FSM and parents of pupils with CiN status were consistently less likely to say that reasonable force or physical restraint could be appropriate to use on the occasions listed, and were more likely to say that it could never be appropriate.

Table 2 Occasions when reasonable force or physical restraint could be used (parents)

Parents of pupils who are:	Eligible for FSM	Not eligible for FSM	CiN status	Without CiN status
To protect a pupil from harming themselves or others	79%	92%	81%	89%
To prevent damage to property	24%	36%	27%	33%
To prevent disruption to learning or good order of the school	18%	24%	17%	23%
Other	<1%	<1%	<1%	<1%
It is never appropriate	9%	4%	10%	5%
Don't know	10%	3%	8%	5%

Base: Parents of pupils eligible for FSM (875), parents of pupils not eligible for FSM (2,101), parents of pupils with CiN status (867), parents of pupils without CiN status (2,109).

Source: PPLP 2022/23 RW2 parent survey: In your opinion which, if any, of the following do you consider appropriate occasions when reasonable force or physical restraint could be used?

Conversely, parents of pupils considered to have SEND were more likely to say that reasonable force or physical restraint could be appropriate to use to protect a pupil from harming themselves or others (93%, compared with 89% not considered to have SEND) as were parents of white pupils (93%, compared with 77% of parents of pupils from an ethnic minority background (excluding white minorities)).

Parents of secondary school pupils were more likely to say that reasonable force or physical restraint could be appropriate to use to prevent damage to property (36%) compared with parents of primary school pupils (31%).

Parents of white pupils were more likely to say that reasonable force or physical restraint could be appropriate to use to prevent damage to property (35%) compared with parents of pupils from an ethnic minority background (excluding white minorities) (28%).

Parents of pupils from an ethnic minority background (excluding white minorities) were more likely to report that it could never be appropriate to use reasonable force or physical restraint (10%) compared with parents of pupils from a white ethnic background (4%).

Parents' view on when the use of reasonable force or physical restraint should be reported to parents

Parents were asked when the use of reasonable force or physical restraint on pupils should be reported to parents or guardians. Nine in ten (89%) said that the use of reasonable force or physical restraint should be reported in every instance. Fewer than one in ten (7%) said it should only be reported in the most significant instances whilst 1% said it should not be reported to parents.

Parents of white pupils (92%) were more likely to feel that the use of reasonable force or physical restraint should be reported in every instance compared with eight in ten (83%) parents of pupils from an ethnic minority background (excluding white minorities).

Behaviour at school

All schools should be calm, safe, and supportive environments where pupils and staff can work in safety and are respected. No pupil should miss out on education because they feel unsafe, miss out on learning because their lesson is disrupted, or fall behind because their needs are not identified and supported.

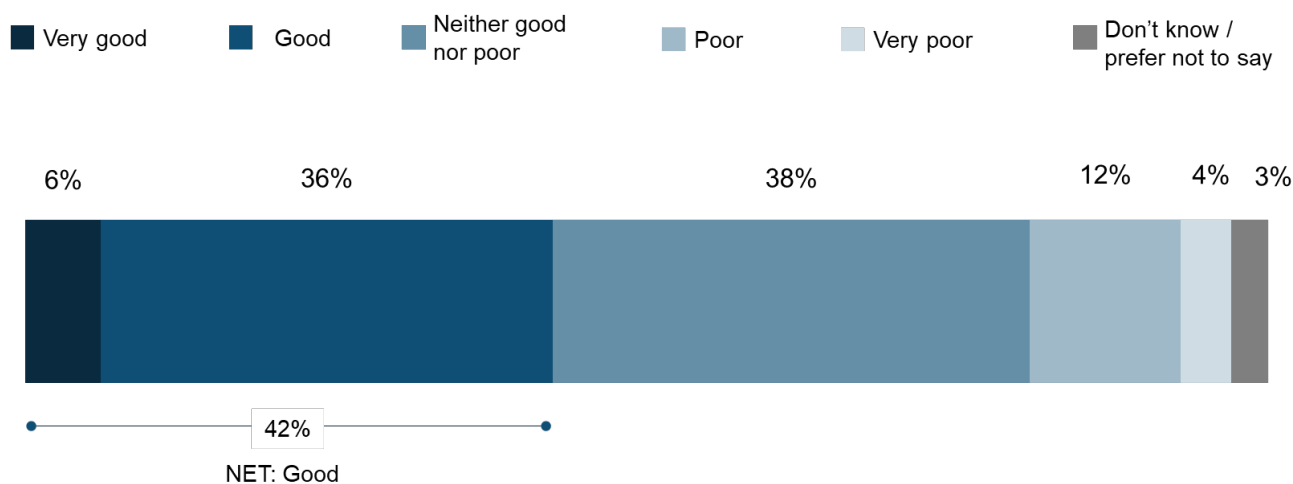
This section includes how motivated pupils are to learn, safety at school, as well as looking at behaviour standards and the frequency of certain types of misbehaviour.

Behaviour standards at school

Pupils were asked about the behaviour of pupils at their school in the past week.

As shown in Figure 6, more than two in five pupils (42%) rated the behaviour at their school as good, with 6% rating it 'very good' and 36% rating it 'good'. Around two in five (38%) rated it as neither good nor poor, and 17% rated it poorly, with 12% rating it as 'poor' and 4% rating it as 'very poor'.

Figure 6 Rating of pupil behaviour at school (pupils)



Base: All parents (2,976)

Source: PPLP 2022/23 RW2 pupil survey: Thinking about the past week of term, would you say that behaviour of pupils at your school was...

Pupils in year 7 were more likely to say behaviour was good (50%) compared with pupils in years 8-11 (40%).

Pupils that were more likely to say behaviour in their school was poor included pupils eligible for FSM (22% compared with 15% not eligible) and pupils with SEN (24% compared with 15% without SEN).

Motivation to learn

Around four in five pupils (79%) said they felt motivated to learn, with 22% who said they felt 'very motivated' and 57% who said they felt 'fairly motivated'. Around one in six (16%) said they felt 'not very motivated' and 3% felt 'not at all motivated' to learn. Pupils expressed higher levels of motivation than in the June 2022 wave of the PPLP. The proportion who said they were either 'very' or 'fairly' motivated was 73% in June 2022, compared with 79% in November 2022.

Pupils in years 7-9 were more likely to feel motivated to learn (82%) compared with pupils in year 10-11 (79%).

Pupils who said they were not motivated to learn were more likely to be eligible for FSM (24% compared with 18% of pupils not eligible), to have SEN (27% compared with 18% without SEN), or with CiN status (25%, compared with 19% without CiN status).

Pupils who rated behaviour in their school to be 'very good' or 'good' were more likely to say they were motivated to learn (89%) compared with those who rated pupil behaviour in their school as poor (64%) or very poor (49%).

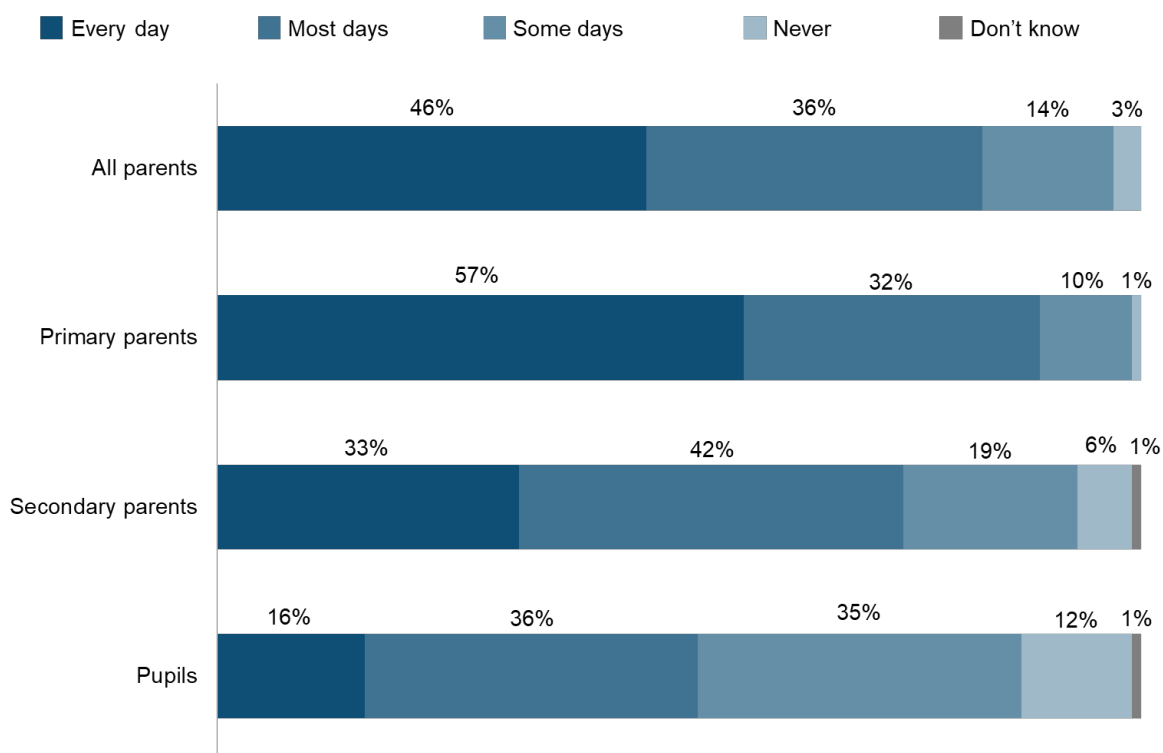
School belonging

Parents and pupils were asked a series of questions relating to school enjoyment, safety and belonging.

School enjoyment

Parents were asked how often they felt their child enjoyed coming to school in the past week. Similarly, pupils were asked how often they enjoyed coming to school in the past week. The findings are shown in Figure 7.

Figure 7 How often pupils enjoyed coming to school in the past week (parents and pupils)



Base: All parents (2,976), Primary parents (1,468), Secondary parents (1,508), Pupils (2,245)

Source: PPLP 2022/23 RW2 parent survey: Thinking about the past week, how often would you say [PupilName] has enjoyed going to school? PPLP 2022/23 RW2 pupil survey: Thinking about the past week of term, how often would you say you have: Enjoyed coming to school

Parents

Nearly half (46%) said they felt their child had enjoyed coming to school 'every day'. Around a third (36%) said 'most days', 14% said 'some days' and 3% felt their child had 'never' enjoyed coming to school in the past week.

Parents of primary school pupils were more likely to feel their child had enjoyed coming to school 'every day' (57%, compared with 33% of parents of secondary school pupils).

As shown in Figure 7, parents of secondary school pupils were more likely to feel their child had never enjoyed coming to school over the past week (6%, compared with 1% of parents of primary school pupils). This was higher among parents of pupils in year 10-11 (9%) compared with parents of pupils in year 7-9 (4%).

Parents were also more likely to feel that their child never enjoyed coming to school if their child was considered to have SEND (10%, compared with 2% of parents of pupils

not considered to have SEND) or CiN status (8%, compared with 3% of parents of pupils without CiN status).

Pupils

As shown in Figure 7, 16% of pupils said they enjoyed coming to school 'every day' over the past week, and a similar proportion (12%) said they 'never' enjoyed coming to school. Around a third (36%) said they enjoyed coming to school on 'most days' and a similar proportion (35%) said they enjoyed coming to school 'some days'.

Pupils in year 7-9 were more likely to say they enjoyed coming to school every day (20%) compared with pupils in year 10-11 (9%). Pupils who rated behaviour as very good (57%) or good (20%) were also more likely to say they enjoyed coming to school every day, compared with those who rated it as poor (5%) or very poor (2%).

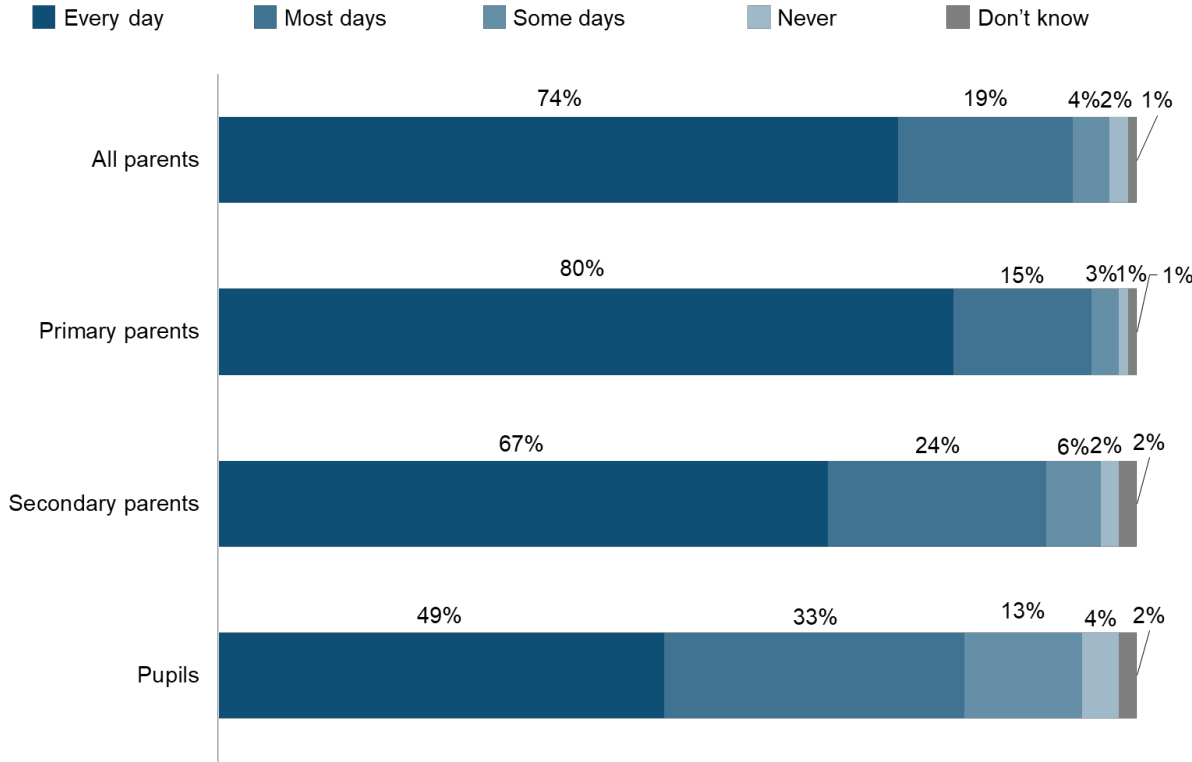
Certain groups were more likely to say that they never enjoyed coming to school in the past week, including:

- pupils in years 10-11 (18%, compared with 9% of pupils in year 7-9)
- pupils eligible for FSM (16% compared with 11% of those not eligible)
- pupils with SEN (17% compared with 11% without SEN)
- pupils who rated behaviour in their school as very poor (89%) or poor (73%) (compared with 31% who rated it good and 14% who rated it as very good)

Safety at school

Parents were asked how often their child had felt safe at school in the past week. Similarly, pupils were asked how often they felt safe at school in the past week. The findings are shown in Figure 8.

Figure 8 How often pupils had felt safe at school in the past week (parents and pupils)



Base: All parents (2,976), Primary parents (1,468), Secondary parents (1,508), Pupils (2,245)

Source: PPLP 2022/23 RW2 parent survey: Thinking about the past week, how often would you say [PupilName] has felt safe at school?. PPLP 2022/23 RW2 pupil survey: Thinking about the past week of term, how often would you say you have: Felt safe at school

Parents

Nearly three-quarters (74%) felt that their child had felt safe at school ‘every day’. Around one in five (19%) said ‘most days’, 4% said ‘some days’ and 2% said their child had ‘never’ felt safe at school in the past week.

Parents of primary school pupils were more likely to feel their child felt safe every day (80%) compared with parents of secondary school pupils (67%).

Parents of pupils considered to have SEND (55% compared with 79% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (60% compared with 74% without CiN status) were less likely to say their child felt safe at school every day in the past week.

Compared with the July 2022 wave, the proportion of parents who said their child felt safe ‘every day’ in the past week increased to 74% in November 2022 from 66% in June 2022.

Pupils

Around half (49%) of pupils said that they had felt safe at school 'every day'. Around a third (33%) said they had felt safe 'most days', while 13% felt safe 'some days' and 4% said that they had 'never' felt safe.

Pupils in year 7-9 (53% compared with pupils in year 10-11 41%), and pupils that rated behaviour as very good (73%) or good (66%) (compared with those who rated it as poor 24% or very poor 19%), were more likely to say they felt safe 'every day'.

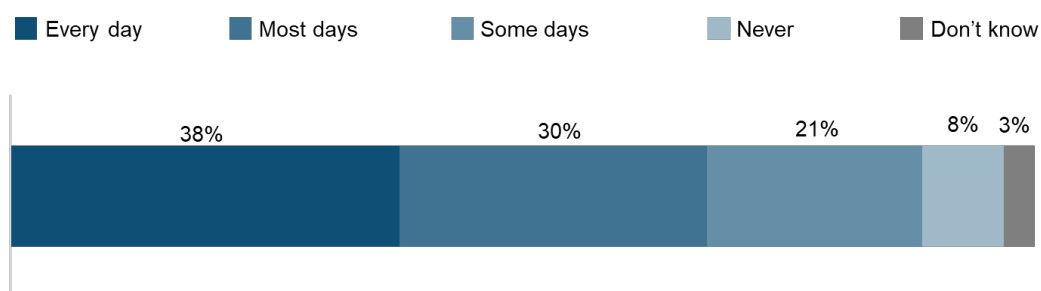
Pupils eligible for FSM (6% compared with 3% of those not eligible), pupils with SEN (8% compared with 3% without SEN) and pupils with CiN status (8% compared with 3% without CiN status) were more likely to say they never felt safe at school in the past week, as were pupils who rated behaviour in their school as very poor (25%) or poor (9%) (compared with 1% of those that rated it as good and 1% very good).

Compared with the findings from the June 2022 wave, the proportion of pupils who said they felt safe 'every day' in the past week increased from 41% in June 2022 to 49% in November 2022.

School belonging

Pupils were asked how often they felt they belonged at school in the past week. The findings are shown in Figure 9.

Figure 9 How often pupils had felt they belong at their school (pupils)



Base: Pupils (2,245)

Source: PPLP 2022/23 RW2 pupil survey: Thinking about the past week of term, how often would you say you have: Felt you belong at your school

Around two in five (38%) pupils said that they had felt they belong at school 'every day' in the past week. Around a third (30%) said they had felt they belonged on 'most days', while 21% felt they belonged on 'some days' and 8% said that they had 'never' felt they belonged.

Pupils in year 7-9 (43% compared with 32% of pupils in year 10-11) were more likely to say they felt they belonged 'every day', as were pupils that rated behaviour as very good (73%) or good (53%) (compared with those who rated it as poor (17%) or very poor (4%)).

Some pupils were more likely to say they had never felt they belonged at school in the past week, including:

- pupils eligible for FSM (13% compared with 6% of those not eligible)
- pupils with SEN (15% compared with 7% without SEN)
- pupils with CiN status (13% compared with 8% without CiN status)
- pupils who rated behaviour in their school as very poor (35%) or poor (21%) (compared with 2% who rated it good and 3% that rated it as very good)

Compared with the findings from the June 2022 wave, the proportion of pupils who said they felt they belonged at school 'every day' in the past week was higher: 30% in June 2022 compared with 38% in November 2022.

School environment and relationships

Pupils were asked to what extent they agreed with a set of statements relating to their experience of the school's environment and behaviour culture over the past week.

Overall, 86% of pupils said that school staff had been respectful to each other either 'every day' or 'most days' over the past week. This was lower among pupils eligible for FSM (80%, compared with 87% not eligible) and pupils with CiN status (81% compared with 86% without CiN status).

Around four in five pupils (79%) felt that school staff had been respectful to pupils 'every day' or 'most days'. This was higher among pupils in year 7-9 (81% compared with 74% of pupils in year 10-11). It was lower among pupils with CiN status (73% compared with 79% of pupils without CiN status).

Around seven in ten pupils (71%) said the headteacher and other school leaders reminded pupils about the behaviour rules 'every day' or 'most days' in the past week. This was higher among pupils who were eligible for FSM (77% compared with 69% not eligible).

Around two-thirds of pupils (63%) said that their school had been calm and orderly either 'every day' or 'most days' over the past week. This was higher among pupils in year 7 (75%) compared with pupils in years 8-11 (60%), but lower among pupils with SEN (55%

compared with 65% without SEN) and pupils eligible for FSM (58% compared with 65% not eligible).

Just over half of pupils (53%) felt that pupils had been respectful to each other either 'every day' or 'most days' over the past week. This was higher among pupils in year 7-9 (55% compared with 48% of pupils in year 10-11). It was lower among pupils eligible for FSM (46% compared with 54% not eligible) and pupils with CiN status (46% compared with 53% without CiN status).

When comparing to pupil responses in June 2022, there has been an increase in the proportion who said:

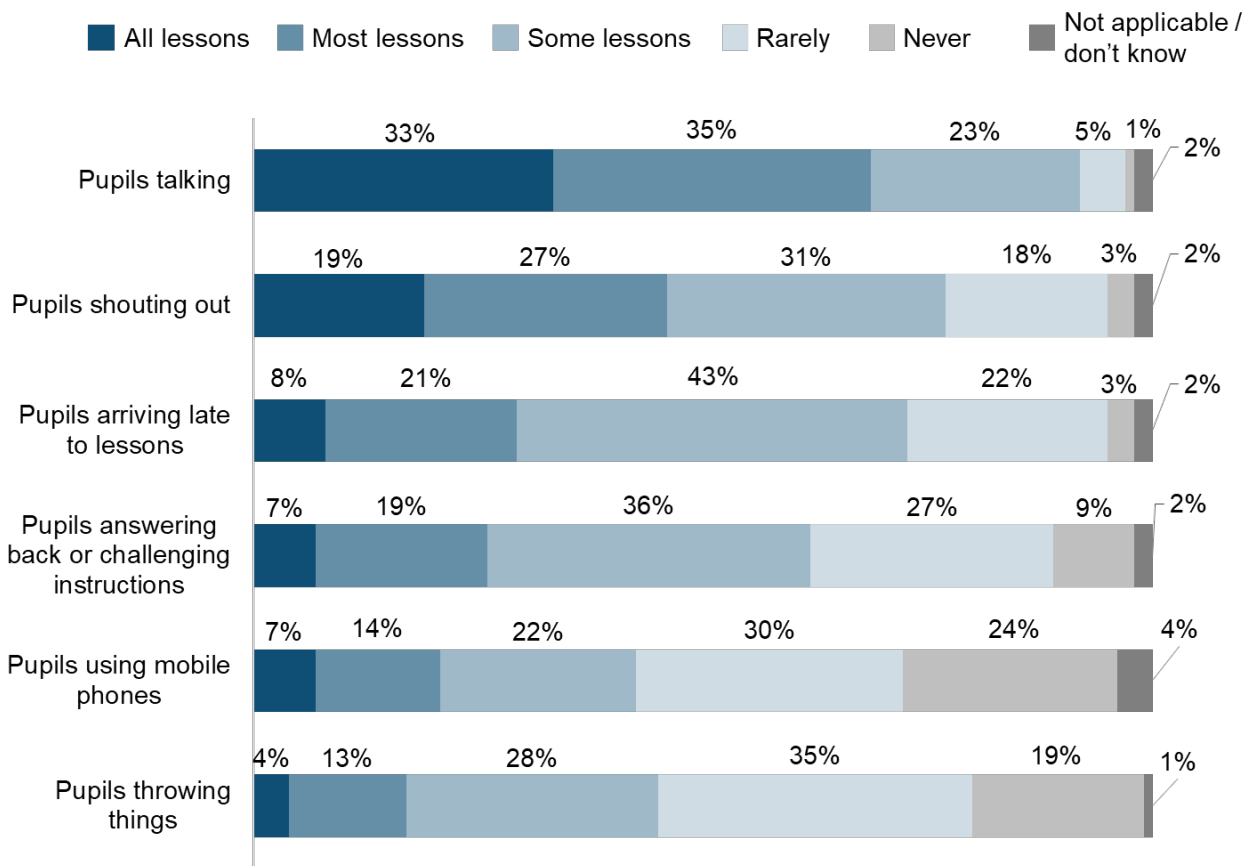
- school staff had been respectful to each other 'every day' or 'most days' to 86% in November 2022 from 82% in June 2022
- their school had been calm and orderly 'every day' or 'most days' to 63% in November 2022 from 55% in June 2022
- pupils had been respectful to each other 'every day' or 'most days' to 53% in November 2022 from 47% in June 2022

Frequency of misbehaviour

Pupils were asked a series of questions to explore the prevalence of misbehaviour and its impact on learning over the past week. Responses are shown in Figure 10.

The most common type of misbehaviour that pupils reported happening during all or most lessons in the past week was pupils talking when they were not supposed to (68%), with a third (33%) who reported this happening during all lessons. Pupils in year 7 were less likely to say this happened during all or most lessons (58%, compared with 71% of pupils in years 8-11).

Figure 10 Frequency of types of misbehaviour experienced by pupils in lessons during the past week



Base: All pupils (2,245)

Source: PPLP 2022/23 RW2 pupil survey: Thinking about the lessons/classes you attended during the past week of term, how often, if at all, did the following occur when it was not supposed to...?

Just under half of pupils (46%) reported that pupils shouted out in lessons when they were not supposed to in all or most lessons in the past week. Pupils in year 7 were less likely to say this happened during all or most lessons (36%, compared with 49% of pupils in years 8-11).

Around three in ten (29%) pupils reported that pupils arrived to lessons late in all or most lessons in the past week. This was more likely to be reported among pupils in year 10-11 (35%) compared with pupils in year 7-9 (25%), or among pupils with SEN (35%, compared with 28% without SEN).

Around a quarter (27%) of pupils reported that pupils answered back or challenged instructions in all or most lessons in the past week. Pupils in year 7 were less likely to say this happened during all or most lessons (16%, compared with 29% of pupils in years 8-

11). Other groups that were more likely to report this included pupils eligible for FSM (34%, compared with 24% of those not eligible), pupils with SEN (33%, compared with 25% without SEN) and pupils with CiN status (33%, compared with 24% without CiN status).

Around one in five pupils (21%) reported that pupils used mobile phones when they were not supposed to in all or most lessons in the past week. This was higher among pupils in years 10-11 (31%) compared with pupils in year 7-9 (14%). It was also higher among pupils eligible for FSM (28%, compared with 19% of those not eligible).

Less than one in five pupils (17%) reported that pupils threw things when they were not supposed to in all or most lessons in the past week. Pupils in year 7 were less likely to say this happened during all or most lessons (8%, compared with 19% of pupils in years 8-11). Pupils eligible for FSM were more likely to report this behaviour in all or most lessons (23%) compared with pupils not eligible (15%).

Across all types of misbehaviour, pupils who rated behaviour in their school as 'poor' or 'very poor' were more likely to report that the misbehaviour had happened in all or most lessons over the past week.

Impact of misbehaviour

More than a quarter (28%) of pupils said that the misbehaviour of other pupils stopped or interrupted the lesson or them doing their work in all or most of their lessons in the past week, with 7% who said this happened in all lessons, and 21% in most lessons. Pupils more likely to say this happened in all or most lessons included pupils eligible for FSM (34%, compared with 26% not eligible), pupils with SEN (39%, compared with 26% without SEN), and pupils that rated behaviour in their school as poor (56%, compared with 16% who rated it as good).

Pupils who said that the misbehaviour of other pupils stopped or interrupted at least some lessons in the past week were asked how quickly teachers were able to address this so learning could continue. Around three-quarters (73%) said it was addressed quickly (18% very quickly and 54% fairly quickly) and one in five (20%) said it was not addressed quickly.

Pupils in years 7-9 were more likely to say that this behaviour was addressed quickly (75%) compared with pupils in years 10-11 (68%).

Pupils eligible for FSM and pupils with SEN were more likely to say the behaviour was not addressed quickly (27% and 26% respectively) compared with pupils not in these groups (18% and 19% respectively).

Pupils who rated behaviour in their school as very good (87%) or good (86%) were more likely to say that issues with behaviour were addressed quickly compared with those that rated behaviour in their school as poor (51%) or very poor (33%).

School connectedness

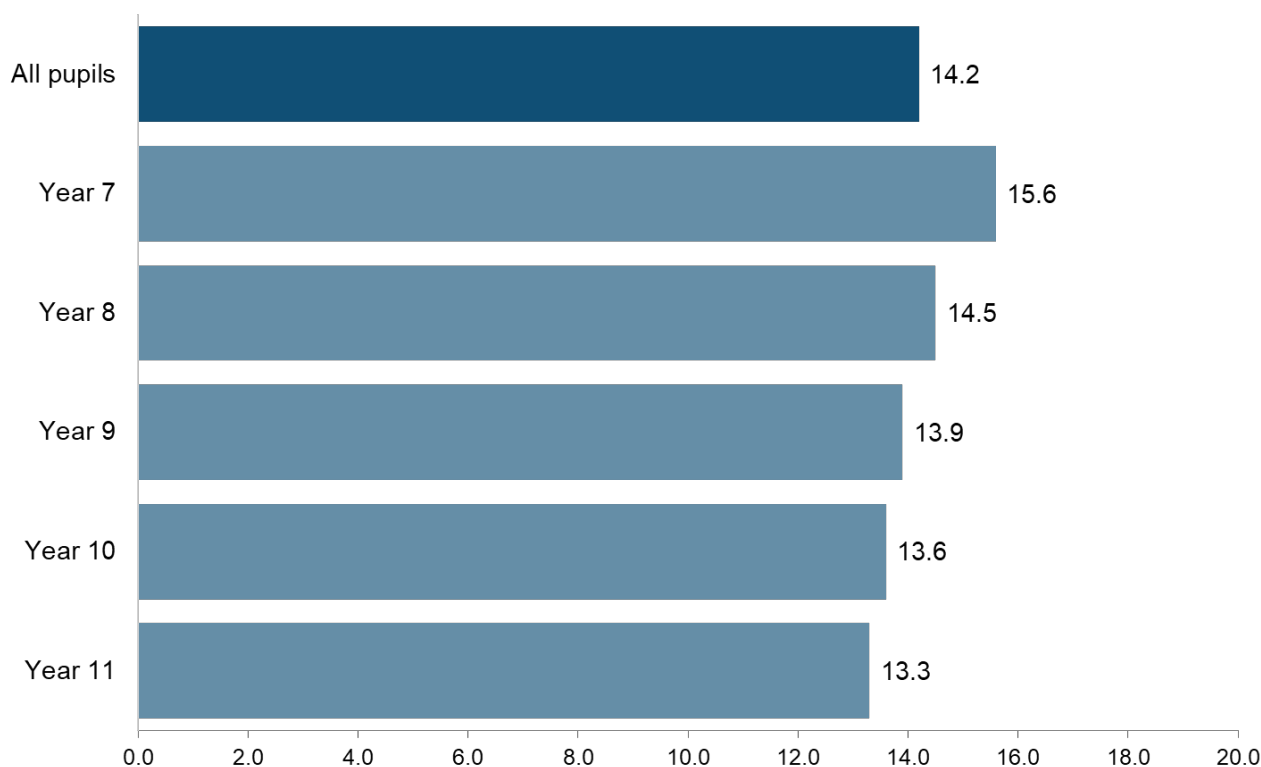
Pupils were asked to what extent - on a scale of 1 (never) to 5 (always) - they felt they had an adult at school who:

- ...really cares about me
- ...tells me when I do a good job
- ...listens to me when I have something to say
- ...believes that I will be a success

The responses from these four questions were combined to produce a score of 4-20 which was used as a measure of school connectedness. Overall, in November 2022, pupils had a mean score of 14.2, compared with 13.7 in June 2022.

As shown in Figure 11, the highest mean scores were among pupils in year 7 (15.6) and year 8 (14.4), decreasing to 13.3 among year 11 pupils.

Figure 11 Pupils' mean score for school connectedness



Base: All pupils (2,245) - year 7 (458), year 8 (431), year 9 (459), year 10 (460), year 11 (437).

Source: PPLP 2022/23 RW2 pupil survey, At school or college, there is an adult who... Please rate on a scale of 1 to 5 where 1 is 'never' and 5 is 'always' - ...Really cares about me...Tells me when I do a good job...Listens to me when I have something to say...Believes that I will be a success

Access to and perceptions of mental health support

Early support for pupils' mental health and wellbeing is one of the key elements of how schools and colleges can promote and support mental health and wellbeing. This section looks at awareness and uptake of the mental health and wellbeing support which may be available to pupils through their school or college, such as school counselling and outlines the extent to which pupils and learners feel comfortable about speaking to adults in their school or college about their mental health.

Awareness and use of mental health support at school

Around three-quarters of pupils (73%) said that they were aware of mental health and wellbeing support available through their school.

Awareness of mental health and wellbeing support was lower among pupils in years 7-9 (70% compared with 77% of pupils in years 10-11). Awareness was also lower among pupils eligible for FSM (66%, compared with 75% of those not eligible), pupils with SEN (67%, compared with 74% of those without SEN) and pupils with CiN status (68%, compared with 73% without CiN status). Female pupils were more likely to be aware of support (76% compared with 70% of male pupils).

Around three in ten (29%) pupils who were aware of any mental health and wellbeing support offered by their school said that they had made use of that support. Use of mental health and wellbeing services was higher among pupils eligible for FSM (39%, compared with 27% of those not eligible), pupils with SEN (50%, compared with 26% of those without SEN) and pupils with CiN status (41%, compared with 29% without CiN status). Female pupils were more likely to have made use of support (36% compared with 22% of male pupils).

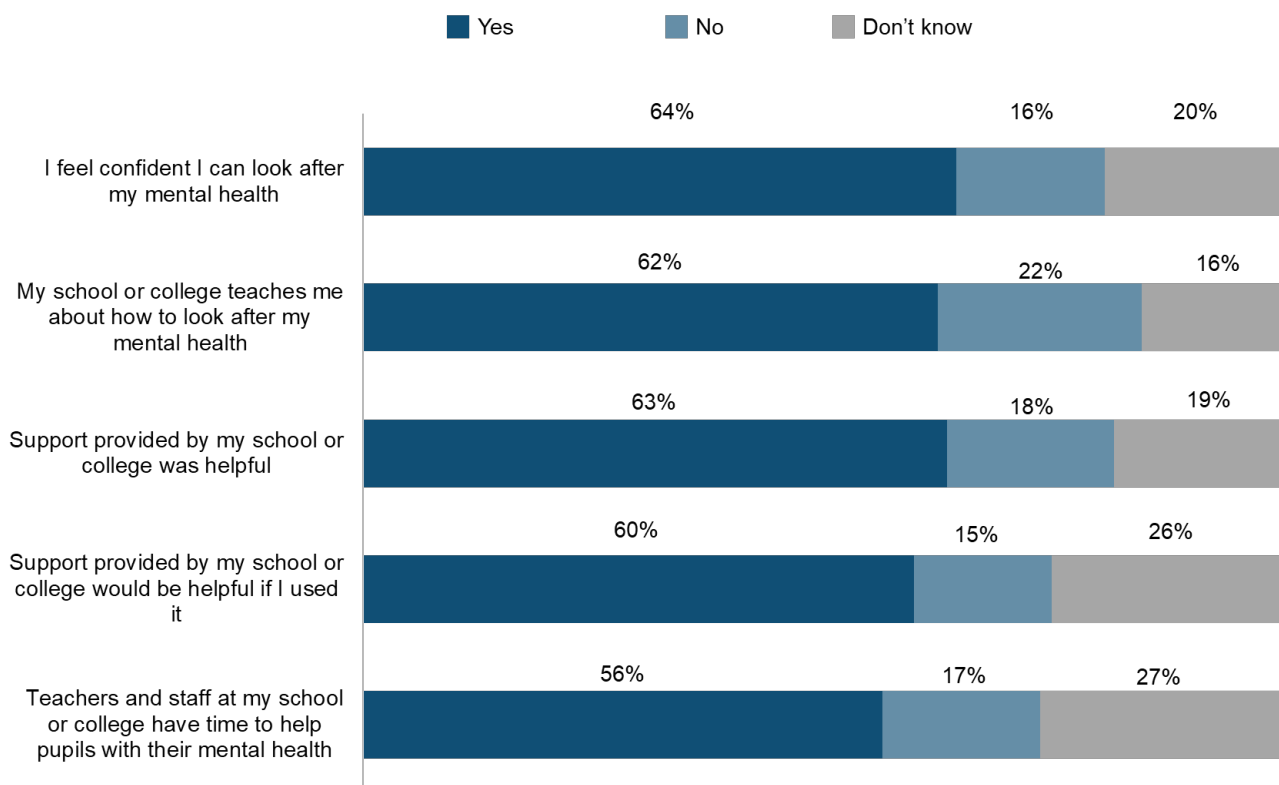
Perceptions of pupils' mental health and support networks

Whether pupils feel confident they can look after their own mental health

As shown in Figure 12, just under two-thirds (64%) of pupils said that they felt confident they could look after their mental health, while 16% said they did not feel confident that they could look after their mental health and 20% reported that they did not know.

Pupils less likely to say they felt confident they could look after their mental health included pupils in year 10-11 (59%, compared with 67% in years 7-9), pupils eligible for FSM (55%, compared with 67% of those not eligible), pupils with SEN (55%, compared with 66% of those without SEN) and pupils with CiN status (52%, compared with 65% without CiN status). Male pupils were more likely to say they felt confident they could look after their mental health (74% compared with 54% of female pupils).

Figure 12 Perceptions of pupils' mental health and support networks (pupils)



Base: All pupils (2,245), Pupils who used mental health and wellbeing support at their school (539), pupils who had not made use of mental health and wellbeing support at their school (1,155)

Source: PPLP 2022/23 RW2 pupil survey, Would you say that ... ? I feel confident I can look after my mental health / My school or college teaches me about how to look after my mental health / Support provided by my school or college was helpful / Support provided by my school or college would be helpful if I used it / Teachers and staff at my school or college have time to help pupils with their mental health

Whether the school teaches pupils about how to look after their mental health

Around three in five (62%) pupils said that their school teaches them how to look after their mental health. Around one in five (22%) pupils reported that their school does not teach them how to look after mental health and 16% said that they did not know.

Pupils in years 7-9 were more likely to say their school teaches them how to look after their mental health (64%) than pupils in years 10-11 (58%). Pupils less likely to say their school teaches them how to look after their mental health included pupils eligible for FSM (55%, compared with 64% of those not eligible), pupils with SEN (57%, compared with 63% of those without SEN) and pupils with CiN status (55%, compared with 62% without CiN status). Male pupils were more likely to report their school teaches them how to look after their mental health (67% compared with 57%).

Whether the support provided by school was helpful

The 21% of pupils who had made use of any mental health and wellbeing support offered by their school were asked if that support had been helpful. Around two thirds (63%) reported that the support was helpful, while 18% said it was not helpful and 19% did not know.

Year 7-9 pupils were more likely to say the support they had received was helpful (71% compared with 53% of pupils in years 10-11), as well as pupils with SEN (74%, compared with 60% of pupils without SEN). Male pupils were also more likely to say the support they received was helpful (75% compared with 57% of female pupils).

Whether the support provided by school would be helpful if used

Pupils who were aware of any mental health and wellbeing support offered by their school, but had not used it, were asked if they thought that support would be helpful if they did use it.

Three in five (60%) thought that the support would be helpful if they used it, while 15% thought it would not be helpful and 26% were uncertain whether or not it would be helpful.

Pupils more likely to say they thought the support would be helpful if they used it included pupils in year 7-9 (65%, compared with 52% of those in year 10-11) and male pupils (66% compared with 52% of female pupils).

Whether the teachers and staff at school have time to help pupils with their mental health

More than half of pupils (56%) said that teachers and staff at their school have time to help pupils with their mental health. Nearly one in five (17%) said they did not and over a quarter (27%) said they did not know.

Pupils in year 10-11 were less likely to say teachers and staff at school have time to help pupils with their mental health (50%, compared with 59% in year 7-9), as were pupils eligible for FSM (51%, compared with 57% of those not eligible). Female pupils were also less likely to say teachers and staff have time to help pupils with their mental health (51% compared with 61% of male pupils).

Pupils' mental health and well-being

Pupil mental health and wellbeing is an ongoing priority for DfE. Being in school is thought to be beneficial for children and young people, while being away from school will likely have had some negative impact on their mental health and wellbeing.

Pupils were asked a series of ONS-validated questions about personal wellbeing, including how happy they felt yesterday, their life satisfaction, the extent to which they feel the things they do in life were worthwhile, and their anxiousness levels yesterday. These questions are known as the 'ONS-4' measures and are answered using a scale from 0 to 10.³ Responses have been reported as mean scores. Pupils were additionally asked how often they felt lonely, which used a scale from 'hardly ever or never' up to 'often'.

It is important to note that for happiness, satisfaction and worthwhileness, a higher mean score indicates greater wellbeing. Higher anxiousness mean scores indicate lower wellbeing.

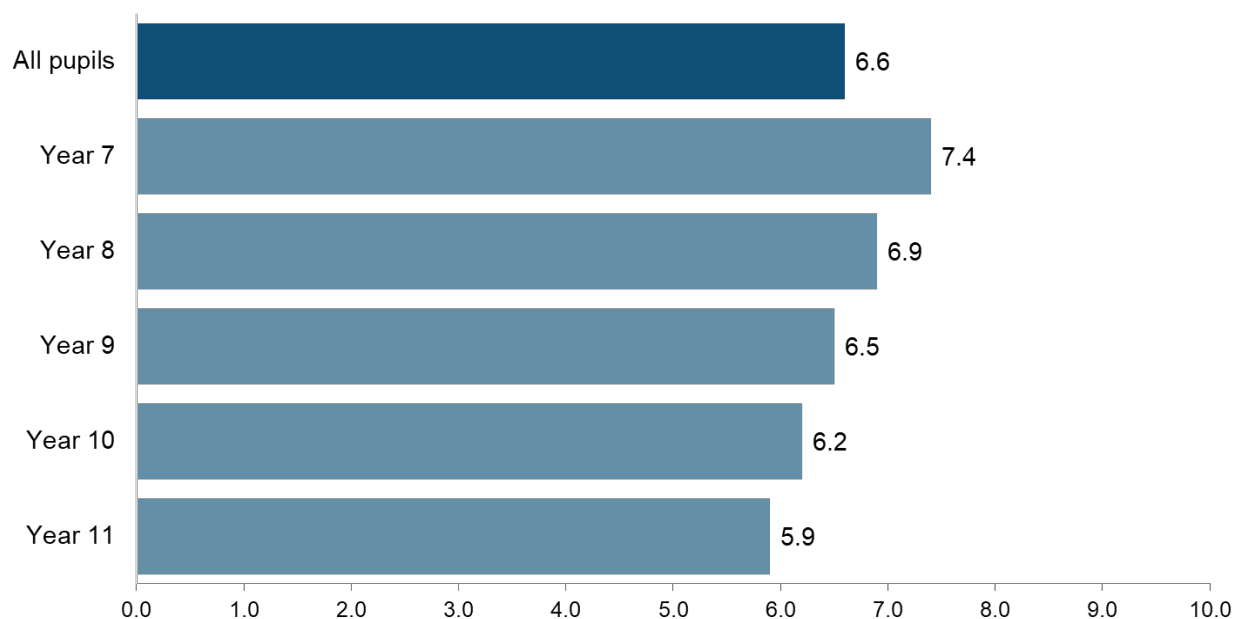
Happiness

Overall, pupils reported a mean score of 6.6 for happiness. As shown in Figure 13, mean happiness scores decreased in higher year groups, from a mean happiness of 7.4 for pupils in year 7 down to a mean happiness of 5.9 for pupils in year 11.

Compared with the PPLP 2022-23 recruitment wave in October 2022, the mean happiness score has decreased from 7.0 to 6.6.

³[ONS: Surveys using our four personal well-being questions](#)

Figure 13 Pupils' views of their own happiness (mean scores among pupils)



Base: All pupils – year 7 (458), year 8 (431), year 9 (459), year 10 (460), year 11 (437).

Source: PPLP 2022/23 RW2 pupil survey, Overall, how happy did you feel yesterday? Please give an answer on the scale of 0 to 10, where 0 is 'not at all' and 10 is 'completely'. Note: mean calculations exclude those who said, 'prefer not to say'.

In addition to pupils in higher year groups, the following groups had lower mean happiness scores:

- Pupils eligible for FSM (6.3 compared with 6.7 for pupils not eligible for FSM)
- Pupils with SEN (6.2 compared with 6.7 for pupils without SEN)
- Female pupils (6.1 compared with 7.1 for male pupils)
- Pupils who had attended school most days (5.7), compared with those who had attended every day in the last two weeks (6.8)

Satisfaction and worthwhileness

Pupils were also asked to indicate a score between 0 and 10 for how satisfied they are with their life nowadays ('satisfaction') and to what extent they feel that the things they do in their life are worthwhile ('worthwhileness').

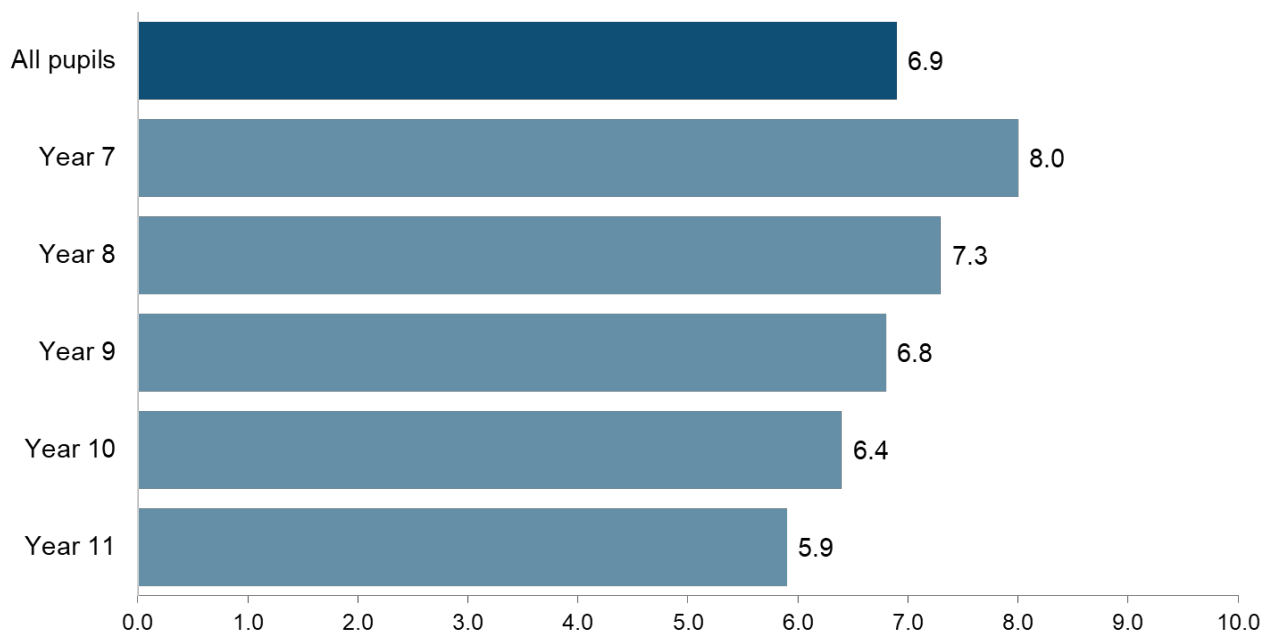
Satisfaction

Pupils gave a mean rating of 6.9 for satisfaction this wave. As was the case with happiness scores, satisfaction was lower in pupils in higher year groups. Pupils in year

11 had a mean satisfaction score of 5.9, compared with a mean score of 8.0 for pupils in year 7 (Figure 14).

Compared with the PPLP 2022-23 recruitment wave in October 2022, the mean satisfaction score has decreased from 7.2 to 6.9.

Figure 14 Pupils' views of their own satisfaction (mean scores among pupils)



Base: All pupils – year 7 (458), year 8 (431), year 9 (459), year 10 (460), year 11 (437).

Source: PPLP 2022/23 RW2 pupil survey, Overall, how satisfied are you with your life nowadays, where 0 is 'not at all satisfied' and 10 is 'completely satisfied'? Note: mean calculations exclude those who said, 'prefer not to say'.

Other groups with lower mean scores for satisfaction were as follows:

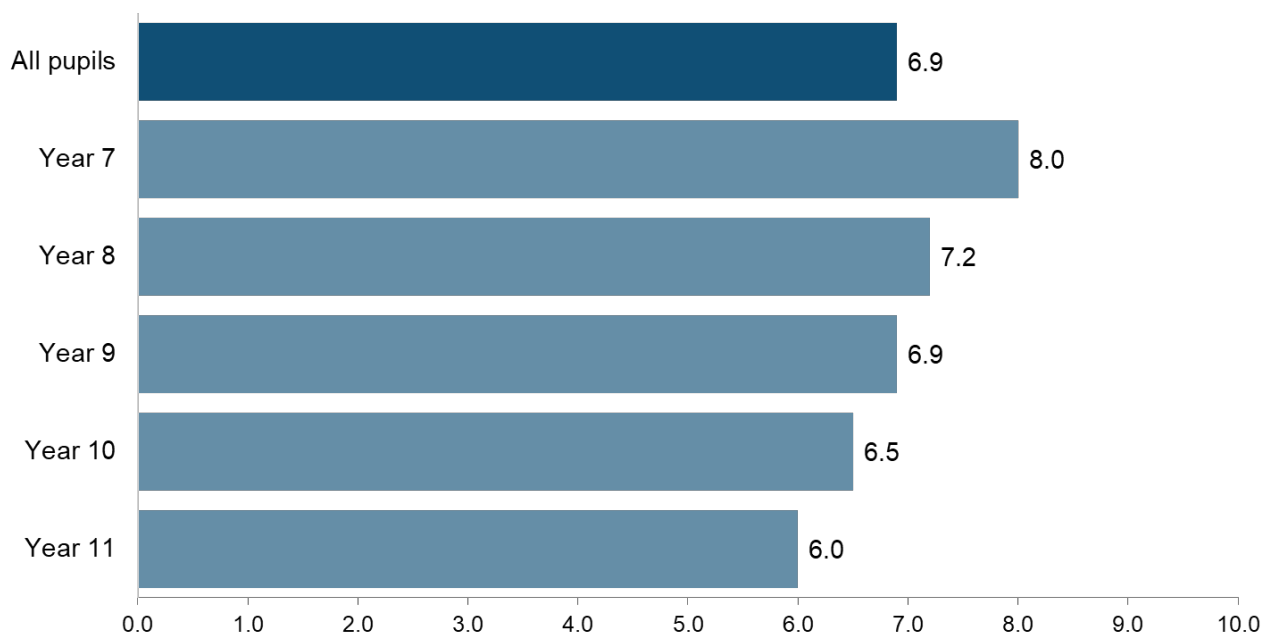
- Pupils with CiN status (6.5 compared with 6.9 for pupils without CiN status)
- Female pupils (6.4 compared with 7.4 for male pupils)
- Pupils who had attended school most days (5.8) compared with those who had attended every day in the last two weeks (7.1)

Worthwhileness

Pupils gave a mean rating of 6.9 for worthwhileness this wave. Mean scores for worthwhileness were lower in pupils in higher year groups, following the same pattern as for happiness and satisfaction. Pupils in year 11 had a mean worthwhileness score of 6.0, compared with a mean score of 8.0 for pupils in year 7 (Figure 15).

Compared with the PPLP 2022-23 recruitment wave in October 2022, the mean happiness score has decreased from 7.3 to 6.9.

Figure 15 Pupils' views of their own worthwhileness (mean scores among pupils)



Base: All pupils – year 7 (458), year 8 (431), year 9 (459), year 10 (460), year 11 (437).

Source: PPLP 2022/23 RW2 pupil survey, Overall, to what extent do you feel that the things you do in your life are worthwhile, where 0 is 'not at all worthwhile' and 10 is 'completely worthwhile'? Note: mean calculations exclude those who said, 'prefer not to say'.

The following groups also had lower mean scores for worthwhileness:

- Female pupils (6.6 compared with 7.3 for male pupils)
- Pupils who had attended school most days (6.1) compared with those who had attended every day in the last two weeks (7.1)

Anxiousness

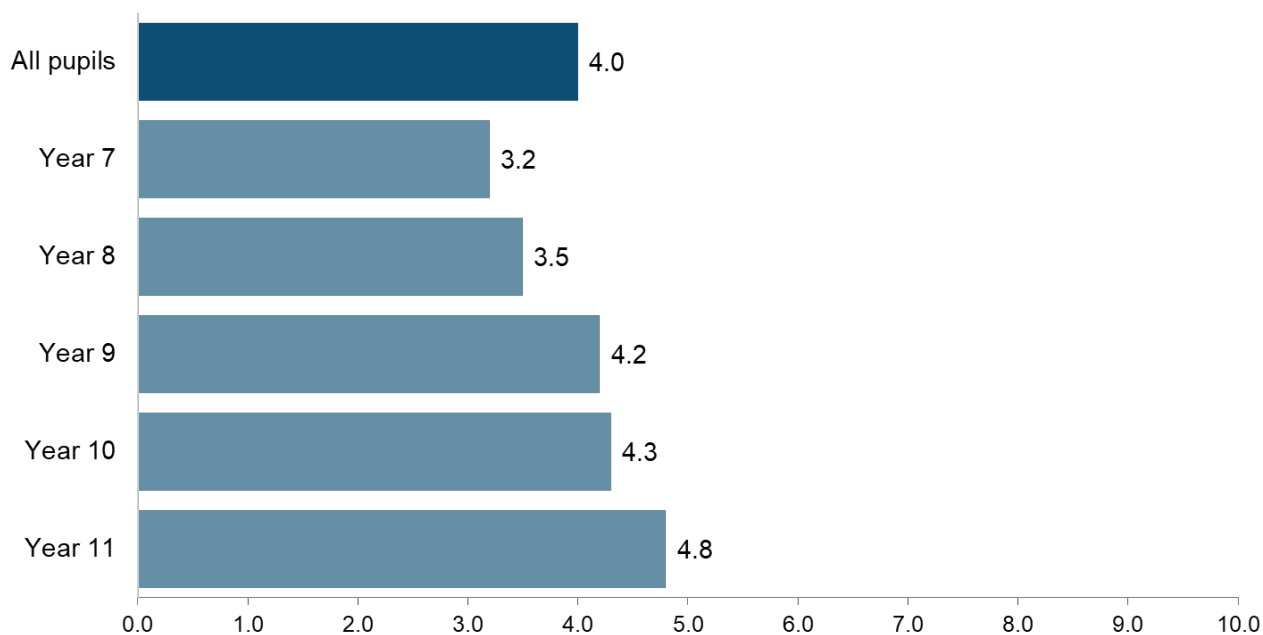
Pupils were asked to indicate a score between 0 and 10 for how anxious they felt yesterday ('anxiousness') giving a score between 0 and 10 (where 0 is 'not at all anxious' and 10 is 'completely anxious').

As noted above, for the anxiousness measure a low mean score represents low levels of anxiousness, while a high score represents high levels of anxiousness.

Pupils gave a mean score of 4.0 for anxiousness. As shown in Figure 16, mean anxiousness scores increased in higher year groups, from a mean anxiousness of 3.2 for pupils in year 7 up to a mean anxiousness of 4.8 for pupils in year 11.

Compared with the PPLP 2022-23 recruitment wave in October 2022, the mean anxiousness score has increased from 3.5 to 4.0.

Figure 16 Pupils' views of their own anxiousness (mean scores among pupils)



Base: All pupils – year 7 (458), year 8 (431), year 9 (459), year 10 (460), year 11 (437).

Source: PPLP 2022/23 RW2 pupil survey, Overall, how anxious did you feel yesterday, where 0 is 'not at all anxious' and 10 is 'completely anxious'? Note: mean calculations exclude those who said, 'prefer not to say'.

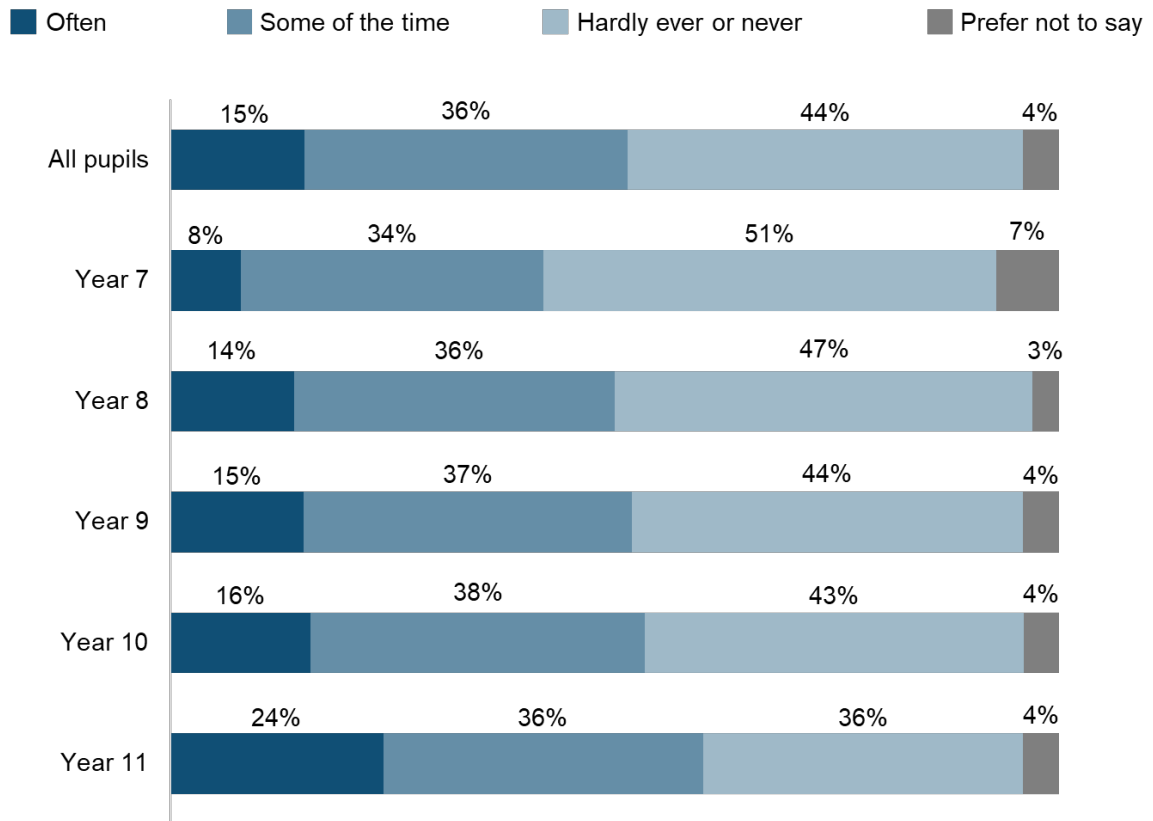
The following groups also had higher mean anxiousness scores:

- Pupils eligible for FSM (4.4 compared with 3.9 for pupils not eligible for FSM)
- Pupils with SEN (4.7 compared with 3.8 for pupils without SEN)
- Female pupils (4.8 compared with 3.2 for male pupils)
- Pupils who had attended school most days (4.9), compared with those who had attended every day in the last two weeks (3.8)

Loneliness

Pupils were additionally asked how often they felt lonely. One in seven (15%) said this was often and around a third (36%) were lonely some of the time. Just under half (44%) said that they hardly ever or never felt lonely. As shown in Figure 17, older pupils were more likely than younger pupils to often feel lonely (24% in year 11 compared with 12% of pupils in years 7-10).

Figure 17 How often pupils feel lonely (pupils)



Base: All pupils (2,245) – year 7 (458), year 8 (431), year 9 (459), year 10 (460), year 11 (437).

Source: PPLP 2022/23 RW1 pupil survey, How often do you feel lonely?

Pupils eligible for FSM (19% compared with 14%), pupils with SEN (22% compared with 14%) and female pupils (19% compared with 11%) were more likely to often feel lonely than pupils not in these groups.

More than one in five (22%) pupils who said they attended school physically most days in the last two weeks were more likely to say they often felt lonely compared with pupils who said they had attended every day (13%).

Flexible working

This section examines experiences of being taught by two teachers in a job share among parents and pupils, including whether pupils have ever been taught by two teachers working a job-share arrangement, their expectations of such an arrangement if they had not experienced this, and for those that had, what they felt the positive and negative aspects were.

Expanding and promoting flexible working opportunities for school leaders and teachers is a core component of the Department's Recruitment and Retention Strategy (2019).⁴ When implemented effectively, flexible working can help to recruit, retain, and motivate teachers, improve staff wellbeing, and promote equality of opportunity in the workforce. There are a range of real and perceived barriers to implementing flexible working in schools and the Department is committed to expanding the evidence base and supporting schools to overcome them. Information about what the Department is doing to support school leaders, including resources and guidance, is available on GOV.UK.⁵

Experience of job-share arrangements

Parents

Parents were asked if their child had been taught by two teachers working in a job-share arrangement since the start of the last academic year (September 2021). Responses are shown in Figure 18. Two in five (39%) parents said their child had experienced a job-share arrangement, a third (31%) said their child had not experienced a job-share arrangement, and a further third (30%) did not know.

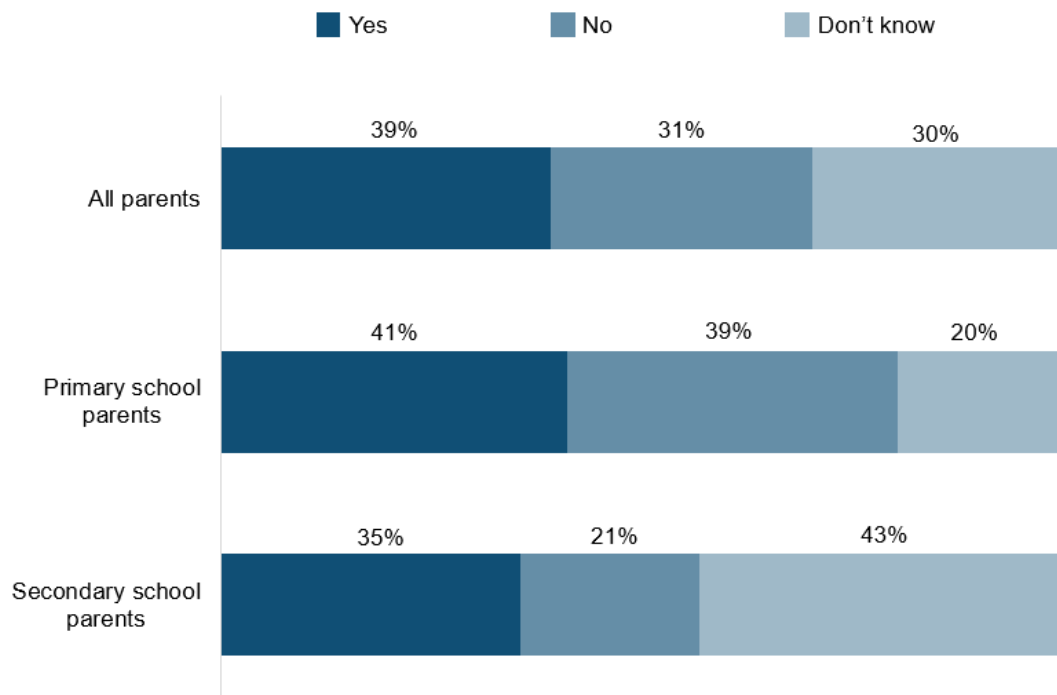
Parents of primary school pupils were more likely than parents of secondary school pupils to report that their child had been taught by teachers working in a job share (41%, compared with 35% of parents of secondary school pupils).

⁴ The Teacher Recruitment and Retention Strategy can be found here:

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

⁵ Information about what the Department is doing to support school leaders, including resources and guidance, is available here: <https://www.gov.uk/government/collections/flexible-working-resources-for-teachers-and-school>

Figure 18 Whether pupil has been taught by two teachers working in a job-share arrangement since the start of the academic year their (parents)



Base: All parents (2,976), All primary school parents (1,468), All secondary school parents (1,508).

Source: PPLP 2022/23 RW2 parent survey, Thinking back to the start of the last academic year (since September 2021), has [PupilName] ever been taught by two teachers working in a job-share arrangement?

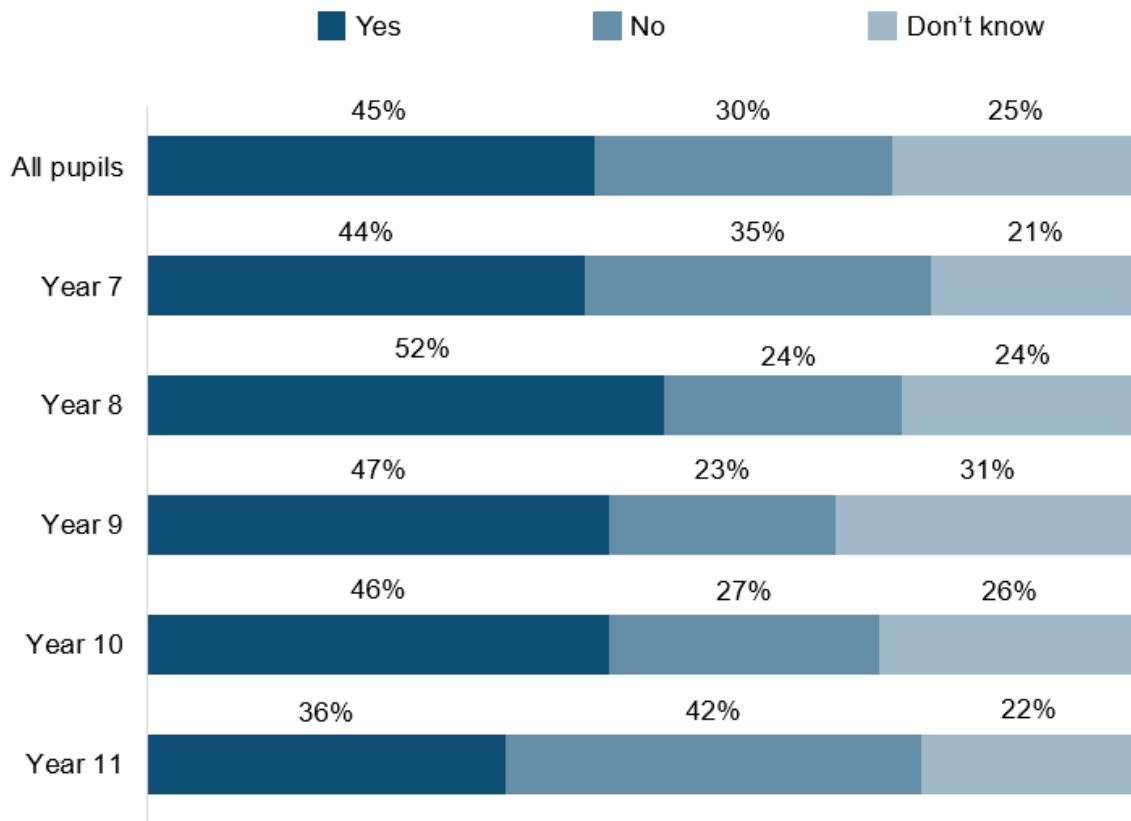
Pupils

Pupils were also asked if they had been taught by two teachers working in a job-share arrangement since the start of the last academic year (September 2021). Almost half (45%) of pupils said that they had been, three in ten (30%) said they had not, and a quarter (25%) did not know.

As shown in Figure 19 pupils in lower years were more likely than pupils in higher years to report having been taught by teachers working in a job share (45% of pupils in years 7-10 compared with 36% in year 11)

Pupils with CiN status were less likely to report that they had been taught by teachers working in a job share (39%, compared with 45% of pupils without CiN status).

Figure 19 Whether pupil has been taught by two teachers working in a job-share arrangement since the start of the academic year



Base: All pupils - total (2,245), year 7 (458), year 8 (431), year 9 (459), year 10 (460), year 11 (437)

Source: PPLP 2022/23 RW2 parent survey, Thinking back to the start of the last academic year (since September 2021), has [PupilName] ever been taught by two teachers working in a job-share arrangement?

Impacts of a job-share arrangement

Parents whose child had been taught by two teachers in a job-share arrangement were asked whether they thought it had a positive, negative, or no impact on their child.

The majority of parents reported that it had either a positive impact or no impact on their child (62%, with 26% reporting a positive impact and 36% reporting no impact). A further quarter (25%) said it had a negative impact, and one in ten (13%) did not know the impact it had.

Parents of primary school pupils were more likely to say it had a positive impact (31% compared with 20% of parents of secondary school pupils). Parents of pupils with CiN status were also more likely to say it had a positive impact (36% compared with 26% of parents of pupils without CiN status). Parents of pupils from an ethnic minority

background (excluding white minorities) were more likely to say it had a positive impact (35% compared with 24% of parents of white pupils).

Parents of secondary school pupils were more likely to say it had a negative impact (29% compared with 21% of parents of primary school pupils).

Expectations of job-share arrangement

Parents whose child had not been taught by two teachers in a job-share arrangement were asked to rate the potential impact of a job-share arrangement.

One in five (20%) said they expected it would have a positive impact, a quarter (25%) said they expected it would have no impact, a further quarter (23%) said they expected it would have a negative impact, and a third (31%) did not know what impact to expect.

Parents of pupils eligible for FSM were more likely to report an expected positive impact (25% compared with 19% of parents of pupils not eligible for FSM).

Parents of secondary school pupils were more likely to report an expected negative impact (27% compared with 20% of primary school parents). Parents of pupils considered to have SEND were also more likely to report an expected negative impact (33% compared to 22% of parents of pupils not considered to have SEND).

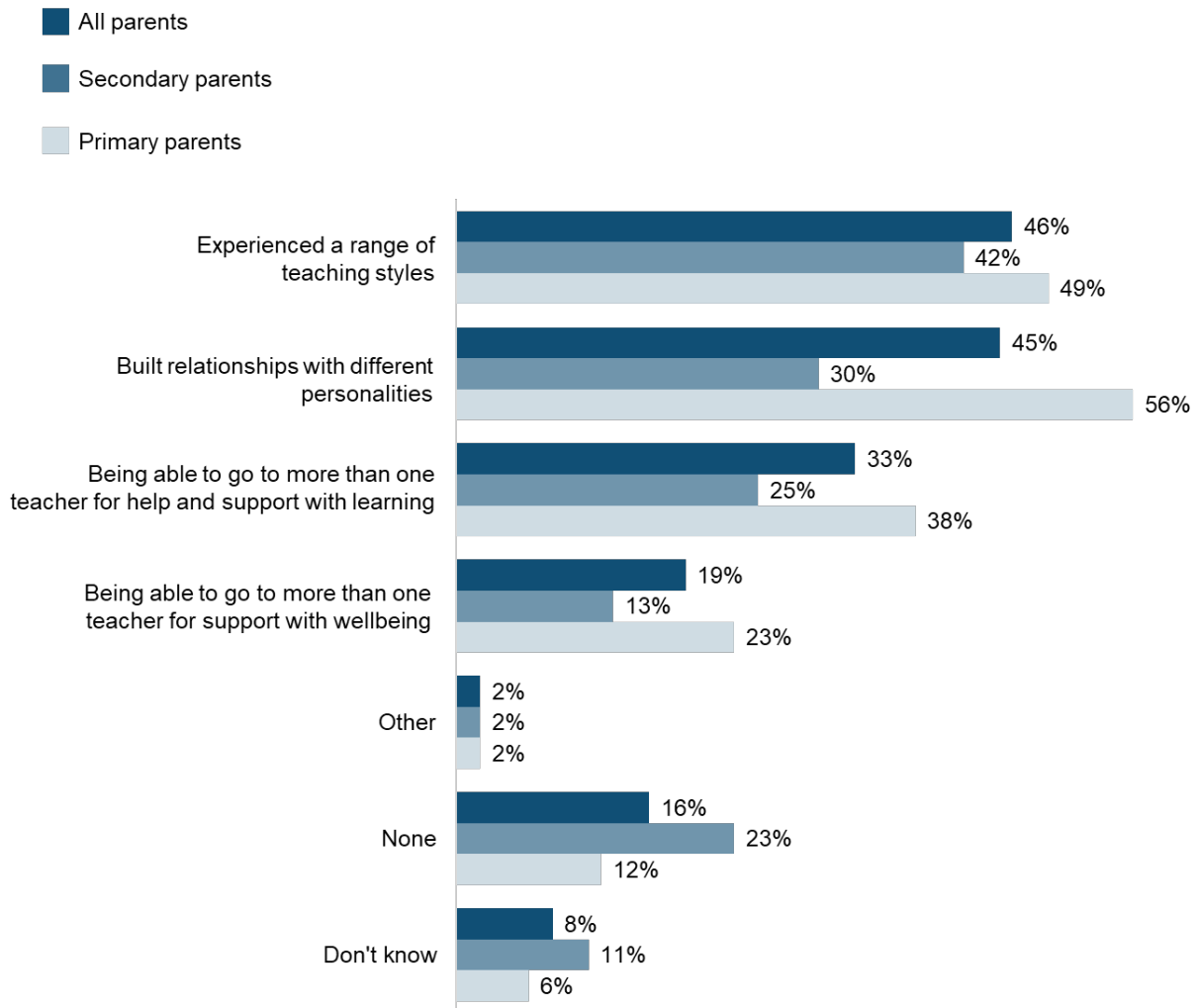
Positive impacts of job-share arrangements

Parents

Parents whose child had been taught through a job-share arrangement were asked in what ways this job share had a positive impact, from a list of options.

As shown in Figure 20, just under half of parents said that their child experienced a range of teaching styles (46%), closely followed by their child being able to build relationships with different personalities (45%). A third of parents reported that their child being able to go to more than one teacher for help and support with learning (33%) or their child being able to go to more than one teacher for support with wellbeing (19%) were ways in which the job share had a positive impact.

Figure 20 Positive impacts of job-share arrangement on pupils (parents)



Base: Parents whose child has been taught by two teachers in a job-share arrangement (1165), Primary school parents whose child has been taught by two teachers in a job-share arrangement (626), Secondary school parents whose child has been taught by two teachers in a job-share arrangement (539).

Source: PPLP 2022/23 RW2 parent survey, In what ways did this job-share arrangement have a positive impact?

Experiencing a range of teaching styles was more likely to be given as a positive impact by parents of primary school pupils (49% compared with 42% of secondary school parents). It was less likely to be given as a positive impact by parents of pupils eligible for FSM (36% compared with 49% of parents of pupils not eligible), parents of pupils considered to have SEND (35% compared with 49% of parents of pupils not considered to have SEND), and parents of pupils with CiN status (36% compared with 47% of parents of pupils without CiN status).

Being able to build relationships with different personalities was more likely to be given as a positive impact by parents of primary school pupils (56% compared with 30% of parents of secondary school pupils). It was less likely to be given as a positive impact by parents of pupils with CiN status (38% compared with 46% of parents of pupils without CiN status).

Being able to go to more than one teacher for help and support with learning was more likely to be given as a positive impact by parents of primary school pupils (38% compared with 25% of parents of secondary school pupils).

Pupils

Pupils who had experienced a job-share arrangement were asked what they liked about being taught by two teachers working in a job share.

Just under half of pupils (45%) said they liked experiencing different teaching styles and around a third (32%) said they liked interacting with different personalities. Three in ten (30%) said they liked being able to go to more than one teacher for help and support with their learning, and around one in ten (11%) said they liked being able to go to more than one teacher for support with their wellbeing.

Being able to interact with different personalities was less likely to be given as a positive impact by pupils eligible for FSM (24% compared with 34% of pupils not eligible for FSM) and pupils with CiN status (22% of pupils compared with 32% of pupils without CiN status)

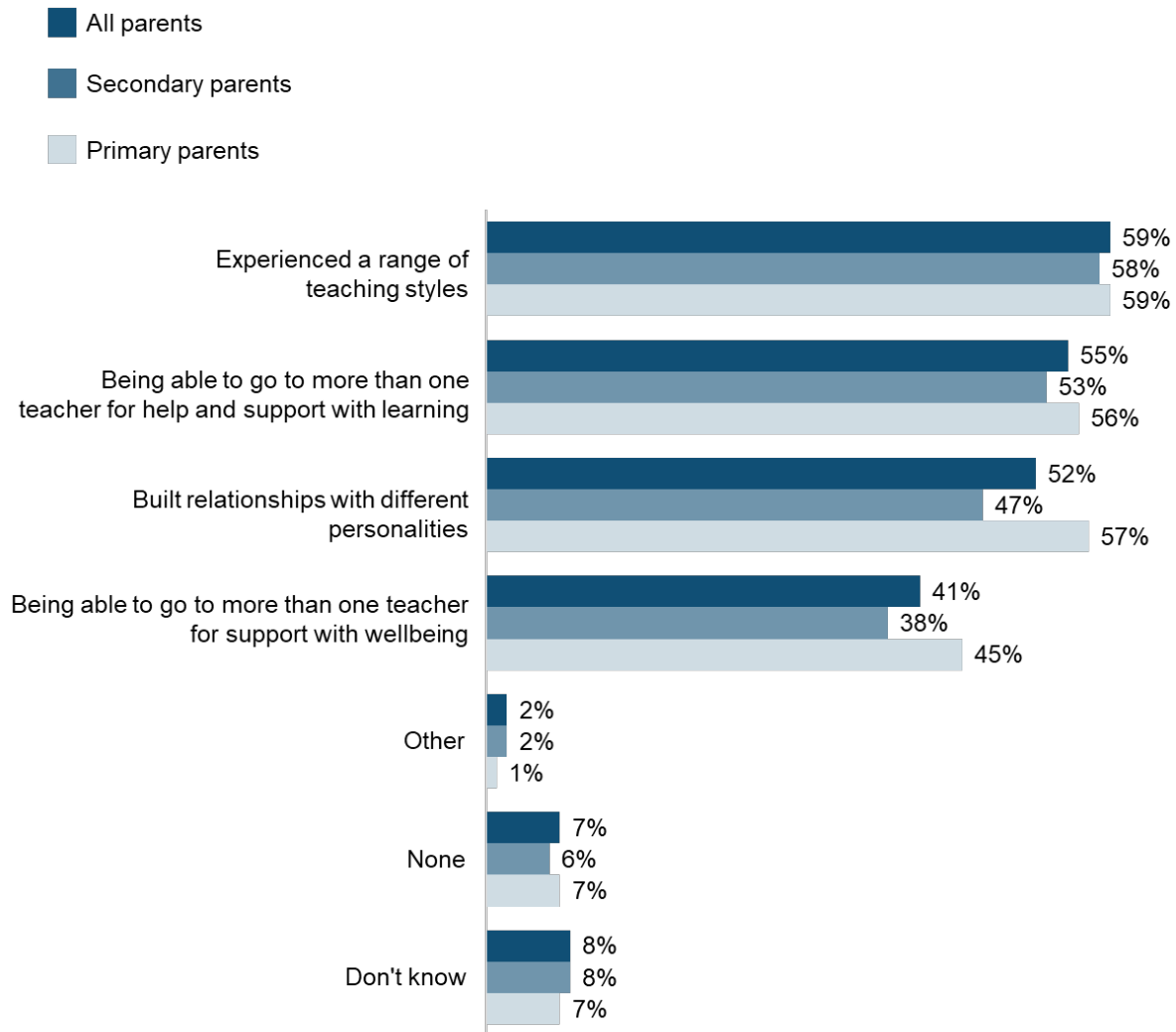
Being able to go to more than one teacher for help and support with learning was more likely to be given as a positive impact by pupils with SEN (41% compared to 28% of pupils without SEN) as was being able to go to more than one teacher for support with their wellbeing (20%, compared to 10% of pupils without SEN).

Expected positive aspects of being taught by teachers in a job-share arrangement

Parents whose child had not been taught by two teachers in a job-share arrangement were asked about ways they might expect a job-share arrangement to have a positive impact.

As shown in Figure 21, around three in five (59%) said experiencing a range of teaching styles and 55% said being able to go to more than one teacher for help and support with learning. Other types of expected positive impacts included building relationships with different personalities (52%) and their child being able to go to more than one teacher for support with wellbeing (41%).

Figure 21 Expected positive aspects of job-share arrangement on pupils (parents)



Base: Parents whose child has not been taught by two teachers in a job-share arrangement (1811), Primary school parents whose child has not been taught by two teachers in a job-share arrangement (842), Secondary school parents whose child has not been taught by two teachers in a job-share arrangement (969).

Source: PPLP 2022/23 RW2 parent survey, In what ways do you think a job-share arrangement would have a positive impact?

Being able to experience a range of teaching styles was less likely to be expected as a positive impact by parents of pupils eligible for FSM (43% compared with 64% of parents of pupils not eligible for FSM), parents that consider their child to have SEND, (47% compared with 63% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (45% compared with 59% of parents of pupils without CiN status).

Being able to go to more than one teacher for help and support with learning was less likely to be expected as a positive impact by parents of pupils eligible for FSM (47% compared with 57% of parents of pupils not eligible for FSM).

Being able to build relationships with different personalities was more likely to be expected as a positive impact by parents of primary school pupils (57% compared with 47% of parents of secondary school pupils). It was less likely to be expected as a positive impact by parents of pupils eligible for FSM (44% compared with 55% of parents of pupils not eligible for FSM) and parents that consider their child to have SEND (45% compared with 55% of parents of pupils not considered to have SEND).

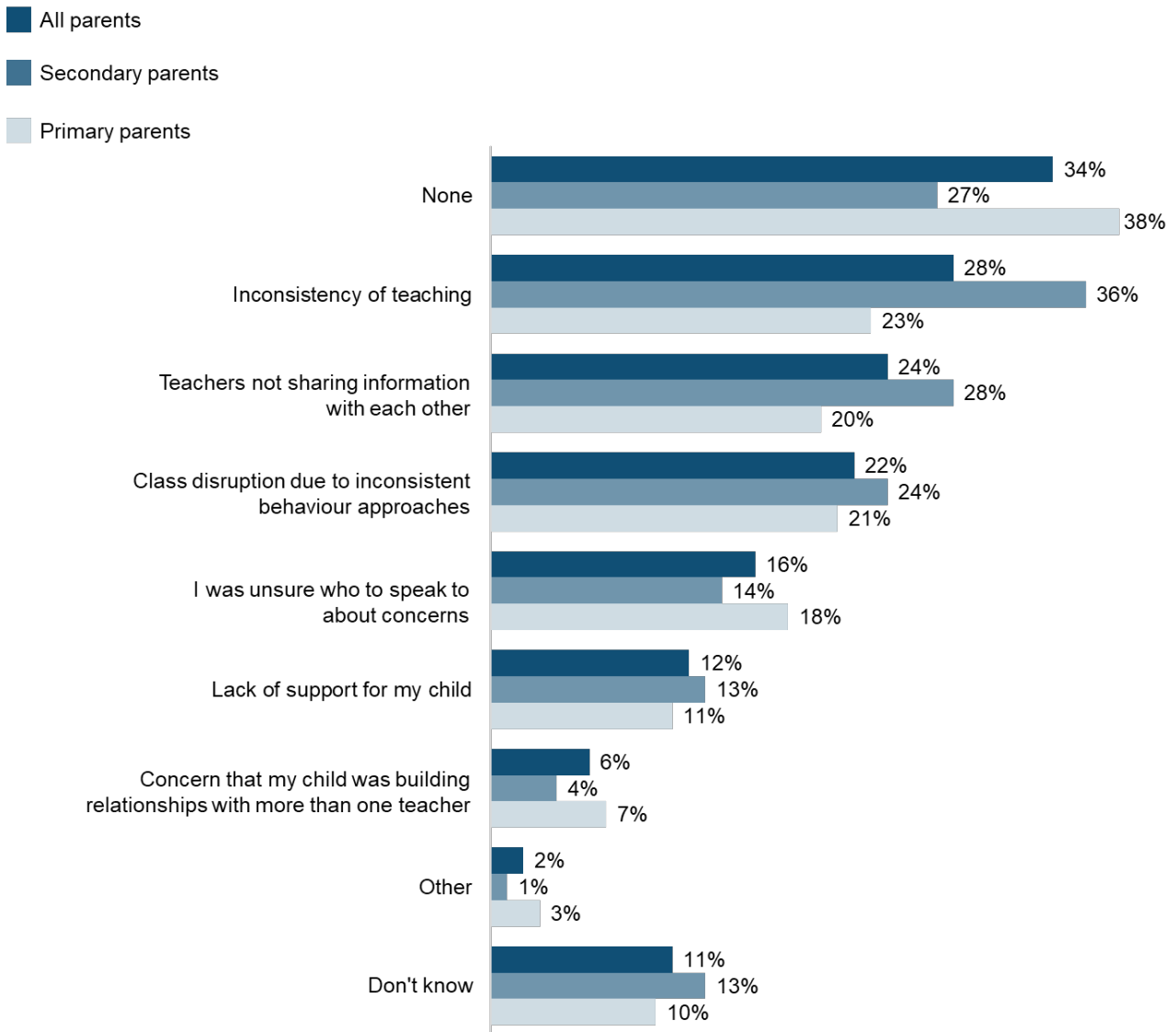
Being able to go to more than one teacher for support with wellbeing was more likely to be expected as a positive impact by parents of primary school pupils (45% compared with 38% of parents of secondary school pupils). It was less likely to be expected as a positive impact by parents of pupils eligible for FSM (32% compared with 45% of parents of pupils not eligible for FSM).

Parents' views on negative impacts of job-share arrangement

Parents whose child had been taught by two teachers in a job-share arrangement were asked about the negative impacts of this arrangement.

As shown in Figure 22, a third (34%) said there were no negative impacts. Around a quarter reported inconsistency of teaching (28%), teachers not sharing information with each other (24%), or class disruption due to inconsistent behaviour approaches (22%). Around one in six (16%) reported being unsure who to speak to about concerns, 12% reported lack of support for their child, and 6% said concern that their child was building relationships with more than one teacher.

Figure 22 Negative aspects of job-share arrangement on pupils (parents)



Base: Parents whose child has been taught by two teachers in a job-share arrangement (1165), Primary school parents whose child has been taught by two teachers in a job-share arrangement (626), Secondary school parents whose child has been taught by two teachers in a job-share arrangement (539).

Source: PPLP 2022/23 RW2 parent survey, In what ways did this job-share arrangement have a negative impact?

Parents of secondary school pupils were more likely to say that negative aspects of their child being taught in a job-share agreement included inconsistency of teaching (36%, compared with 23% of parents of primary school pupils) and teachers not sharing information with each other (28%, compared with 20% of parents of primary school pupils).

Parents that considered their child to have SEND were more likely to report class disruption due to inconsistent behaviour approaches (34% compared with 20% of parents

of pupils not considered to have SEND) and lack of support for their child (20% compared with 10%) as negative aspects. They were also more likely to report being concerned that their child was building relationships with more than one teacher (10% compared with 4%).

Pupils' views on negative impacts of job-share arrangements

Pupils who had been taught by two teachers in a job-share arrangement were asked what they disliked about the arrangement. Just under half (47%) said they did not like one of the teachers as much as the other, and around a third (35%) said teachers had different behaviour rules. Around a quarter (26%) said they disliked teachers not sharing information with each other, 13% said they were unsure who to go to if they were worried about something in class, and 11% said lack of support.

Not liking one of the teachers as much as the other was less likely to be mentioned by pupils eligible for FSM (34% compared with 51% of pupils not eligible for FSM) and pupils with CiN status (37% compared with 48% of pupils without CiN status)

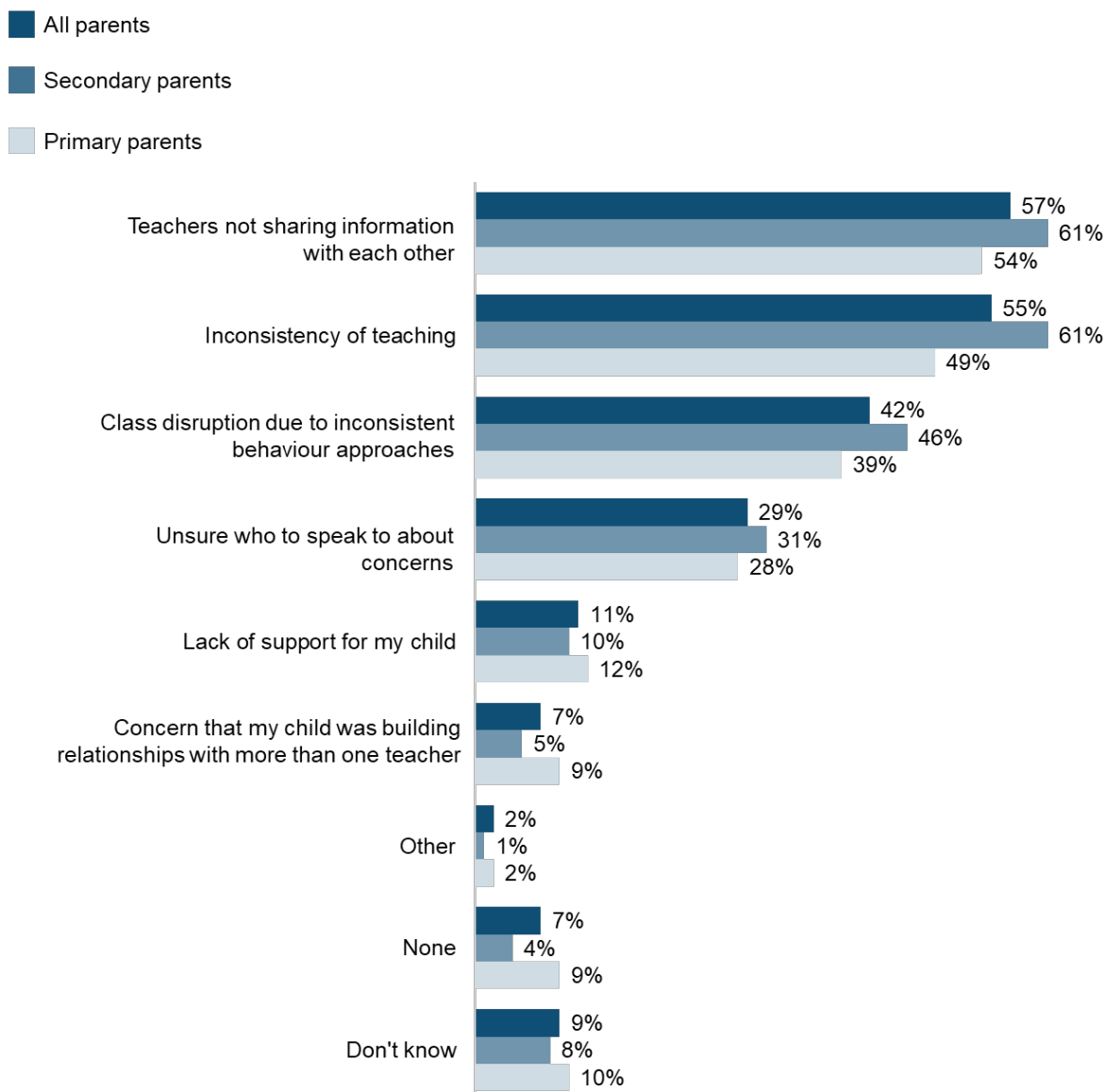
Teachers not sharing information with each other was less likely to be mentioned by pupils eligible for FSM (20% compared with 28% of pupils not eligible for FSM)

Lack of support was more likely to be given as a negative impact by pupils eligible for FSM (16% compared with 10% of pupils not eligible for FSM)

Expected negative aspects of job-share arrangement

Parents whose child had not been taught by two teachers in a job-share arrangement were asked about ways they might expect a job-share arrangement to have a negative impact, from a list of options. As shown in Figure 23, more than half (57%) said teachers not sharing information with each other, or inconsistency of teaching (55%). Around two in five (42%) said class disruption due to inconsistent behaviour approaches, 29% said being unsure who to speak to about concerns, 11% said lack of support for their child and 7% said concern that their child would build relationships with more than one teacher.

Figure 23 Expected negative aspects of job-share arrangement on pupils (parents)



Base: Parents whose child has not been taught by two teachers in a job-share arrangement (1.811), Primary school parents whose child has not been taught by two teachers in a job-share arrangement (842), Secondary school parents whose child has not been taught by two teachers in a job-share arrangement (969).

Source: PPLP 2022/23 RW2 parent survey, In what ways do you think a job-share arrangement would have a negative impact?

Teachers not sharing information with each other was less likely to be given as a negative impact by parents of pupils eligible for FSM (39%, compared with 63% of pupils not eligible for FSM)

Inconsistency of teaching was more likely to be given as a negative impact by parents of secondary school pupils (61% compared with 49% of parents of primary school pupils). It was also less likely to be given as a negative impact by parents of pupils eligible for FSM

(34% compared with 61% of pupils not eligible for FSM), parents of pupils considered to have SEND (50% compared with 58% of parents of pupils not considered to have SEND), and parents of pupils with CiN status (45% compared with 55% of parents of pupils without CiN status)

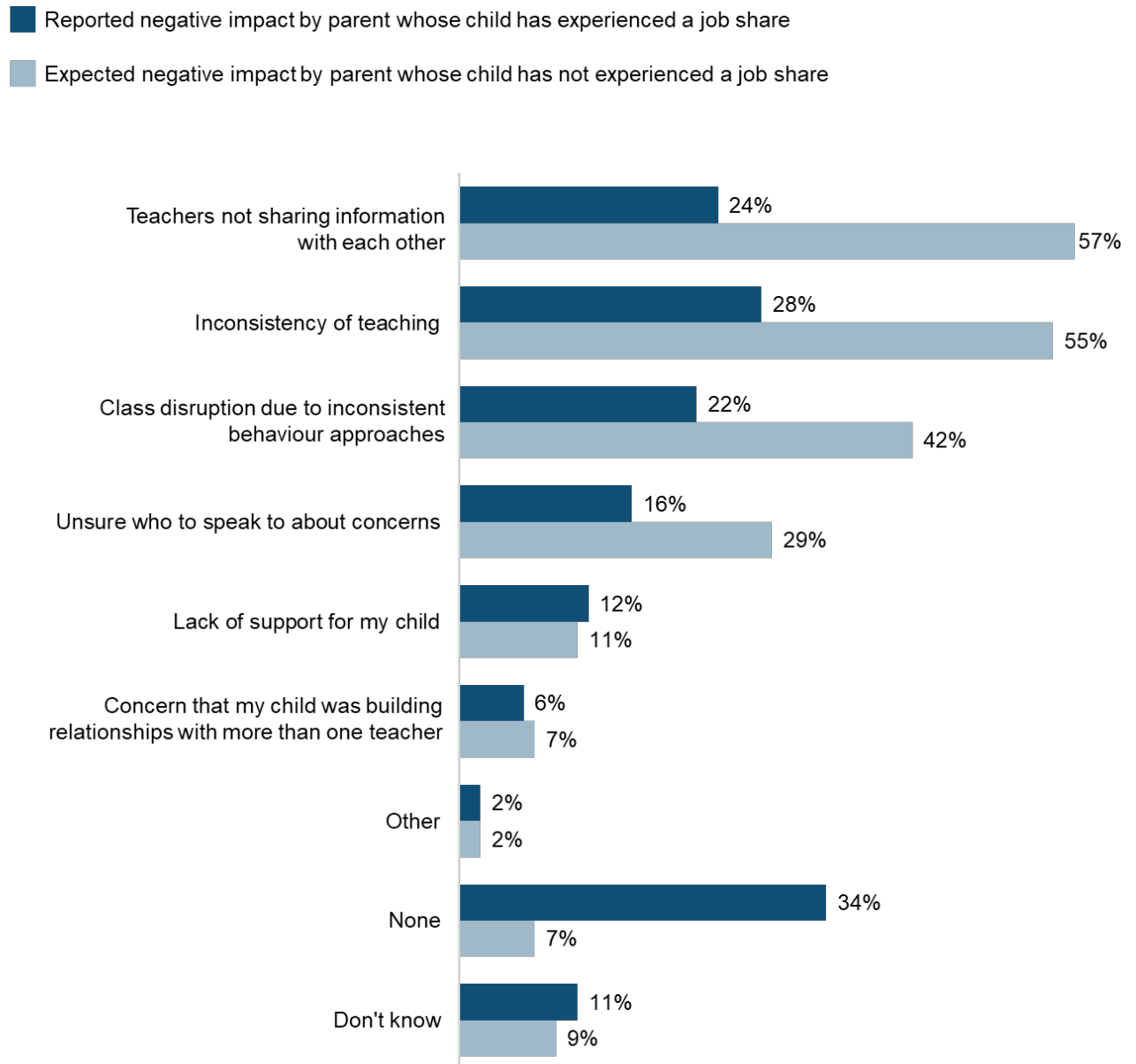
Class disruption due to inconsistent behaviour approaches was more likely to be given as a negative impact by parents of secondary school pupils (46% compared with 39% of parents of primary school pupils). It was also less likely to be given as a negative impact by parents of pupils eligible for FSM (30% compared with 47% of parents of pupils not eligible for FSM).

As a parent, being unsure about who to speak to was more likely to be given as a negative impact by parents of pupils considered to have SEND (40% compared with 27% of parents of pupils not considered to have SEND).

Lack of support for their child was more likely to be given as a negative impact by parents of pupils considered to have SEND (18% compared with 10% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (17% compared with 11% of parents of pupils without CiN status).

As shown in Figure 24, parents whose child had experienced a job-share arrangement were less likely to report a number of negative impacts compared with the expectations of parents whose child had not experienced a job-share arrangement. They were less likely to report teachers not sharing information (24%, compared with 57% of those whose child had not experienced a job share), inconsistency of teaching (28%, compared with 55%), class disruption due to inconsistency of behaviour approaches (22%, compared with 42%) and being unsure who to speak to about concerns (16%, compared with 29%).

Figure 24 Reported negative impacts of a job share compared with expected negative impacts



Base: Base: Parents whose child has been taught by two teachers in a job-share arrangement (1,165), Parents whose child has not been taught by two teachers in a job-share arrangement (1,811)

Source: PPLP 2022/23 RW2 parent survey, In what ways did this job-share arrangement have a negative impact? In what ways do you think a job-share arrangement would have a negative impact?

Inclusive education

The Schools White Paper, and SEND and Alternative Provision Green Paper, set out a vision for a more inclusive system where more children have their needs met effectively in their local mainstream setting while retaining timely access to specialist services and support, including specialist placements where this is appropriate.

The Department wanted to find out more about the range of steps that schools are taking to ensure that pupils with SEND can participate fully and feel included, as well as understanding the barriers that parents feel prevent or limit pupils with SEND from participating fully and feeling included at school.

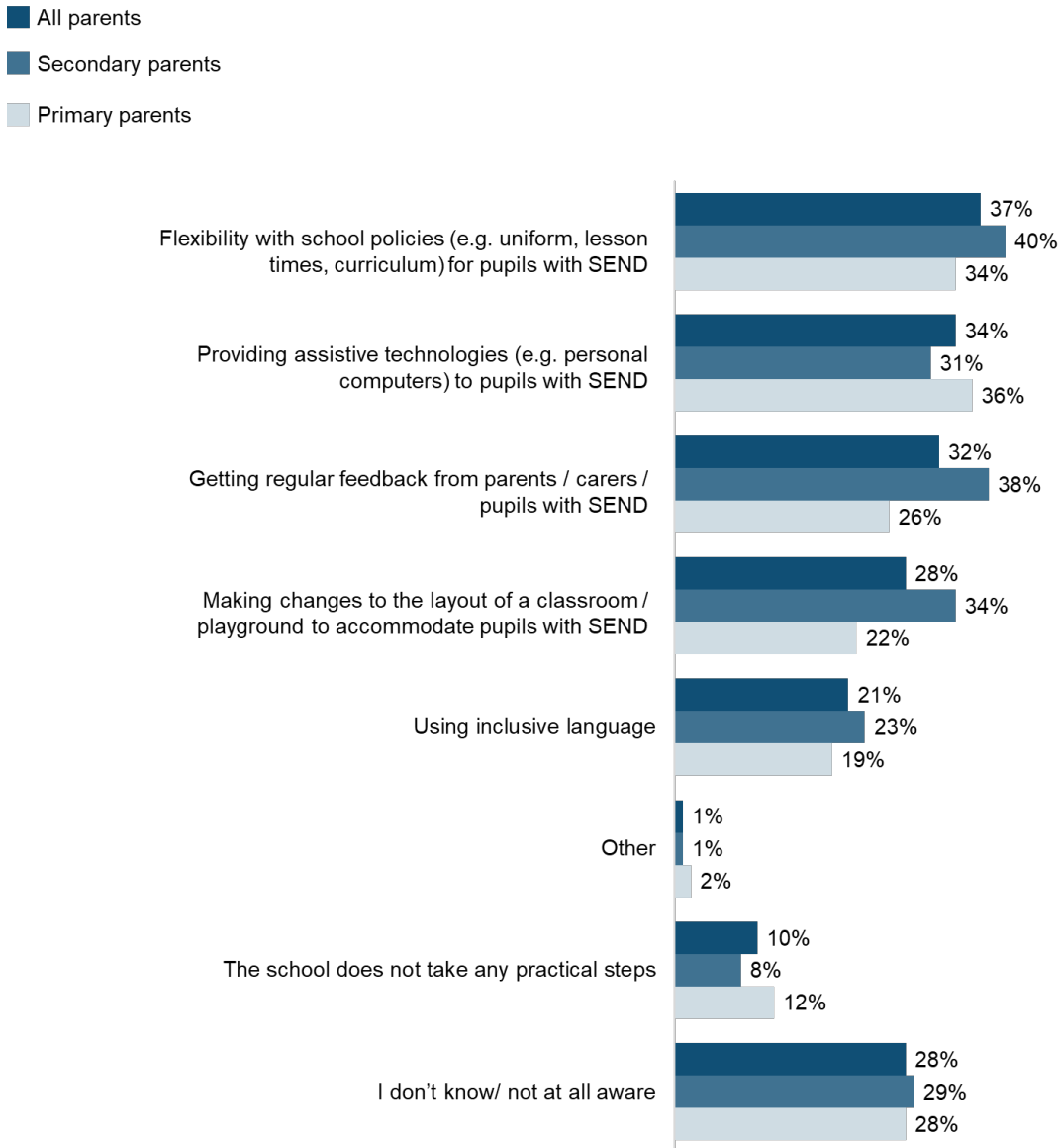
Parents' awareness of steps taken to ensure inclusivity for SEND pupils

Parents of pupils considered to have SEND were asked if they were aware of their child's school taking steps to ensure that pupils with SEND can participate fully and feel included at school, from a list of options.

More than a third said they were aware of their child's school offering flexibility with school policies for pupils with SEND, or their child's school providing assistive technologies to pupils with SEND. Around three in ten were aware of the school getting regular feedback from parents, carers or pupils with SEND, or the school making changes to the layout of a classroom or playground to accommodate pupils with SEND. Around one in five were aware of the school using inclusive language. Full details are shown in Figure 25.

More than a quarter (28%) of parents said they did not know or were not aware of any steps taken by the school to ensure pupils with SEND can participate fully and feel included at school, and one in ten (10%) said the school does not take any practical steps.

Figure 25 Parents' awareness of steps taken to ensure inclusivity for SEND pupils



Base: All parents of pupils considered to have SEND (500), Parents of primary pupils considered to have SEND (317), parents of secondary pupils considered to have SEND (383)

Source: PPLP 2022/23 RW2 parent survey, Are you aware of [PupilName]'s school taking any of these steps ensure that pupils with Special Educational Needs and Disabilities (SEND) can participate fully and feel included at school?

Parents of primary school pupils were more likely to be aware of the school getting regular feedback from parents, carers or pupils with SEND (38% compared with 26% of secondary school parents), and making changes to the layout of a classroom or playground (34%, compared with 22% of secondary school parents).

Parents of pupils eligible for FSM were less likely to say they were aware of all of the listed steps that could be taken by the school with the exception of flexibility with school policies. They were more likely to say they did not know or had no awareness (42%, compared with 22% of parents of pupils not eligible for FSM).

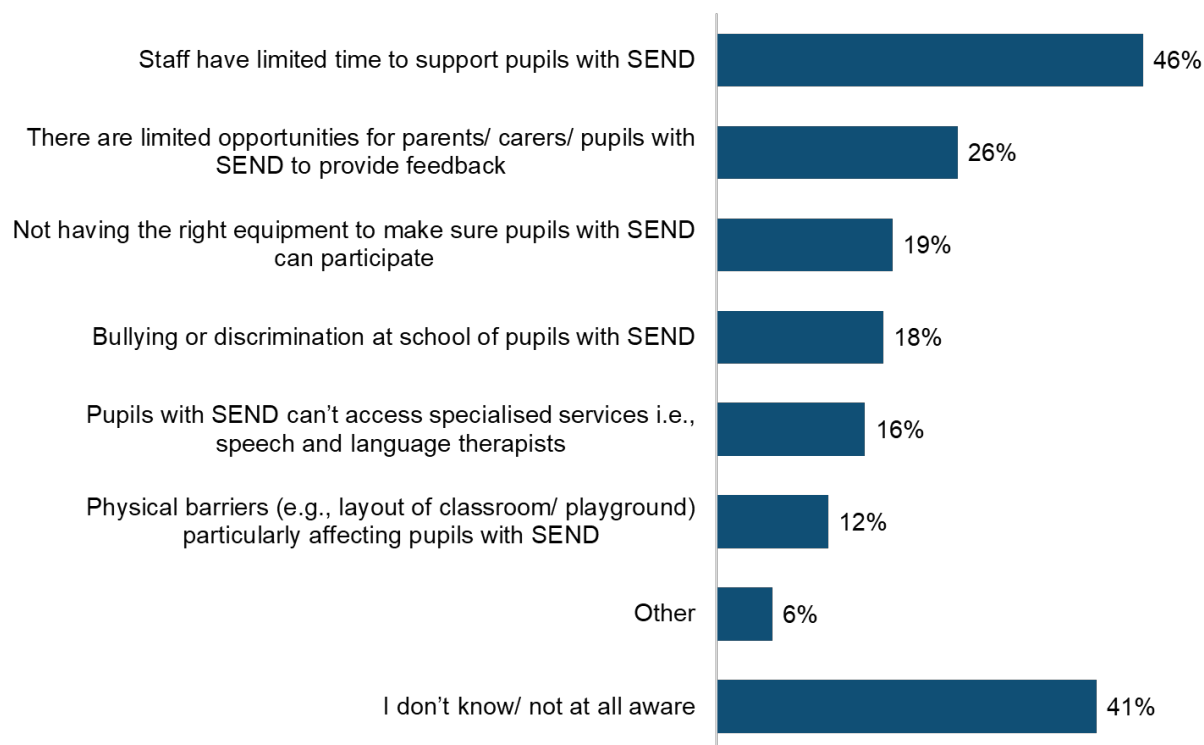
Parents of pupils with CiN status were less likely to be aware of the school providing assistive technologies to pupils with SEND (25% compared with 34% of parents of pupils without CiN status).

Barriers preventing or limiting pupils with SEND from participating fully at school

Parents of pupils considered to have SEND were asked if they know of any barriers that prevent or limit pupils with SEND from participating fully and feeling included at school, in the school year so far.

As shown in Figure 26, just under half (46%) said that staff had limited time to support pupils with SEND. Around a quarter (26%) said there are limited opportunities for parents, carers or pupils with SEND to provide feedback. Just under one in five said that the school did not have the right equipment to make sure pupils with SEND can participate (19%), parents were aware of bullying or discrimination at school of pupils with SEND (18%) or of pupils with SEND not being able to access specialised services such as speech and language therapists (16%). Around one in ten (12%) said physical barriers (such as the layout of classrooms or playgrounds) particularly affecting pupils with SEND. Two in five (41%) said they did not know of any barriers.

Figure 26 Parents' perception of barriers preventing or limiting pupils with SEND from participating fully at school



Base: All parents of pupils considered to have SEND (500)

Source: PPLP 2022/23 RW2 parent survey, Thinking about this school year so far, do you know of any barriers that prevent or limit pupils with special educational needs and disabilities (SEND) from participating fully and feeling included at school?

Parents of secondary school pupils were more likely to cite bullying or discrimination at school as a barrier that prevent or limit pupils with SEND from participating fully in the school year so far (25% compared with 12% of parents of primary school pupils).

Parents that were less likely to cite staff having limited time to support pupils with SEND as a barrier included parents of pupils eligible for FSM (37% compared with 50% of parents of pupils not eligible) and parents of pupils with CiN status (37% compared with 47% without CiN status).

Extra-curricular activities

This section focuses on participation in extra-curricular activities. Research suggests that extra-curricular activities are important in improving wellbeing and developing social skills. In addition, extra-curricular activities can provide a range of other positive outcomes (e.g., academic achievement, behaviour, and attendance at school)⁶.

Pupils were asked about participation in a range of extra-curricular activities, both at and outside school, during the current school term (since September 2022).

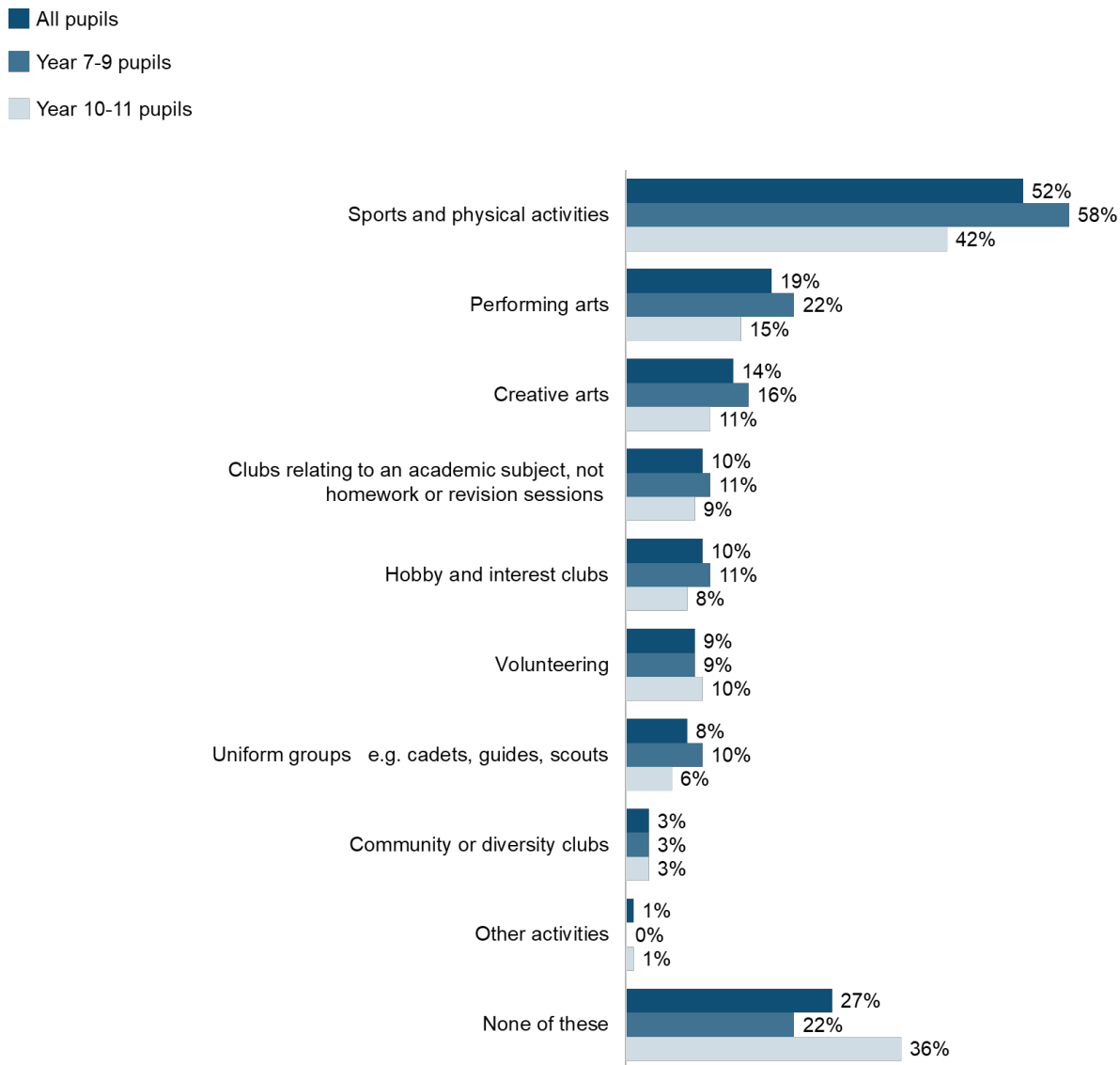
Participation in extra-curricular activities

Amongst pupils, the most commonly reported extra-curricular activity was sports and physical activities, which had been done by 52% of pupils in the current term. This was followed by performing arts (19%) and creative arts (14%). One in ten said they had participated in clubs relating to an academic subject (10%), hobby or interest clubs (10%) and around one in ten said they had participated in volunteering (9%) or uniform groups such as cadets, guides, scouts (8%). Fewer than one in twenty had participated in community or diversity clubs (3%).

As shown in Figure 27, pupils in year 7-9 were more likely than pupils in year 10-11 to have participated in every extra-curricular activity, with the exception of clubs relating to an academic subject, volunteering and community or diversity clubs. Pupils in year 10-11 were more likely to say they had done none of the listed activities (36%, compared with 22% of pupils in year 7-9).

⁶ [An Unequal Playing Field report.pdf \(publishing.service.gov.uk\)](#)

Figure 27 Participation in specific extra-curricular activities during the current term time (pupils)



Base: All pupils (2,245), year 7-9 pupils (1,348), year 10-11 pupils (897)

Source: PPLP 2022/23 RW2 pupils survey. Which of the following extra-curricular activities, if any, have you taken part in this term at school/college or outside school/college?

Sports and physical activities were less common among pupils eligible for FSM (46%, compared with 54% not eligible), pupils with SEN (39%, compared with 55% without SEN) and pupils with CiN status (43%, compared with 53% without CiN status).

Participation in performing arts was also less common among pupils eligible for FSM (16%, compared with 20% not eligible) and pupils with CiN status (13%, compared with 20% without CiN status).

Hobby and interest clubs were more common among pupils with SEN (14%, compared with 9% without SEN), whilst volunteering was less common among pupils with SEN (6%, compared with 10% without SEN).

Uniform groups were less common among pupils eligible for FSM (5%, compared with 9% of those not eligible).

Pupils selecting 'None of these' were more likely to be pupils eligible for FSM (34%, compared with 25% not eligible) and pupils with SEN (34%, compared with 26% without CiN).

Seven in ten (70%) pupils said they had participated in at least one extra-curricular activity. Around two in five pupils (39%) said they had participated in one extra-curricular activity and around three in ten (31%) said they had participated in at least two activities.

Pupils in year 7-9 were more likely to have done two activities (18%, compared with 14% in years 10-11). They were also more likely to have done three or more activities (17%, compared with 11% of those in year 10-11).

Location of extra-curricular activity

Pupils who said they had done extra-curricular activities were asked whether they had taken part in the activity at school or outside of school for up to three activities. Some pupils engaged with activities both within and outside school – this means that percentages will sometimes add up to more than 100%. This question was asked differently in this research wave, compared with previous waves of the PPLP.

Table 3 shows the proportion of pupils that said they participated in activities at school or outside of school. Clubs related to an academic subject was the activity that was most frequently done at school (91%). Uniform groups were the most likely to have been done outside of school (93%). Creative arts was least likely to have been done outside of school (50%).

Table 3 Whether pupils had participated in extra-curricular activities at school, or outside of school

	Have done at school	Have done outside school	Don't know
Sports and physical activities	80%	65%	2%
Performing arts	87%	66%	3%
Creative arts	90%	50%	6%
Clubs relating to an academic subject, not homework or revision sessions	91%	51%	7%
Hobby and interest clubs	87%	62%	5%
Volunteering	88%	62%	1%
Uniform groups e.g. cadets, guides, scouts	67%	93%	2%
Community or diversity clubs ⁷	81%	61%	5%
Other activities	71%	63%	2%

Base: Pupils that had participated in the activity and asked the follow up question: Sports and physical activities (1,068), performing arts (407), creative arts (292), clubs relating to an academic subject (189), hobby and interest clubs (185), volunteering (180), uniform groups (176), community or diversity clubs (55), other activities (101).

Source: PPLP 2022/23 RW2 pupils survey. You said you have taken part in [activity]. Did you take part in this activity ...

Among pupils who said they had done sports and physical activities, pupils in year 7-9 were more likely than those in year 10-11 to say they had participated at school (83%, compared with 74%). Pupils eligible for FSM were less likely to say they had done it outside of school (55%, compared with 68% of those not eligible), as were pupils with CiN status (56%, compared with 66% without CiN status).

⁷ This question was answered by only 55 pupils. These findings should therefore be treated with caution.

Among pupils who said they had done volunteering, pupils in year 7-9 were more likely than those in year 10-11 to say they had participated at school (96%, compared with 80%)⁸.

⁸ This question was answered by only 90 pupils in year 7-9 and 90 pupils in year 10-11. These findings should therefore be treated with caution.

School attendance

The monitoring of pupil attendance and the reasons for absences remain a key area of interest. Insight from pupils and parents enhances the understanding of rates and reasons for school absence, as well as identifying groups that may be differently affected by the issues that impact school absence.

Parents and pupils were asked about physical school attendance in the previous two weeks at the point they completed the survey (with surveys conducted from 9th November to 14th November 2022), as well as reasons for non-attendance.

How regularly pupils physically attended school in the last two weeks

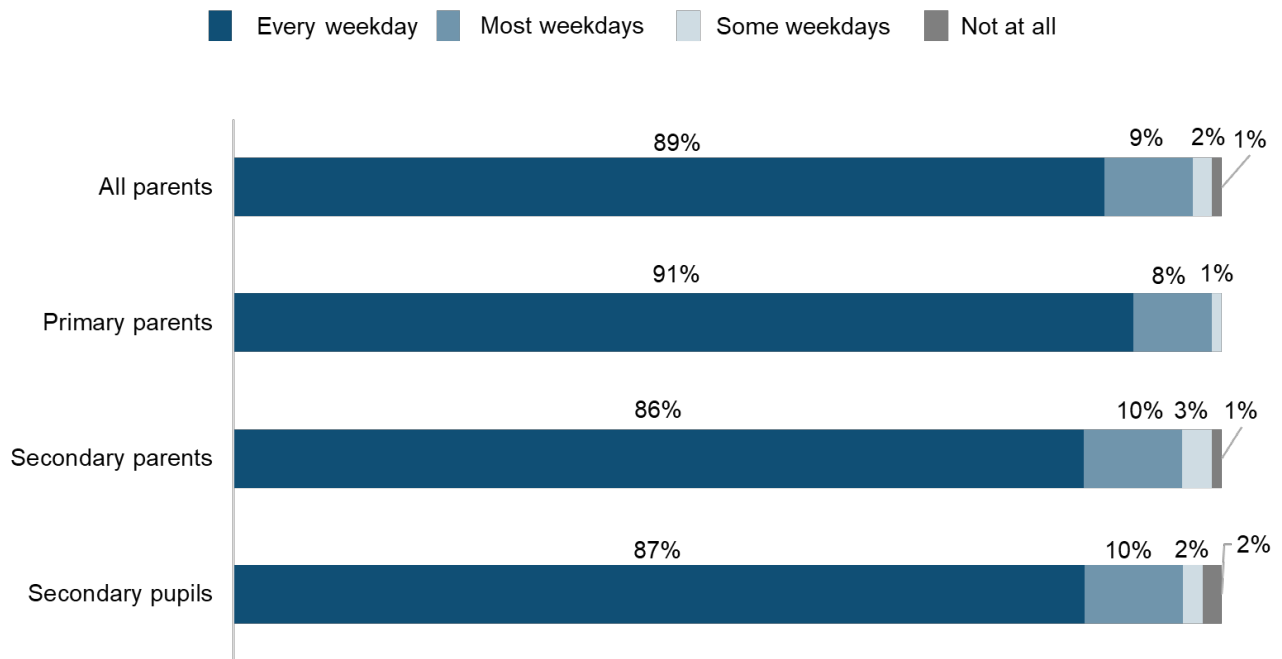
Parents

Around nine in ten parents (89%) reported that their child had physically attended school every weekday over the previous two weeks. Around one in ten (9%) said that their child had physically attended school on most weekdays and a minority reported that their child had attended on some weekdays (2%) or not at all (1%).

As shown in Figure 28, parents of primary school pupils were more likely to say their child had attended every weekday (91%) compared with parents of secondary school pupils (86%).

Reported attendance was similar across each of the primary year groups. Among the secondary year groups, the proportion reported by parents to be attending every weekday was lower in years 10-11 (82%) compared with parents of pupils in years 7-9 (88%).

Figure 27 Pupil physical attendance at school in the last two weeks



Base: All parents (2,976), All secondary parents (1,508), All primary parents (1,468), all pupils (2,245)

Source: PPLP 2022-23 RW2 parent survey, How often, if at all, has [Pupil] physically attended school or college in the past two weeks of term time? / PPLP 2022-23 RW2 pupil survey, How often, if at all, have you physically attended school or college in the past two weeks of term time?

Parents who were less likely to report that their child had attended school every weekday included parents of pupils eligible for FSM (82%, compared with 91% of those not eligible), parents of pupils considered to have SEND (78%, compared with 92% of parents of pupils not considered to have SEND) and parents of pupils with CiN status (80%, compared with 89% of those without CiN status).

Pupils

As shown in Figure 28, more than four in five pupils (87%) reported that they had physically attended school every weekday over the previous two weeks, while one in ten (10%) said they attended on most weekdays. A minority reported that they had attended on some weekdays (2%), and the same proportion said they had not attended school at all over the previous two weeks (2%).

Pupils in year 7 were more likely than any other year group to say they had attended every day (92%), compared with 85% for other year groups.

Pupils who were less likely to report that they had attended school every weekday included pupils eligible for FSM (81%, compared with 88% of those not eligible), pupils with SEN (80%, compared with 88% of those without SEN) and pupils with CiN status (77%, compared with 87% of those without CiN status).

Pupils who were more likely to say that they had not attended at all included pupils with SEN (4%, compared with 1% of those without SEN) and pupils with CiN status (5%, compared with 2% of those without CiN status).

Reasons for not attending school

Parents

Parents who reported that their child did not attend school every day in the previous two weeks were asked why their child was absent. The most commonly reported reason by parents for their child's physical absence from school was illness not related to COVID-19 (65%). This was followed by anxiety or mental health problems (24%), self-isolating due to symptoms or a positive COVID-19 test (4%) and being on holiday (4%).

Parents of primary school pupils were more likely to say that the absence was an illness not related to COVID-19 (77%) compared with parents of secondary school pupils (55%).

Anxiety or mental health problems were more likely to be given as a reason for absence by parents of secondary school pupils (32%, compared with 13% of parents of primary school pupils), parents of pupils eligible for FSM (32%, compared with 18% not eligible) and parents of pupils considered to have SEND (43%, compared with 14% of parents of pupils not considered to have SEND).

Being suspended or permanently excluded was more likely to be given as a reason for absence by parents of pupils with CiN status (10%, compared with 2% without CiN status), as was being bullied at school (6% of parents of pupils with CiN status compared with 1% without CiN status).

Pupils

Pupils who reported they did not attend school every day in the previous two weeks were asked why they were absent. Illness not related to COVID-19 was also the most common reason for absence given by pupils (55%), followed by anxiety or mental health problems (27%). A small proportion said bullying at school (5%) was the reason they had not attended every weekday.

Pupils in year 7-9 were more likely to say that illness not related to COVID-19 was a reason for absence (64%) compared with pupils in year 10-11 (44%).

Pupils with CiN status were more likely to say that they had been suspended or permanently excluded from school (9%) compared with 1% of pupils without CiN status.

Absence due to anxiety or mental health problems

As described above, 27% of pupils who said they did not attend school every day in the previous two weeks reported that this was due to anxiety or mental health problems. These pupils were asked what the anxiety or mental health problems were related to from a multiple choice list of options.⁹

Of these pupils, around half (48%) said the problem was a general feeling of anxiety or anxiousness not specifically attached to any one thing, while two in five (39%) said they had a diagnosed mental illness, such as depression, anxiety, or ADHD. Nearly one in five (18%) said they had anxiety or anxiousness about disruptive behaviour of other pupils in their school, while 14% said they had anxiety or anxiousness about exams. Fewer than one in twenty (4%) said they had anxiety or anxiousness about catching COVID-19 in school.

⁹ This question was answered by 120 pupils.

Glossary

All ethnic minorities (excluding white minorities). For comparisons with the white group as a whole.

CiN – Children in Need. This is a broad definition spanning a wide range of children and adolescents, in need of varying types of support and intervention, for a variety of reasons. A child is defined as ‘in need’ under section 17 of the Children Act 1989, where:

- They are unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for them of services by a local authority.
- Their health or development is likely to be significantly impaired, or further impaired, without the provision for them of such services; or
- They are disabled.

EHC Plan – Education Health and Care plan. This is a legal document that describes a child or young person’s special educational, health and social care needs and explains the extra help that will be given to meet those needs and how that help will support the child or young person.

FSM or FME – Free School Meal or Free Meal Eligibility. Eligibility for FSMs/FME is used as a proxy for socioeconomic status. Pupils and learners eligible for FSMs/FME were considered to be living in greater socioeconomic deprivation than those pupils and learners who were not eligible for FSMs/FME. FSM refers to data from the National Pupil Database (NPD) and FME refers to comparable data from the Individualised Learner Record (ILR).

SEND – Special Educational Needs and Disability. A child or young person has SEND 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.

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

For more detail, please see the [SEND Code of Practice](#).



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For any enquiries regarding this publication, contact us at:
omnibus.surveys@education.gov.uk or www.education.gov.uk/contactus

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