**Pupil Views**

**Multi-schools Council**

**Age 5 – 17 / 294 pupils involved**

**Jan & Feb 2020**

Summary of key findings:

* Younger children confuse difficult emotions with unhelpful language. It is not clear to them that all emotions are acceptable and this could be the early signs of the stigma experienced in later years.
* CYP are most likely to seek support from their family, friends and teachers. However, they are twice as likely to seek support from their family than they are their friends and teachers.
* CYP use a wide range of strategies to support their emotional wellbeing, both at home and at school. They recognise how strategies that work for them on one day may not work another and you need a number of them to be able to use.
* Young people feel that communicating mental health needs through ‘throw away’ comments and assumptions creates barriers to understanding and inclusion.

Different words to describe how you are feeling?

|  |  |  |
| --- | --- | --- |
| What we like / we find helpful | We like and don’t like / can be helpful and unhelpful | What we don’t like /  Unhelpful |
| * Emotional * Sensitive * Sad * Exhilarated * Invigorated * Pride * Confused * Amazed * Surprised * Awesome * Happy * Depressed * Ecstatic * Calm * Embarrassed * Keep trying * Be positive * No such thing as can’t * Confident * Inspirational * Joyful * Safe * Upbeat * Extraverted * Euphoria * Excited | * Confused * Taking things personally * Curiosity * Yellow zone * Excited * Stressed * Heavy with emotions * Surly | * Some people don’t have any words * Angry * Distressed * Swearing * Anxious * Worried * Drained * Confused * Out of control * Red zone * Rough * Depressed * Cross * “Come on…” * Bewildered * Annoyed * Bored * Petrified * Stuck * Tied down * Invisible * Broken * Frustrated * Hangry * Under pressure * Agitated * Crippled * Low self esteem |

What things do you do to help you feel good and happy?

|  |  |  |
| --- | --- | --- |
| **At School** | **At home** | **Other places** |
| * Relaxation * Sensory work * 10 minutes talk with an adult * Daily emotions time * Brain break table * Meditation * Worry box * Read a book * Take a deep breath * Emotions jar * Daily yoga * Breathing techniques * Sport * Thrive * The ‘nest’ game * Colouring * Reading corner * Thinking positively * Lazy 8 breathing * Forest School * Guinea pigs in school * Walking dog in school * Fiddle toy * Friends * Mindfulness colouring * Teacher * Football * Tell someone you trust * Encourage someone * Horse riding * Daily mile * Photographs * Listening * Drawing * Toys * Brain breaks * Zones of Regulation * Tea and biscuits * Learning from others | * Talking to parents * Daily yoga * Spending time with pets * Venting my feelings through art/drawing whilst listening to music * Meditation * Relaxing in the garden * Sport * Reading in bed * Running around the garden * Doing ‘things’ I like to so e.g. drawing and dancing * Fitness / exercise * Listening to music * Breathing exercise * Quiet space – relaxing * Wandering around the house * Hugging * Baking * Video games * YouTube videos * Friends * Fiddle objects * Chill out in my room * Hug a teddy * Lie down * Wet towel on head * Have a nap * Play with toys * Sisters/brothers * Unicorns * Ribbons * Do nothing / alone time * Music * Writing songs * Drawing * Talking * The internet | * Do something you enjoy * Daily mile * Making other people happy * Friend * Three deep breaths * Football * Movement break * Read a book * Toys * Cooking * Talk to people * Singing * Food / sweets * Go outside |

What does inclusion mean in your school?

* Make activities to suit everyone
* Use specialist equipment (e.g. hearing aid equipment, pegs with braille on them, wheelchair access) so everyone can access things
* Events everyone can access
* Talk to children and share their thoughts to ensure they have a voice and don’t stay in the shadows
* Friendship bench
* To have assemblies to talk about inclusion and celebrate being them
* More sports/activities/clubs
* More friendship groups
* More time for friendship
* Team activities
* Be kind
* Make everyone more welcome
* Showing equality
* Fundraising events
* School trips
* Ask people what they take/need
* Mixed groups for all abilities
* Talent show
* Everyone’s ideas being listened to
* Promoting kindness
* Getting people to play and help them feel included
* Change the words you use/use different words to help people understand
* Buddy benches
* Monitors to see who is playing nicely or being left out
* Reading buddies across the school
* Talk about thoughts and feelings in clubs with the teachers
* Making sure its accessible for wheelchairs
* All schools to have a chill zone
* Mixed cross year learning days
* Clubs that enable all years to socialise
* Notebook in each class where children put in the things they like to do and this could be shared at the end of term
* Think of words we are using
* Party at the end of the year for everyone
* Encourage people
* Never leave someone alone and play with them
* Ask if someone on their own wants to play
* Stick up for friends
* Class games where all children can play
* Trying not to laugh if someone says something silly
* Don’t put anyone down even if they have special needs. Everyone should be included and equal
* Play games with everyone
* Pair someone with a buddy
* Look out for people who may be upset
* Buddy bench.

Who are the two sets of people you would most like to go to for support with your wellbeing and mental health?