

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Hybrid – Ystafell Bwyllgora 4 Tŷ Hywel a Naomi Stocks
fideogynadledda drwy Zoom Clerc y Pwyllgor
Dyddiad: Dydd Mercher, 23 Tachwedd 0300 200 6565
2022 SeneddPlant@senedd.cymru
Amser: 09.15

Rhag-gyfarfod preifat

(09.00 – 09.15)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(09.15)

2 Cymorth Iechyd Meddwl mewn Addysg Uwch – sesiwn dystiolaeth

9

(09.15 – 10.45)

(Tudalennau 1 – 32)

Jeremy Miles AS, Gweinidog y Gymraeg ac Addysg

Lynne Neagle AS, y Dirprwy Weinidog Iechyd Meddwl a Llesiant

Sinead Gallagher, Dirprwy Gyfarwyddwr yr Is-adran Addysg Uwch,

Llywodraeth Cymru

Tracey Breheny, Dirprwy Gyfarwyddwr Iechyd Meddwl a Grwpiau Agored i

Niwed, Llywodraeth Cymru

Dogfennau atodol:

Briff Ymchwil

Llywodraeth Cymru – CYPE(6)–24–22 – Papur 1



3 Papurau i'w nodi

3.1 Craffu ar oblygiadau ariannol Biliau

(Tudalennau 33 – 35)

Dogfennau atodol:

Llythyr gan Gadeirydd y Pwyllgor Cyllid at y Prif Weinidog – CYPE(6)–24–22 –
Papur i'w nodi 1

3.2 Blaenraglen Waith

(Tudalennau 36 – 38)

Dogfennau atodol:

Llythyr gan y Dirprwy Weinidog Iechyd Meddwl a Llesiant – CYPE(6)–24–22 –
Papur i'w nodi 2 (Saesneg yn unig)

3.3 Aflonyddu rhywiol rhwng cyfoedion ymhlith dysgwyr

(Tudalennau 39 – 53)

Dogfennau atodol:

Gwybodaeth a gyflwynwyd gan Gymdeithas Genedlaethol yr Ysgolfeistri ac Undeb yr Athrawesau mewn ymateb i'r llythyr a anfonwyd ar 26 Medi ynghylch aflonyddu'n rhywiol ar staff ysgolion – CYPE(6)–24–22 – Papur i'w nodi 3 (Saesneg yn unig)

3.4 Aflonyddu rhywiol rhwng cyfoedion ymhlith dysgwyr

(Tudalen 54)

Dogfennau atodol:

Gwybodaeth a gyflwynwyd gan yr Undeb Addysg Cenedlaethol mewn ymateb i'r llythyr a anfonwyd ar 26 Medi ynghylch aflonyddu'n rhywiol ar staff ysgolion – CYPE(6)–24–22 – Papur yn unig 4 (Saesneg yn unig)

3.5 Aflonyddu rhywiol rhwng cyfoedion ymhlith dysgwyr

(Tudalennau 55 – 75)

Dogfennau atodol:

Gwybodaeth a gyflwynwyd gan UNSAIN mewn ymateb i'r llythyr a anfonwyd ar 26 Medi ynghylch aflonyddu'n rhywiol ar staff ysgolion – CYPE(6)-24-22 – Papur i'w nodi 5 (Saesneg yn unig)

4 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod

(10.45)

5 Cymorth Iechyd Meddwl mewn Addysg Uwch – trafod y dystiolaeth

(10.45 – 10.55)

6 Y Bil Diogelwch Ar-lein – sesiwn friffio gan swyddogion Llywodraeth y DU (WEDI'I OHIRIO)

Egwyl

(10.55 – 11.05)

7 Cydsyniad Deddfwriaethol: Y Bil Ysgolion – trafod yr adroddiad drafft

(11.05 – 11.20)

(Tudalennau 76 – 80)

Dogfennau atodol:

Adroddiad Drafft Cydsyniad Deddfwriaethol: Y Bil Ysgolion – Papur preifat 1 (Saesneg yn unig)

**8 Aflonyddu rhywiol rhwng cyfoedion ymhlith dysgwyr – trafod
gohebiaeth gan undebau athrawon**

(11.20 – 11.30)

Mae cyfyngiadau ar y ddogfen hon

CYPE(6)-24-22 - Papur 1

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language



Llywodraeth Cymru
Welsh Government

Lynne Neagle AS/MS
Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health and Wellbeing

Jayne Bryant AS
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
SeneddChildren@senedd.wales

10 Tachwedd 2022

Annwyl Jayne

Diolch am y gwahoddiad i fod yn bresennol yng nghyfarfod y Pwyllgor fel rhan o'i ymchwiliad i Gymorth Iechyd Meddwl mewn Addysg Uwch. Gweler ynghlwm ein Tystiolaeth Ysgrifenedig, yr ydym yn ei chyflwyno ar y cyd cyn ein presenoldeb yn sesiwn 23 Tachwedd.

Edrychwn ymlaen at drafod y mater yn fanylach â'r Pwyllgor.

Yn gywir,

Jeremy Miles AS/MS
Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Lynne Neagle AS/MS
Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health and Wellbeing

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Jeremy.Miles@llyw.cymru
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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

Tudalen y pecyn 22
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Papur Tystiolaeth CYPE: Cymorth Iechyd Meddwl mewn Addysg Uwch

Rydym yn croesawu'r cyfle i ddarparu gwybodaeth i gefnogi ymchwiliad y Pwyllgor i gymorth iechyd meddwl mewn AU. Rydym wedi mynd i'r afael â phob un o feysydd diddordeb y Pwyllgor isod, fel y nodir yng nghylch gorchwyl yr ymchwiliad, ac edrychwn ymlaen at drafod y rhain ymhellach gyda'r Pwyllgor ar 23 Tachwedd.

Maint yr angen

Y sefyllfa bresennol o ran iechyd meddwl myfyrwyr mewn addysg uwch, ac unrhyw heriau penodol y maent yn eu hwynebu o ran eu hiechyd meddwl a'u gallu i gael cymorth.

Gyda'r nifer uchaf erioed o fyfyrwyr yn cychwyn ar addysg uwch, ynghyd â'r pandemig a'r argyfwng costau byw, efallai y byddem yn disgwyl gweld cynnydd yn nifer y myfyrwyr sy'n datgan bod ganddynt gyflwr iechyd meddwl. Mae ymchwil gan Universities UK a'r Sefydliad Polisi Addysg, ymysg eraill, yn awgrymu y gallai'r newid yn nemograffeg myfyrwyr wrth wraidd cyffredinrwydd uwch materion iechyd meddwl.

Yn 2021, nododd UCAS gynnydd o 450% yn nifer y datganiadau iechyd meddwl dros y degawd diwethaf¹, gan amcangyfrif y gall fod dros 70,000 o fyfyrwyr â chyflyrau iechyd meddwl yn cychwyn ar AU bob blwyddyn. Er bod hyn yn awgrymu mwy o barodrwydd i ddatgan cyflwr, dewisodd 49% o'r myfyrwyr blwyddyn gyntaf â chyflwr iechyd meddwl a arolygwyd beidio â'i ddatgan. Mae astudiaeth UCAS hefyd yn nodi cynnydd yn nifer y myfyrwyr sy'n datgan cyflwr iechyd meddwl ar ôl iddynt ddechrau yn y brifysgol, sy'n dangos bod myfyrwyr yn dal i fod yn amharod i ddatgan pryder iechyd meddwl yn y cam ymgeisio. Mae hyn yn awgrymu bod rhai myfyrwyr yn dal i weld stigma ynghylch iechyd meddwl gwael y mae angen mynd i'r afael ag ef os ydym ni'n mynd i allu rhoi'r gefnogaeth sydd ei hangen ar y myfyrwyr hyn yn ystod eu cyfnod yn y brifysgol i'w helpu i lwyddo a gwireddu eu potensial.

Mae Arolwg Academaidd Myfyrwyr 2022² hefyd yn rhoi cipolwg ar iechyd meddwl a llesiant presennol myfyrwyr ac mae'n nodi nifer o ffactorau sy'n gallu effeithio ar eu hymdeimlad o lesiant ac iechyd:

- Dywedodd 30% o fyfyrwyr eu bod wedi ystyried gadael eu cwrs ac, o'r 34% hynny, y prif reswm oedd eu hiechyd meddwl/emosiynol;
- Mae myfyrwyr wedi nodi lefelau sylweddol is o lesiant nag a welir yn arolygon ONS o'r boblogaeth gyffredinol, cyn ac ers y pandemig;
- dim ond 14% o fyfyrwyr a ddywedodd fod ganddynt 'orbryder isel' o gymharu â 37% o'r boblogaeth gyffredinol yn 2021 (ONS); ac
- mae 23% o fyfyrwyr yn dweud eu bod yn teimlo'n unig "y rhan fwyaf o'r amser neu drwy'r amser", o gymharu â dim ond 5% o'r boblogaeth gyffredinol. Mae'r cyfrannau'n uwch ymhlith myfyrwyr du, LHD+, anabl a thraws³.

¹ [450% increase in student mental health declarations over last decade but progress still needed to address declarations stigma | Undergraduate | UCAS](#)

² [AdvHE HEPI SAES 2022_1654522609.pdf](#)

³ Cynhaliwyd dadansoddiad arbennig o brofiadau myfyrwyr sy'n uniaethu fel traws neu sydd â hanes traws.

Rydym ni hefyd yn gweld cynnydd yn y niferoedd sy'n cychwyn ar AU o ardaloedd mwy difreintiedig y gallai pryderon ariannol fod yn fwy cyffredin iddyn nhw.

Mae cymorth iechyd meddwl i fyfyrwyr mewn addysg uwch wedi'i deilwra i anghenion y grŵp hwn, gan adlewyrchu eu statws fel oedolion annibynnol a chydabod y pwysau penodol sy'n eu hwynebu o ran byw yn annibynnol, rheoli eu harian eu hunain a dygymod â'r her o astudio'n annibynnol.

Rydym yn cydnabod y tensiwn y gall hyn ei greu lle gall myfyrwyr serch hynny fod yn ddibynnol ar eu teuluoedd am gymorth ariannol ac emosiynol. Rydym yn ymwybodol hefyd o'r sensitifrwydd sydd angen ei reoli i gefnogi myfyrwyr gyda'u hiechyd meddwl. Rydym yn croesawu cyhoeddi canllawiau UUK⁴ ar gyfer y sector ar sut a phryd y dylai sefydliadau ymyrryd lle mae ganddynt bryderon difrifol am ddiogelwch myfyriwr. Mae achosion trasig o hunanladdiadau ymhlith myfyrwyr a mynychder cynyddol datganiadau iechyd meddwl yn tynnu sylw at yr angen i sefydliadau fod yn rhagweithiol wrth gydnabod lle mae myfyrwyr yn ei chael hi'n anodd; bod angen iddynt sicrhau bod eu prosesau a'u gweithdrefnau'n briodol ac yn cael eu dilyn; a bod unrhyw rwystrau sy'n atal myfyrwyr rhag cael mynediad at wasanaethau iechyd yn cael eu nodi a'u dileu.

A oes heriau gwahanol o ran iechyd meddwl ar gyfer gwahanol grwpiau o fyfyrwyr, ac a oes unrhyw grwpiau o fyfyrwyr mewn addysg uwch y mae iechyd meddwl gwael yn effeithio'n anghymesur arnynt.

Gyda mwy o fynediad a thwf yn y niferoedd sy'n cychwyn ar AU, rhaid i ni fod yn effro i'r potensial o lefelau uwch o risg i'r rhai a allai fod y cyntaf o'u teulu i fynd i'r brifysgol, a allai fod yn dychwelyd i addysg o fyd cyflogaeth neu o gefndir cyfranogiad isel. I'r rhan fwyaf o ddysgwyr, mae mynd i'r brifysgol yn amser cyffrous ond mae'n gallu bod yn amgylchedd anghyfarwydd i rai. Gall camu ymlaen i fynd i'r brifysgol fod yn heriol, yn enwedig pan fo myfyrwyr yn cael eu gwahanu oddi wrth fecanweithiau a gwasanaethau cymorth cyfarwydd. I rai pobl ifanc, mae'r symud i fyw yn annibynnol, gan fynd ati hefyd i wneud ffrindiau newydd a setlo i mewn i astudio, yn gyfrifoldebau newydd sy'n gallu bod yn anodd eu cydbwyso. Mae llawer o ffactorau sy'n gallu effeithio ar iechyd meddwl a bydd rhai myfyrwyr yn profi sawl ffactor.

Wrth fwrw ymlaen â'n diwygiadau i gyllid myfyrwyr, gwnaethom gydnabod y cysylltiad rhwng lefelau uchel o bryder ariannol ac iechyd meddwl gwael ymhlith myfyrwyr. Nod ein pecyn cyllid myfyrwyr yw lliniaru rhywfaint o'r pryder hwnnw drwy roi help lle mae ei angen. Rydym yn darparu'r lefel uchaf o gymorth cynhaliaeth o blith holl weinyddiaethau'r DU ar gyfer myfyrwyr israddedig. Mae myfyrwyr yn derbyn lefel warantedig o gymorth cynhaliaeth, yn seiliedig ar y Cyflog Byw Cenedlaethol, waeth beth fo incwm eu haelwyd. Mae grantiau eraill ar gael i fyfyrwyr cymwys, gan gynnwys grantiau mewn cysylltiad ag anableded ac i fyfyrwyr sydd â dibynyddion.

⁴ [Universities to involve trusted contacts when there are serious concerns about a student's safety or mental health \(universitiesuk.ac.uk\)](https://www.universitiesuk.ac.uk)

Mae'n bosibl y bydd cymorth ychwanegol ar gael i fyfyrwyr sy'n derbyn budd-daliadau nawdd cymdeithasol hefyd.

Yr effaith, os o gwbl, a gafodd COVID-19 yn gyffredinol ar iechyd meddwl a lles myfyrwyr ac effaith y pandemig ar y lefelau a'r math o gymorth a ddarperir gan y sector addysg uwch.

Cafodd AU yng Nghymru ac ar draws y DU ei heffeithio'n sylweddol gan bandemig COVID: cafodd addysgu a dysgu wyneb yn wyneb ei atal am gyfnodau sylweddol, gan darfu ar ddysgu, a chafodd cyfnodau ailadroddus o hunan-ynysu a gofynion cwarantîn, cyfyngiadau teithio a chyfyngiadau ar gymdeithasu effeithiau negyddol ar lesiant, iechyd meddwl ac iechyd corfforol llawer o staff, myfyrwyr a graddedigion. Gallai effaith cyfnodau ailadroddus o gyfyngiadau symud a hunan-ynysu fod wedi gwaethygu problemau iechyd meddwl, yn ogystal â theimladau cynyddol o unigrwydd, gorbryder a diffyg ymdeimlad o berthyn gan gyfrannu at lefelau uwch o iechyd corfforol a meddyliol a llesiant emosiynol gwael.

Roedd myfyrwyr yn wynebu her enfawr yn ystod y pandemig i aros yn y brifysgol, i gadw eu hunain a'r rhai o'u cwmpas yn ddiogel ac i barhau i ymgysylltu â'u hastudiaethau. Gan gydnabod yr anawsterau a'r heriau penodol hyn, gwnaethom ddyrannu cyllid ychwanegol o £50 miliwn i CCAUC yn 2020-21 i gryfhau'r cymorth i fyfyrwyr, yn enwedig i'r rhai sy'n wynebu anawsterau ariannol, emosiynol neu iechyd meddwl. Darparwyd £10 miliwn yn benodol ar gyfer gwasanaethau iechyd meddwl a llesiant myfyrwyr a £40 miliwn i roi hwb i'r cymorth i fyfyrwyr sy'n wynebu caledi ariannol. Rhoddwyd £27 miliwn arall hefyd i CCAUC er mwyn sefydlu Cronfa Adfer a Buddsoddi mewn Addysg Uwch a ddyluniwyd i gefnogi'r sector i liniaru effeithiau'r pandemig, gan gynnwys cynnal capasiti addysgu i gefnogi dysgu parhaus.

Bu CCAUC yn gweithio gyda'n prifysgolion a chyda myfyrwyr cyn y pandemig i ddatblygu dull strategol ledled Cymru o ymdrin â llesiant ac iechyd, gan gynnwys iechyd meddwl. Galluogodd y cyllid ychwanegol CCAUC a'r sector i adeiladu ar y dull strategol hwn ac ymestyn yr ystod o fesurau ac ymyriadau a gynigir i fyfyrwyr. Llwyddodd sefydliadau i gynyddu capasiti yn eu gwasanaethau cymorth i fyfyrwyr ac mewn undebau myfyrwyr i ddarparu gwasanaethau cyngor, cymorth a lles. Roedd cyllid caledi yn cynnwys help wedi'i dargedu i'r myfyrwyr hynny oedd â'r angen mwyaf o ganlyniad i'r pandemig ac a oedd yn wynebu'r caledi ariannol mwyaf oherwydd cyfyngiadau symud parhaus. Roedd hyn yn cynnwys cymorth ar gyfer gwasanaethau iechyd meddwl myfyrwyr a gwasanaethau caledi myfyrwyr, darparu pecynnau bwyd, mynediad at adnoddau a dysgu digidol, cwnsela a chymorth profedigaeth a chostau llety.

Yn 2021-22, derbyniodd sefydliadau AU £2.1 miliwn arall drwy CCAUC i gefnogi eu hymateb i effeithiau'r pandemig: darparwyd £1.3 miliwn i gefnogi gweithgareddau llesiant ar gyfer myfyrwyr 25 oed neu iau fel rhan o'r "Gaeaf Llawn Lles" i'w helpu i ymgysylltu'n well â'u dysgu a'r gymdeithas ehangach. Roedd gofyn i sefydliadau weithio ar y cyd â'u Hundebau Myfyrwyr wrth ddylunio a chyflwyno gweithgareddau i gefnogi a gwella llesiant corfforol, emosiynol a meddyliol pobl ifanc sy'n cymryd rhan; a darparwyd £750,000 i ariannu gwelliannau i systemau awyru mewn adeiladau campws i wella ansawdd aer a lleihau'r risgiau cysylltiedig â lledaeniad y feirws. Dyranwyd £600,000 i CCAUC yn 2022-23, o'r Prosiect Ôl-16 a Phontio o dan y

Rhaglen Adnewyddu a Diwygio, i ddarparu pecyn o gymorth mentora i ddysgwyr mewn addysg 16-19.

Wrth ymateb i'r pandemig, roedd angen ymdrech enfawr, barhaus ar y cyd r draws yr holl weithgareddau AU. Er bod yr heriau'n ddigynsail ac yn gofyn am ymateb cyflym a brys a'r angen i wneud rhai penderfyniadau anodd iawn, gwelsom hefyd arloesi gwych a rhai datblygiadau a chyfleoedd cadarnhaol y dylem fanteisio arnynt. Mae angen i ni sicrhau nad yw'r cynnydd yn yr ardaloedd hyn yn cael ei golli.

Nodi a darparu

Pa mor effeithiol yw darparwyr addysg uwch wrth hyrwyddo ethos o iechyd meddwl, a llesiant da cyffredinol i bob myfyriwr, ac a yw hyn yn rhan annatod o'r profiad dysgu ac o ryngweithio â staff.

Pa mor effeithiol yw'r sector o ran sicrhau bod myfyrwyr yn cael eu hadnabod yn gynnar os oes arnynt angen cymorth unigol wedi'i dargedu.

Mae ein cyllid blynyddol wedi'i dargedu wedi galluogi CCAUC i gynyddu'r cymorth mae sefydliadau'n gallu ei gynnig i staff a myfyrwyr. Mae CCAUC wedi datblygu dull strategol o ymdrin â'r gwaith hwn. Drwy ymdrechion CCAUC, Prifysgolion Cymru ac UCM Cymru yn gweithio gyda'i gilydd gydag elusennau iechyd blaenllaw ac asiantaethau eraill, rydym wedi gweld gwelliannau sylweddol dros y blynyddoedd diwethaf yn y cymorth a'r gefnogaeth a roddir i fyfyrwyr yn ystod eu cyfnod yn y brifysgol. Mae hwn yn ymrwymiad hirdymor, wedi'i wreiddio'n gadarn o fewn gweithrediadau strategol sefydliadau.

Roedd Datganiad Polisi Iechyd a Llesiant '2019 CCAUC yn eu hymrwymo i sicrhau bod darparwyr yn gwneud ymrwymiad parhaus i iechyd a lles. Ers 2019, mae pob SAU yng Nghymru wedi bod â strategaethau iechyd a lles, gan gynnwys iechyd meddwl, ar waith. Mae CCAUC yn monitro strategaethau'r sefydliadau ac yn darparu adborth a her i sicrhau eu bod yn parhau i fod yn addas i'r diben, eu bod yn briodol o uchelgeisiol a'u bod yn ymateb yn effeithiol i anghenion staff a myfyrwyr mewn AU, gan alluogi prifysgolion i gryfhau eu dull gweithredu ac i rannu arfer da.

Wrth adolygu eu strategaethau, ac i lywio eu datblygiad pellach, mae CCAUC yn ei gwneud yn ofynnol i brifysgolion ddefnyddio [pecyn cymorth hunanasesu Stepchange UUK](#). Datblygwyd pecyn cymorth hunanasesu UUK i annog prifysgolion i gynllunio a gweithredu dull prifysgol gyfan, fel y nodir yn Stepchange: mentally healthy universities.

Mae CCAUC wedi ymgorffori fframweithiau Universities UK: Stepchange mentally healthy university a Suicide Safer yn ei waith polisi. O 2019/20, ymrwymodd holl brifysgolion Cymru i fabwysiadu fframweithiau Universities UK Step change: mentally healthy universities [Stepchange: mentally healthy universities \(sustainabilityexchange.ac.uk\)](#) a Suicide-Safer Universities [Suicide-safer universities \(universitiesuk.ac.uk\)](#). Mae CCAUC hefyd wedi diweddarau ei ganllawiau a gyhoeddwyd yn 2019 ar Siarteri Myfyrwyr, sy'n ei gwneud yn ofynnol i Siarteri sefydliadau gynnwys datganiad ar ei ymrwymiad i gefnogi llesiant myfyrwyr, gan

gynnwys iechyd meddwl, a chyfeirio at bolisïau a gwybodaeth iechyd a llesiant ac iechyd meddwl. O 2022/23, mae CCAUC yn disgwyl i sefydliadau gynnwys ymrwymiad i hyrwyddo iechyd a llesiant myfyrwyr ac ymrwymiad i gefnogi dulliau Suicide Safer o 2022/23.

Er ein bod wedi gweld cynnydd sylweddol dros y blynyddoedd diwethaf, nid ydym yn llaesu dwylo o ran ein cyfrifoldebau at y bobl ifanc hyn. Gyda'r cynnydd ym mynychder myfyrwyr yn datgan cyflwr iechyd meddwl, achosion trasig o hunanladdiadau ym mhoblogaeth myfyrwyr y DU (yn y flwyddyn academaidd a ddaeth i ben yn 2020, amcangyfrifir bod 64 o fyfyrwyr prifysgol wedi cyflawni hunanladdiad yng Nghymru a Lloegr⁵ⁱ) a'r nifer cynyddol o fyfyrwyr sy'n ceisio cael mynediad at wasanaethau cymorth i fyfyrwyr, mae'n amlwg bod angen i ni wneud mwy i gefnogi myfyrwyr yn ystod eu cyfnod yn y brifysgol. Bydd angen dulliau mwy arloesol a chydweithredol i sicrhau bod gwasanaethau cymorth yn gallu diwallu anghenion y myfyrwyr hyn yn ddigonol, a'u bod wedi'u teilwra i'w hamgylchiadau penodol, fel poblogaeth symudol.

Pa mor effeithiol y mae'r sector addysg uwch a'r GIG yn gweithio gyda'i gilydd i roi'r cymorth iechyd meddwl cywir i fyfyrwyr unigol ar yr adeg ac yn y lleoliad y mae ei angen arnynt.

Yn 2019, galluogodd cyllid ychwanegol o £2 filiwn gan Lywodraeth Cymru CCAUC i ariannu pum prosiect iechyd a llesiant arloesol a chydweithredol. Nod y cydweithrediadau, dan arweiniad prifysgolion Cymru, oedd gwella'r ddarpariaeth iechyd meddwl a llesiant a nodi dulliau a oedd yn gynaliadwy ac y gellid eu rhannu ar draws AU yng Nghymru ac yn ehangach, er mwyn sicrhau newid system gyfan.

Darparodd y gronfa £600,000 i gefnogi cam peilot Gwasanaeth Cyswllt y Prifysgolion ar gyfer Materion Iechyd Meddwl, sef gwasanaeth a ddatblygwyd gan Bartneriaeth Iechyd Meddwl De-ddwyrain Cymru, sef cydweithrediad rhwng Prifysgol Caerdydd, Prifysgol Metropolitan Caerdydd, Prifysgol De Cymru, Coleg Brenhinol Cerdd a Drama Cymru, ac a gyflwynwyd mewn partneriaeth â'r GIG drwy Fwrdd Iechyd Caerdydd a'r Fro. Nod y prosiect arloesol hwn, a lanswyd yn y Senedd ym mis Mehefin, yw pontio'r bwlch rhwng Gwasanaethau Cymorth i Fyfyrwyr y brifysgol a gwasanaethau iechyd meddwl lleol y GIG drwy wella mynediad at gymorth iechyd meddwl hanfodol mewn achosion lle mae myfyriwr yn cyflwyno ei hun fel rhywun sy'n sâl neu mewn perygl.

Dylai myfyrwyr a darparwyr gwasanaethau fod â dealltwriaeth glir a chyson o rolau a chyfrifoldebau gwahanol ddarparwyr gwasanaethau a maint y cymorth mae pob gwasanaeth yn gallu ei ddarparu. Pleser o'r mwyaf oedd cyfarfod â chynrychiolwyr y gweithgor traws-sector dan arweiniad Prifysgolion Cymru yn gynharach eleni i drafod eu hegwyddorion polisi a'u hargymhellion. Mae eu gwaith wedi helpu i dynnu sylw at y materion penodol a brofir gan ddysgwyr wrth iddynt symud ymlaen drwy wahanol gamau yn eu haddysg a phontio rhwng gwasanaethau'r GIG.

⁵ [Estimating suicide among higher education students, England and Wales: Experimental Statistics - Y Swyddfa Ystadegau Gwladol](#)

Mae hwn yn fusnes i bawb ac mae gan bob un ohonom gyfraniad i'w wneud. Bydd y Dirprwy Weinidog yn cadeirio grŵp cynghori polisi traws-sector newydd sy'n canolbwyntio ar nodi mesurau atal ac ymyrraeth gynnar a fydd yn lleihau mynychder iechyd meddwl gwael ac yn gwella lles. Bydd y Grŵp yn canolbwyntio hefyd ar y rhyngwyneb rhwng gwasanaethau iechyd ac addysg drydyddol, gan archwilio'r rhwystrau sy'n arwain at fynediad gwael neu annheg at wasanaethau. Rydym wedi ymrwymo i ddatblygu dull system gyfan, gwasanaeth cyfan, wedi'i fframio o amgylch anghenion dysgwyr.

A oes problemau penodol o ran mynediad at gymorth iechyd meddwl y GIG, er enghraifft effaith newid meddygon teulu yn amlach; bod llawer o fyfyrwyr ar oedran lle maent yn trosglwyddo o wasanaethau iechyd meddwl plant a phobl ifanc i wasanaethau iechyd meddwl oedolion; unrhyw broblemau o ran rhannu data.

Mae gwella cymorth iechyd meddwl yn flaenoriaeth i Lywodraeth Cymru ac mae £50 miliwn ychwanegol wedi'i ddyrannu i gymorth iechyd meddwl a llesiant yn 2022-23.

Mae'n glir mai'r unig ffordd gynaliadwy o ymateb i'r galw cynyddol a natur amlochrog cymorth iechyd meddwl yw sicrhau bod cymorth da, cyffredinol ar gael a mynediad da at wasanaethau arbenigol, a dyna pam rydym yn mabwysiadu dull system gyfan o ddarparu gwasanaethau yng Nghymru.

Rydym wedi datblygu'r Fframwaith NEST/NYTH fel offeryn cynllunio ar gyfer BPRhau i gyflwyno Dull System Gyfan yn eu hardaloedd. Yn ddiweddar, rydym wedi penodi Arweinydd Gweithredu NEST sy'n gweithio ar draws y Llywodraeth, gyda BPRhau a rhanddeiliaid allanol i ymgorffori NYTH/NEST mewn polisi plant a phobl ifanc. Nod Fframwaith NYTH/NEST yw gwella iechyd meddwl a llesiant plant a phobl ifanc drwy ddarparu dull 'dim drws anghywir' o gael mynediad at gymorth a thrwy fabwysiadu ymagwedd ataliol at iechyd meddwl.

Rydym wedi cryfhau ac ehangu ein cynnig haen 0/1 i ddarparu mynediad agored at bob math o gymorth iechyd meddwl anghlinigol y gellir cael mynediad ato dros y ffôn neu ar-lein heb fod angen atgyfeiriad gan weithiwr iechyd proffesiynol ar ei gyfer.

Mae hyn yn cynnwys Pecyn Cymorth Iechyd Meddwl Person Ifanc sy'n cysylltu pobl ifanc 11 i 25 oed â gwefannau, apiau, llinellau cymorth a mwy i adeiladu gwydnwch ar draws chwe chategori; gorbryder, hwyliau isel, cadw'n actif ac yn iach, profedigaeth, gwybodaeth am y coronafeirws, a chymorth mewn argyfwng.

Erbyn hyn, gall pobl ifanc a'u teuluoedd yng Nghymru gael therapi iechyd meddwl ar-lein am ddim drwy'r GIG heb orfod cael eu hatgyfeirio gan feddyg teulu. Yn dilyn cynllun peilot llwyddiannus ym Mhowys, mae gan wasanaeth therapi ar-lein SilverCloud Cymru gyfres o raglenni cymorth a ddyluniwyd i helpu pobl ifanc i reoli eu hiechyd meddwl a'u llesiant. Gall rhieni a gofalwyr gofrestru ar gyfer rhaglen therapi ar-lein 12 wythnos rhad ac am ddim i helpu plant a phobl ifanc 4-18 oed sydd â gorbryder ysgafn i gymedrol. Gall pobl ifanc 16-18 oed hefyd gofrestru eu hunain, heb fod angen caniatâd oedolyn, am gymorth gyda gorbryder neu hwyliau isel yn uniongyrchol drwy eu ffôn symudol, tabled neu liniadur.

Rydym yn cydnabod hefyd fod heriau penodol mewn lleoliadau Addysg Uwch sy'n gysylltiedig â phobl ifanc yn gadael eu cartrefi ac yn teithio i wahanol rannau o'r DU i fynd i'r brifysgol. Mae hyn yn cyflwyno heriau o ran darparu pontio di-dor rhwng gwasanaethau iechyd mewn gwahanol rannau o'r wlad, gyda rhannu data yn faes allweddol sy'n peri pryder o ran rhannu cofnodion meddygol. O'r adeg y derbynnir y cofnod yng Nghymru, gall y broses bapur bresennol gymryd hyd at 11 diwrnod. Er mwyn gwneud hyn yn fwy effeithlon a di-dor, mae gwaith ar y gweill i drosglwyddo cofnodion meddygol yn ddigidol o fewn 30 munud i glaf yn cofrestru gyda meddyg teulu. Disgwyliwn i hyn gael ei gyflwyno yng Nghymru o fewn y 12 mis nesaf.

Mae cymhlethdod ychwanegol i blant a phobl ifanc yn y grŵp oedran hwn a fydd â'r her ddeuol o bontio drwy'r system addysg a gofal.

Ym mis Ionawr 2022, cafodd TGP Cymru ei contractio gan Lywodraeth Cymru i ymgysylltu a darparu nifer fach o weithdai wyneb yn wyneb neu rithwir gyda phobl ifanc ledled Cymru sydd wedi profi/yn profi gwasanaethau pontio CAMHS i AMHS er mwyn deall a phennu pa ateb cymorth pontio y byddent yn ei werthfawrogi.

Roedd yr adroddiad yn cynnwys rhai mewnwelediadau ac argymhellion defnyddiol o ran sut y gellid gwella'r pontio o CAMHS i AMHS drwy, er enghraifft, gwella'r mynediad at wybodaeth ynghylch pontio ac ailddylunio'r pasbort person ifanc.

Mae swyddogion wrthi'n dwyn ynghyd Rheolwyr Pontio Iechyd Meddwl penodedig ledled Cymru i ystyried yr argymhellion yn fanwl a'r hyn y gellir ei wneud i wella'r gwasanaeth ymhellach ledled Cymru.

Bydd yr adolygiad hwn yn ystyried sut mae Byrddau Iechyd yng Nghymru yn cydweithio â phrifysgolion a Byrddau Iechyd ledled y DU er mwyn sicrhau bod pontio daearyddol rhwng gwasanaethau yn cael ei symleiddio hefyd.

Pa mor effeithiol yw gwaith y sector addysg ôl-16 yn fwy eang i hybu iechyd meddwl da, yn enwedig o ran pontio.

Rydym wedi mabwysiadu dull system gyfan o ymdrin ag iechyd a lles, gan adeiladu ar yr ymrwymiad yn Addysg yng Nghymru: Cenhadaeth ein Cenedl i ragoriaeth, tegwch a llesiant yn ein system addysg.

Mae'r Cwricwlwm newydd i Gymru yn rhoi mwy o bwyslais ar iechyd a lles, cefnogi dysgwyr i wneud synnwyr o'u profiadau a'u teimladau a datblygu dealltwriaeth o ble a sut i gael help a chymorth. Mae'r Cwricwlwm i Gymru hefyd yn pwysleisio pwysigrwydd pontio i addysg ôl-16 a byddai angen i unrhyw bontio effeithiol ystyried iechyd a llesiant dysgwyr a'r cymorth a gawsant yn yr ysgol.

Mae'r sector addysg a hyfforddiant ôl-16 yn darparu amryw o wasanaethau sydd wedi hen ennill eu plwyf i gefnogi iechyd meddwl a llesiant myfyrwyr ar draws prifysgolion a cholegau:

Mewn addysg uwch, mae prifysgolion wedi darparu ystod o wasanaethau ac adnoddau i gefnogi iechyd meddwl myfyrwyr am flynyddoedd lawer yn seiliedig ar

ddull strategol, fel yr amlinellir uchod.

Mewn addysg bellach, mae Llywodraeth Cymru wedi darparu dros £10 miliwn o gyllid i gefnogi iechyd meddwl a llesiant staff a dysgwyr ers 2020. Mae'r cyllid hwn wedi cefnogi datblygiad strategaethau iechyd meddwl a llesiant o fewn colegau addysg bellach ac mae hefyd wedi golygu bod modd penodi staff lles, hyfforddwywr bugeiliol, cwyselwyr a mentoriaid.

Ym mlwyddyn academiaidd 2021-22, rhoddwyd dros £33 miliwn o gyllid ychwanegol i golegau AB a dosbarthiadau chwech ysgolion i gefnogi cynnydd dysgwyr. Dyrannwyd £13 miliwn arall i golegau AB ac awdurdodau lleol i gefnogi pontio dysgwyr i'r sectorau ôl-16 a rhyngddynt.

Ym mis Rhagfyr 2021, dyrannwyd cyllid i weithgareddau 'Gaeaf Llawn Lles' gyda'r nod o gefnogi llesiant cymdeithasol, emosiynol a chorfforol plant a phobl ifanc hyd at 25 oed dros fisoedd y gaeaf yn 2021/22; a ddarperir gan brifysgolion, colegau AB, awdurdodau lleol, ysgolion a sefydliadau cenedlaethol.

Darparwyd cyllid hefyd ar gyfer prosiect 'University Ready', sef casgliad o adnoddau gan brifysgolion Cymru a gynhelir gan blatfform Open Learn y Brifysgol Agored, i gefnogi dysgwyr sy'n pontio i addysg uwch y mae'r pandemig wedi tarfu ar eu dysgu.

Yn ystod haf 2021, cyhoeddodd Llywodraeth Cymru y Cynllun Ôl-16 a Phontio, gan nodi rhaglen o gymorth i ddysgwyr sy'n pontio drwy wahanol gyfnodau o addysg a hyfforddiant ôl-16 yn ystod ac yn dilyn y pandemig Covid-19.

Mae'r prosiect ôl-16 a phontio wedi bod yn gweithio ar y cyd â chydweithwyr ym maes iechyd, byrddau iechyd lleol, prifysgolion a cholegau i ystyried yr heriau, y rhwystrau a'r problemau sy'n wynebu myfyrwyr ôl-16 mewn addysg a'r staff sy'n eu cefnogi yn ein sefydliadau AU ac AB o ran mynediad at gymorth iechyd meddwl a llesiant. Defnyddir hyn i lywio rhaglen gydweithio yn y dyfodol. Felly, croesewir adolygiad y Pwyllgor oherwydd bydd yr ymchwil, y sylwadau a'r argymhellion yn cael eu gwerthfawrogi ac yn cefnogi'r gwaith hwn.

Polisi, deddfwriaeth a chyllid Llywodraeth Cymru

Pa mor effeithiol y mae trefniadau polisi, ariannu a rheoleiddio Llywodraeth Cymru ar gyfer y sector yn cefnogi iechyd meddwl myfyrwyr mewn addysg uwch, ac a oes mwy y gallai Llywodraeth Cymru ei wneud.

Yn 2010, cyflwynodd Llywodraeth Cymru y Mesur Iechyd Meddwl sydd, ynghyd â deddfwriaeth iechyd meddwl arall, yn rhoi'r cyd-destun rheoleiddio ar gyfer gwasanaethau cyffredinol yng Nghymru. Mae'r Mesur yn ddarn unigryw o ddeddfwriaeth a ddyluniwyd i ddarparu fframwaith cyfreithiol i wella gwasanaethau iechyd meddwl i bobl Cymru. Mae hyn yn cynnwys gweithredu Gwasanaethau Iechyd Meddwl Sylfaenol a sicrhau bod pobl sy'n derbyn gwasanaethau iechyd meddwl eilaidd yn cael gofal cyfannol a bod ganddynt gynllun triniaeth a chydgyssylltydd gofal.

Mae'r cymorth ariannol ar gyfer iechyd meddwl a llesiant o fewn AU yn cael ei ddarparu'n bennaf drwy CCAUC.

Yn 2018-19, mewn ymateb i'r cynnydd yn nifer y myfyrwyr sy'n datgan cyflwr iechyd meddwl a mynychder trasig hunanladdiadau ymhlith y boblogaeth myfyrwyr, aethom ati i roi ffocws o'r newydd ar iechyd meddwl a llesiant mewn AU. Gan gydnabod y cysylltiad rhwng llesiant a deilliannau dysgwyr, cafodd CCAUC y cylch gwaith o weithio gyda'i randdeiliaid a'i bartneriaid yng Nghymru a thu hwnt i gryfhau ei ymagwedd at ddiogelu, iechyd a llesiant drwy fynd i'r afael â'r ffactorau sy'n effeithio ar iechyd a lles, gan gynnwys iechyd meddwl. Dyrannwyd £2 filiwn o gyllid ychwanegol i CCAUC y flwyddyn honno i gefnogi'r gwaith hwn.

Rydym wedi mabwysiadu diffiniad eang o iechyd a lles, sy'n cwmpasu diogelu, adeiladu gwydnwch, mynd i'r afael â thrais domestig a rhywiol, aflonyddu a ffactorau eraill a all effeithio'n andwyol ar iechyd meddwl a llesiant staff a myfyrwyr. Yn 2019-20, cafodd £1.5 miliwn ei ddyrannu drwy CCAUC i gefnogi'r gwaith o wella arferion a pholisïau diogelu a lles, gan gynnwys hyrwyddo urddas mislif.

Ers 2018-19, mae tua £2 filiwn wedi'i neilltuo o fewn cyllideb CCAUC yn flynyddol i ariannu'r gwaith o ddatblygu a gwella cymorth iechyd a lles, gan gynnwys iechyd meddwl, o fewn AU. Mae mesurau wedi canolbwyntio'n bennaf ar fyfyrwyr, ond darparwyd cymorth hefyd i staff sy'n gweithio o fewn y sector. Darparwyd cyllid ychwanegol sylweddol yn ystod y pandemig i gryfhau'r cymorth roedd sefydliadau'n gallu ei roi i staff a myfyrwyr ac i gadw campysau a'n cymunedau'n ddiogel.

Mae canllawiau cynllun mynediad a ffioedd CCAUC ar gyfer darparwyr newydd a chanllawiau mis Chwefror 2020, a oedd yn sail i'r broses bresennol (ac y mae'n ofynnol i sefydliadau a reoleiddir gynnal lefelau cymorth i fyfyrwyr drwyddynt), yn nodi y dylai pob darparwr ystyried Datganiad Polisi Iechyd a Llesiant mewn Addysg Uwch CCAUC wrth wneud cais am gynllun. Mae sefydliadau a reoleiddir yn defnyddio elfen cymorth i fyfyrwyr y cynlluniau i ddarparu ystod o fwrariaethau a chronfeydd caledi.

Drwy gyllid sydd wedi'i glustnodi a thrwy flaenoriaethu gweithgarwch yn llythyr cylch gwaith CCAUC, mae CCAUC yn gallu defnyddio ei gyllid a'i bwerau rheoleiddio i ymgysylltu'n strategol â'r sector a chefnogi cyflawni ein blaenoriaethau ar iechyd meddwl a llesiant a diogelu.

Yng nghyd-destun y Bil Addysg Drydyddol ac Ymchwil (Cymru), sut olwg fyddai ar ddull system gyfan o ymdrin ag iechyd meddwl a llesiant mewn addysg ôl-16, a beth fyddai rôl darparwyr addysg uwch a gofal iechyd.

Bydd y Comisiwn Addysg Drydyddol ac Ymchwil (CTER), a sefydlwyd gan Ddeddf Addysg Drydyddol ac Ymchwil (Cymru), yn gyfrifol am ariannu a goruchwylio prifysgolion, colegau, dosbarthiadau chwech ysgolion, prentisiaethau a darpariaeth dysgu oedolion. Bydd CTER yn ddarostyngedig i ddyletswyddau llesiant Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015, a bydd ganddo ei ddyletswyddau ei hun i hyrwyddo cydweithio a chydlyniaeth mewn addysg drydyddol.

Bydd dull system gyfan o gefnogi iechyd meddwl dysgwyr yn flaenoriaeth i CTER. Rydym yn disgwyl iddo adeiladu ar y gwaith sydd eisoes wedi'i wneud gan CCAUC, awdurdodau lleol, ysgolion a darparwyr addysg uwch ac addysg bellach yn y maes hwn, gan gynnwys adeiladu ar wersi a ddysgwyd o'r pandemig.

Gallai creu CTER ddarparu cyfleoedd hefyd i rannu gwybodaeth, data ac arferion gorau rhwng darparwyr addysg bellach ac addysg uwch, gan gynorthwyo cymorth i fyfyrwyr sy'n pontio rhwng y ddau sector.

Mae cyllid Llywodraeth Cymru, a ddarperir drwy CCAUC, wedi cefnogi treialu Gwasanaeth Cyswllt y Prifysgolion ar gyfer Materion Iechyd Meddwl ar gyfer y Deddfwyrain (y cyfeirir ato uchod).

Bydd prosiectau o'r fath yn helpu i ddatblygu darpariaeth gydweithredol newydd o wasanaethau cymorth ar gyfer iechyd meddwl a llesiant myfyrwyr sy'n ymestyn i addysg bellach yn ogystal ag i addysg uwch drwy gydgyfylltu a goruchwylio CTER. Wrth i ni symud i weithredu Deddf TER a sefydlu CTER, rydym yn bwriadu gweithio gyda darparwyr addysg a gwasanaethau iechyd i nodi cyfleoedd pellach ar gyfer mwy o gydweithio wrth ddarparu gwasanaethau.

Rydym yn croesawu barn y Pwyllgor ar ble y gall mwy o gydgyfylltu a chydweithio, o fewn y sector addysg ynghyd â rhwng darparwyr addysg ac iechyd, wella gwasanaethau cymorth ar gyfer iechyd meddwl a llesiant myfyrwyr a dysgwyr.

Sut y dylai'r Comisiwn Addysg Drydyddol ac Ymchwil newydd ymdrin ag iechyd meddwl a llesiant myfyrwyr mewn addysg uwch, ac yn y sector addysg drydyddol yn fwy eang.

Mae Deddf TER yn ei gwneud yn ofynnol i CTER sicrhau ei fod yn fodlon ag effeithiolrwydd trefniadau'r darparwyr addysg drydyddol cofrestredig ar gyfer cefnogi a hyrwyddo llesiant ei myfyrwyr a'i staff. Gall y Comisiwn hefyd osod telerau ac amodau tebyg ar gyfer darparwyr y mae'n eu hariannu.

Dyma'r ddyletswydd gyfreithiol gyntaf o'i bath yn y DU a bydd yn ei gwneud yn ofynnol i CTER nodi disgwyliadau clir ar brifysgolion a cholegau ynghylch eu polisiâu, eu gwasanaethau a'u prosesau ar gyfer cefnogi llesiant a diogelwch myfyrwyr a staff.

Yn y pen draw, CTER, fel corff hyd braich, a fydd yn gyfrifol am bennu ei ddisgwyliadau o ddarparwyr ar y materion hyn. Rydym yn bwriadu ymgysylltu â rhanddeiliaid perthnasol yn ystod y broses o weithredu CTER i lywio'r gwaith o ddatblygu polisi, a chroesewir barn y Pwyllgor ar y maes hwn.

Rydym yn disgwyl y bydd CTER yn datblygu trefniadau ar gyfer monitro a goruchwylio iechyd meddwl a llesiant yn y sector yn yr hirdymor, er mwyn i ni asesu effaith gwahanol fentrau a chynorthwyo'r gwaith o gynllunio gwasanaethau'r dyfodol. Bydd CTER yn gallu adeiladu ar y gwaith helaeth a wnaed yn ystod y blynyddoedd diwethaf i gefnogi iechyd meddwl a llesiant mewn AB ac AU, gan gynnwys mentrau cydweithredol.

CYPE(6)-24-22 - Papur i'w nodi 1

Senedd Cymru
Y Pwyllgor Cyllid

—
Welsh Parliament
Finance Committee

Mark Drakeford AS
Y Prif Weinidog

16 Tachwedd 2022

Annwyl Brif Weinidog

Craffu ar oblygiadau ariannol Biliau

Rwy'n ysgrifennu atoch o ystyried eich cyfrifoldeb personol dros Raglen Deddfwriaethol Llywodraeth Cymru.

Mae'r Pwyllgor Cyllid yn pryderu'n fawr fod Llywodraeth Cymru wedi symud i ffwrdd o'r arfer yn y Bumed Senedd o ddarparu ymateb ysgrifenedig i adroddiadau Cyfnod 1 pwyllgorau cyn i ddadl Cyfnod 1 gael ei chynnal a chyn ei bod yn ofynnol i'r Senedd gytuno ar Benderfyniad Ariannol.

Rôl y Pwyllgor Cyllid yw ystyried goblygiadau ariannol Biliau ac mae ein hadroddiadau yn aml yn dod i'r casgliad ein bod yn fodlon â'r wybodaeth ariannol sydd wedi'i chynnwys ochr yn ochr â Biliau'r Llywodraeth, yn amodol ar ymrwymiad gan y Gweinidog i ddarparu gwybodaeth ariannol bellach yr ydym yn gofyn amdani. Gan fod y cynnig i gytuno ar Benderfyniad Ariannol fel arfer yn digwydd yn syth ar ôl i'r cynnig Cyfnod 1 gael ei dderbyn, mae penderfyniad Llywodraeth Cymru i wrthod darparu ymateb ffurfiol i'n hargymhellion yn golygu bod gofyn i'r Senedd gytuno i ymrwymo adnoddau cyn bod barn y Gweinidog yn hysbys. Rydym o'r farn bod hyn yn annerbyniol ac mae'n tanseilio'r broses graffu.

Mae'r Pwyllgor wedi ystyried goblygiadau ariannol yr holl Filiau sydd wedi'u cyflwyno yn ystod y Senedd hon, ac eithrio'r Bil cydgrynhoi sy'n ddarostyngedig i wahanol weithdrefnau. Yn ein gwaith craffu ar y Bil cyntaf a gyflwynwyd, y *Bil Addysg Drydyddol ac Ymchwil (Cymru)*, gwnaethom nodi ein disgwyliadau ar gyfer y Senedd hon y dylai Aseidiadau Effaith Rheoleiddiol gynnwys yr amcangyfrif gorau posibl o gostau a buddion i'n galluogi i graffu'n llawn ar oblygiadau ariannol cyffredinol Bil. Roedd hyn yn adeiladu ar faterion a nodwyd yn Adroddiad Gwaddol Pwyllgor Cyllid y Bumed Senedd sy'n nodi disgwyliadau pellach o ran cyflwyno gwybodaeth ariannol y dylai pob Bil gadw ati.



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Yn ddiweddar, cawsom ymateb Llywodraeth Cymru i'n hargymhellion ar *Fil Diogelu'r Amgylchedd (Cynhyrchion Plastig Untro) (Cymru)*. Roedd y Pwyllgor yn siomedig bod y Gweinidog wedi "cytuno mewn egwyddor" mewn llawer o achosion i ddarparu'r wybodaeth ariannol bellach y gofynnwyd amdani. Fodd bynnag, mae'r rhaglith yn awgrymu bod swyddogion y Gweinidog yn asesu dichonoldeb diweddarau'r gost wreiddiol ac, os ydyn nhw'n gallu, "bydd unrhyw waith yn cymryd o leiaf chwe mis i'w gwblhau". Hyd yn oed os bydd y costau'n cael eu diweddarau, mae'n debygol y bydd y Bil wedi cwblhau ei daith ddeddfwriaethol drwy'r Senedd erbyn i'r wybodaeth fod ar gael.

Yn syml, nid yw hyn yn ddigon da. Nid yw'n ddefnyddiol cael y wybodaeth hon ar ôl i'r Senedd eisoes gytuno ar y Penderfyniad Ariannol. Mae hefyd yn tansellio ymdrechion y Pwyllgor sydd, yn ei dro, yn cynyddu'r risg yn sylweddol y bydd y Senedd yn pasio deddfau gwael, gyda chanlyniadau ariannol ansicr a allai roi pwysau sylweddol ar gyllidebau sydd eisoes dan bwysau.

Gofynnwn felly i Weinidogion ddychwelyd at yr arfer blaenorol a darparu ymateb ysgrifenedig i argymhellion y Pwyllgor Cyllid cyn dadl Cyfnod 1 ac ystyried Penderfyniad Ariannol fel mater o egwyddor. Bydd hyn yn sicrhau bod y Senedd yn gallu gwneud penderfyniad gwybodus mewn perthynas ag ymrwymo adnoddau.

Byddwn yn ddiolchgar pe gallech ddosbarthu'r llythyr hwn i'ch cydweithwyr yn y cabinet. Rwyf hefyd yn anfon copi at y Pwyllgor Busnes a Chadeiryddion y pwyllgorau polisi.

Yn gywir



Peredur Owen Griffiths AS
Cadeirydd y Pwyllgor Cyllid

Croesewir gohebiaeth yn Gymraeg neu Saesneg.



We welcome correspondence in Welsh or English.



Eitem 3.2

CYPE(6)-24-22 - Papur i'w nodi 2



**Lynne Neagle AS/MS,
Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health and Wellbeing**

**Llywodraeth Cymru
Welsh Government**

16 November 2022

Jayne Bryant MS
Chair of the Children, Young People and Education Committee

Dear Jayne,

Thank you for your letter dated 25 October 2022 setting out the views from the Committee in relation the request for an update on Mind Over Matter.

Since the publication of the Mind Over Matter Report in 2018, and the follow-up report in 2020 - a huge amount of work has been undertaken to improve the support available for children and young people's emotional and mental well-being. The Mind over Matter recommendations have been fundamental in shaping Welsh Government policy, for instance through our joint-Ministerial Whole School Approach, now Joint Ministerial Whole System Approach and the development and implementation of our NEST NYTH framework. Most notably we have:

- Published statutory guidance on the Whole School Approach to Emotional and Mental Wellbeing in March 2021. We are continuing to work with schools and other partners to implement and embed the Framework, which is supported by implementation of the new Curriculum for Wales and the Health and Wellbeing Area of Learning and Experience in particular. We have also made over £43m available jointly from health and education budgets over the course of the three-year budget period to enhance wellbeing in schools and support PfG commitments in relation to school counselling and the development of CAMHS school in-reach services.
- In further education over £10m of funding has been allocated since 2020 to support the mental health and wellbeing of staff and learners. Institutional projects support the appointment and training of staff; collaborative projects bring colleges together to develop new strategies and share resources; and national projects support colleges in developing resources and initiatives on areas such as substance misuse, active wellbeing, Adverse Childhood Experiences and trauma.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1SN

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Eluned.Morgan@llyw.cymru
Correspondence.Eluned.Morgan@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

Tudalen y pecyn 36
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

- All our universities have well-being and health strategies in place. HEFCW monitors the implementation of the strategies to ensure they are appropriately ambitious and respond effectively to the needs of staff and students in HE. HEFCW have also embedded the Universities UK: Stepchange mentally healthy university and Suicide Safer frameworks within their policy work. In order to be eligible for health and well-being funding HEFCW expects HE institutions to sign up to UUK's #stepchange and Suicide Safer Universities frameworks and ensure that their expenditure plans align with the approaches outlined.
- We have invested significantly in tier 0/1 support to provide easy access to a range of support for children and young people – including the CALL Mental Health Helpline, Young Persons Mental Health Toolkit and BEAT's Eating Disorder helpline.
- We have also invested to establish a Wales wide offer, where young people and their families can access free online mental health support, without needing to be referred by a GP. This online therapy now has a suite of support programmes designed to help young people manage their mental health and wellbeing. Parents and carers can sign up for a free 12-week online therapy programme to help children and young people aged 4-18 with mild-to-moderate anxiety. Teenagers aged 16-18 can also sign up themselves, without needing adult consent, for support with anxiety or low mood directly via their mobile, tablet or laptop.
- We are also investing in crisis care with roll out of the all age 111 press 2 option for urgent mental health. Hywel Dda University Health Board is the first to establish this service on a 24/7 basis and all health boards are working towards implementation. As part of the Co-operation Agreement, we have also recently agreed four pilots to test alternatives to admission for young people in crisis.
- All health boards have made progress in improving eating disorder services and are working towards earlier intervention and achieving a 4-week waiting time for assessment. We have also commissioned a feasibility study to investigate the potential for a specialist eating disorder unit here in Wales.
- We have developed the NEST/NYTH Framework as a planning tool for RPBs to implement a Whole System Approach in their areas. We have recently appointed a NEST Implementation Lead who is working across Government, with RPBs and external stakeholders to truly embed NYTH/NEST in children and young people's policy and services.

The Committee will be aware that the current 10 year Together for Mental Health Strategy is coming to an end this year and work is underway to develop the successor strategy. As part of this process, we are reviewing the work already undertaken to take forward and embed the Committee's Mind Over Matter recommendations and identify remaining work that will need to shape the new national Together for Mental Health strategy. We will be taking a thematic approach to this and will provide the Committee with an update on progress in the New Year.

In the meantime, there is a Committee session planned with the Minister for Education and Welsh Language and myself on 23 November, when I am happy to answer any questions on progress against the Mind over Matter recommendations. I am also very happy to attend a separate scrutiny session with the Committee on Mind Over Matter if the Committee would prefer to do that.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Lynne Neagle'.

Lynne Neagle AS/MS

Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health and Wellbeing

CYPE(6)-24-22 - Papur i'w nodi 3

Information submitted by NASUWT in response to the letter sent on the 26 September about sexual harassment of school staff.

NASUWT

Undeb Yr Athrawon



CYMRU

The Teachers' Union

Greenwood Close/Clos Greenwood
Cardiff Gate Business Park/
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Tel/Ffôn: 029 2054 6080

E-mail/E-bost: rc-wales-cymru@mail.nasuwt.org.uk

Website/Gwefan: www.nasuwt.org.uk

17 October, 2022

Re: Sexual harassment of female school staff

Dear Ms Bryant,

Thank-you for your letter of 26 September requesting views on the prevalence of sexual harassment of school staff by pupils.

A survey carried out by the NASUWT in 2018 found that more than eight in ten (81%) teachers believe they have suffered sexual harassment or bullying in the workplace. One in five said they had been sexually harassed at school by a colleague, manager, parent or pupil since becoming a teacher. Nearly a third (30%) of those who had been sexually harassed have been subjected to unwanted touching, while two thirds (67%) had experienced inappropriate comments about their appearance or body. Over half (51%) had been subjected to inappropriate comments about sex, and 21% sexually propositioned. 3% said they had suffered upskirting or down blousing (photos taken up their skirts or down their tops).

In an online NASUWT survey conducted in 2016 over 7 days over 1300 teachers responded. Over half reported that they had had negative comments or information posted on social networks about them related to their role as a teacher in the last twelve months. 55% of comments were from pupils and 51% from parents. 80% of comments were insulting remarks and some included threatening behaviour. 60% of teachers received comments on Facebook,

NASUWT

The largest teachers' union in Wales
Yr undeb athrawon mwyaf yng Nghymru

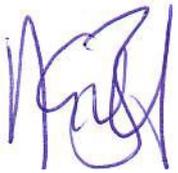
26% on Ratemyteacher and 16% on Twitter. Of incidents involving pupils, the majority were from pupils aged 13 and over, although there were comments from children as young as 7.

The teachers responding were asked to provide details of the abuse in an open field entry. Comments from pupils of a sexualised nature against women teachers included the following:

- A Facebook group set up to mock me and my appearance a couple of months after I started at the school.
- Threats of sexual violence and rape towards me
- Fake account set up where a group of boys spoke about me suggestively
- They started a site called "teachers we want to f**k and found photos of female staff to put up where people left comments.
- A 6th former took a photo of me when I was riding home from work in my lycra kit then shared it on a Whatsapp group.

This survey was used as part of the evidence given to the Westminster, Women and Equalities Select Committee. I copy of the full evidence is attached to the email I sent with this letter,

Yours sincerely



Neil Butler
NASUWT National Official Wales

**Inquiry into
Sexual harassment and sexual violence in schools
May 2016**

**NASUWT evidence
to the Women and Equalities Select Committee**

The NASUWT welcomes the opportunity to comment on the Women and **Equalities Committee inquiry into the scale and impact of sexual harassment** and sexual violence in schools.

The NASUWT's submission sets out the Union's views on the key issues identified by the Committee in the terms of reference for the Inquiry. The NASUWT's evidence is informed directly by serving teacher and headteacher members and by the Union's individual and collective casework.

The NASUWT is the largest union representing teachers and headteachers in the UK.

For further information, parliamentarians may contact:

Ms Chris Keates
General Secretary
chris.keates@mail.nasuwt.org.uk
www.nasuwt.org.uk

Executive Summary

1. Effective strategies to tackle violence against women and girls require concerted action across all spheres of society. Schools can make a vital contribution, alongside wider children's services, in relation to identifying needs, safeguarding and creating a climate in which difference and diversity are recognised and in which women and girls are treated with respect.
2. Children, young people and staff in schools have a right to learn and work in a safe and secure environment that is free from intimidation, harassment, abuse and violence and where they feel valued and respected. A school that fails to tackle effectively sexual and other forms of harassment and bullying of its employees will find it more difficult to develop an effective and credible response to safeguarding pupils.
3. The growing sexualisation of young people and its links to sexual harassment and violence against women not only shatters the lives of girls and women but also prevents boys and young men from relating to girls and women as human beings and peers and from forming healthy relationships. This requires whole school strategies for educating school pupils about gender equality and the impact of violence against women and girls within a fully funded and consistent equalities framework.
4. The NASUWT is the only teachers' union that undertakes an annual survey of teachers on the abuse of technology to determine the extent of the problem. The latest report 'NASUWT Survey of Abuse of Technology 2016'¹ shows that this continues to be a problem blighting the lives of teachers across the UK.
5. Teachers' lives continue to be blighted by regular incidents of sexual harassment and violence, predominantly through the use of abuse social media by pupils and parents. This is having a deleterious impact on the mental health of many teachers and their ability to carry out their work, particularly where the incidents are not taken seriously by employers or are considered as "banter" or "jokes". Teachers and pupils need to feel that their concerns are taken seriously and processes adopted for recording and monitoring all incidents of sexual harassment and violence in schools for staff and pupils.
6. Effective training for teachers on dealing with the sensitive issues of girls' sexualised behaviour and acts of sexual harassment is urgently required within all initial teacher training routes and continuing professional development

¹ Survey of abuse of technology (2016) NASUWT, Birmingham.

7. An intersectional approach to strategies for tackling sexual harassment is required in order to establish an inclusive response to this problem and one that recognises the multiple identities of women and girls along the lines of ethnicity, religion or belief, gender identity, age, disability and sexual orientation. The NASUWT asserts that there must be an intersectional lens to strategies for tackling sexual harassment and violence in order to have a truly inclusive approach to addressing this form of abuse.
8. Children can benefit enormously from good PSHE and SRE education so that they are safe and make informed choices. However, there is a disparity in the provision and quality of PSHE and SRE education across schools partly as a result of the Government's education reforms, cuts to public sector funding and Academisation with the extensive freedoms and flexibilities. A consistent approach to educating young people regardless of type of school is urgently required.
9. There are opportunities for Ofsted to inspect for effective policies and strategies that address sexual harassment and violence, however inspectorates need to be knowledgeable and fully trained on identifying good practices and gaps in provision. Moreover, schools should be encouraged to record and monitor incidents against teachers and pupils of a sexualised nature, alongside other discriminatory areas.
10. Government should send a clear message that those who seek to abuse, harass and threaten staff and pupils through the use of social media and mobile phones will face serious sanctions. A zero tolerance approach should be adopted. Schools require robust and effective advice on tackling the abuse of technology. The current Government advice on addressing this issue is woefully inadequate.
11. The voice and expertise of the teaching profession is essential for the development and delivery of strategies for addressing sexual harassment and violence in schools. Government programmes of work will be futile and ineffective if teachers and other staff are not considered to be key stakeholders within this work. The NASUWT requests to be involved fully in the development of resources and advice for schools on tackling sexual harassment and abuse against women and girls.

Introduction

1. The NASUWT's submission focuses on the four key Committee remit themes highlighted within the Inquiry:
 - establishing the scale of the problem;
 - understanding the impact of sexual harassment in schools;
 - what can be done to reduce levels of sexual harassment and sexual violence in schools?;
 - what can schools do to support students to deal better with the online elements of this problem.
2. The NASUWT agrees with the comments from the Chair of the Women and Equalities Committee that sexual harassment and sexual violence in schools is having a profound impact on the day to day lives of children and young people. The NASUWT therefore welcomes the launch of this inquiry as a step forward in considering what needs to be done to ensure that no child's education or teachers' working life is blighted by this abuse.
3. The NASUWT believes that all children, young people and staff in schools have a right to learn and work in a safe and secure environment that is free from intimidation, harassment, abuse and violence and where they feel valued and respected. It is, therefore, welcome to see the remit will also explore the extent to which teachers are victims of sexual harassment and sexual violence in schools.
4. Tackling sexual harassment and sexual violence in schools has been of growing concern to the NASUWT for many years. These issues have been part of our anti bullying/harassment work for over a decade of which the NASUWT has lobbied numerous Governments – working alongside organisations such as the Anti-Bullying Alliance, Childnet International, Stonewall and other organisations. The NASUWT was the first union to launch a programme of work on prejudice-related bullying, which included work on gender-based harassment and violence and challenging the sexualisation of women and young girls.
5. The NASUWT believes that sexual bullying and its link to violence against women must be recognised, understood and taken seriously in schools. Bullying is too often dismissed as 'part of growing up' or just 'teasing and joking'. The latter, 'it was just a joke', has been used since time immemorial by perpetrators of bullying, victimisation and harassment to excuse and justify their behaviour.

6. The Fixers report² commissioned by the Women and Equalities Committee to inform this inquiry confirms that sexualised behaviour has become normalised in schools. The reports from the young people taking part in the survey that they 'were under massive pressure to have sex and behave in a sexualised way' from as young as 12 years of age is of great concern to the NASUWT, however they are issues raised by the Union with successive Governments.
7. In a response to the Bailey review on the Commercialisation and Sexualisation of Childhood in 2011, the NASUWT expressed concern at the growing sexualisation of young people and its links to violence against women and provided evidence that sexual harassment of girls is taking place at an increasingly early age. The Union's submission noted that sexualisation of girls is not just shattering the lives of girls and women but that it is also preventing boys and young men from relating to girls and women as human beings and peers and from forming healthy relationships. The NASUWT called on the Government for effective whole school strategies for educating school pupils about gender equality and the impact of violence against women and girls within a consistent equalities framework.

Establishing the scale of the problem

8. Regrettably, there have been a number of factors that have impeded the much needed support and resources required in addressing the growing sexual harassment and violent incidents in schools.
9. Since 2010, the UK education landscape has undergone excessive reforms, including a radical fragmentation of its schools system and de regulation process. Curriculum reform has been introduced at a breathtaking pace with insufficient time and support for teachers. Cuts to public sector budgets and local services, academisation and the serious reduction in the role of Local Authorities have all been part of the landscape. The NASUWT believes that collectively these factors have hindered significantly the ability to provide and to ensure schools have the necessary support, training and funding required to address the growing problem of sexual harassment and violence in schools and to ensure that there is a consistency of approach.
10. The findings of the Fixers Report and corresponding case studies showed that sexualised behaviour is the new social norm in young people's daily lives and are of serious concern.

² Fixers Investigates: The trouble with sex in schools (2015)

11. A BBC Freedom of Information request in September 2015³ found that more than 5,500 sexual offences in schools were reported to the police over a three year period. The figure includes incidents of children being raped on school premises. In some cases the victims and suspects of sexual offences were as young as five years old.
12. These stark reports strongly resonate with NASUWT surveys and casework reports from teachers who have witnessed young girls being pressured into sexualised behaviour, particularly through the use of social media and mobile phones. Teachers regularly hear girls referred to as 'sluts' or 'slags' or witness unwanted sexual touching and when they attempt to tackle and report these incidents they are often faced with disbelief or find their concerns trivialised as pupil to pupil 'banter'. These teachers then find themselves isolated and unsupported by management.
13. The NASUWT works collaboratively with a number of organisations in tackling these issues in schools, including End Violence Against Women, (EVAW) which is the largest coalition of UK women's organisations established to eliminate all forms of violence against women and girls. The NASUWT has contributed to the many EVAW campaigns and various programmes of work that have developed coherent and effective policies and challenged Government policies that mitigate against these aims.
14. A YouGov survey commissioned by EVAW in 2010 showed that almost a third of 16-18 year olds had been subjected to unwanted sexual touching at school. In addition, 71% of all 16-18 year olds had heard sexual name calling towards girls at school at least a few times a week.
15. In addition, a more recent YouGov survey again commissioned by EVAW which reported in March 2016 further demonstrates that women experience unwanted sexual attention in public places. 85% of women aged 18-24 had experienced such sexual assaults by men. 64% had experienced sexual harassment and 35% of all women has been touched sexually. Sadly only 11% of these women reported that someone had intervened when they had experienced unwanted sexual touching.
16. The NASUWT recognises that the problem of sexual harassment and violence is a societal problem and schools cannot be left to tackle this problem alone. However, the Union strongly believes that schools can make a vital contribution, alongside wider children's services, in relation to identifying needs, safeguarding and child protection, and in providing for children's health, safety and wellbeing.

³ BBC Freedom of Information request to UK forces on the number of reported sexual offences in schools (September 2015)

Teachers experience of sexual harassment and sexual violence in schools

17. Sexual harassment and violence is not confined to pupils. *The Safe to Teach?* report of the NASUWT⁴ survey of 5,000 teachers on health and safety in schools showed that more than one in six (17%) female teachers have suffered from sexist abuse at school or college in the last two years compared to one in 17 (6%) male teachers. Overall 67% of teachers had suffered some form of prejudice-related bullying themselves whilst at work over a two year period. 52% of incidents were committed by pupils. The most common form of bullying reported by respondents was general abuse in 36% of the cases, 16% reported abuse on the basis of body image, 13% sexism, 6% racism, 5% homophobia, 4% faith and 2% disability. Over 73% of the incidents were reported; however, 45% of the respondents said that no appropriate action was taken following the incidents that took place.
18. Whilst teachers and other school staff should be protected by Health and Safety laws the NASUWT research demonstrates that employers fail to take their responsibilities seriously.
19. The NASUWT has been campaigning about the growing problem of cyber harassment/bullying for almost a decade. Reports to successive governments have demonstrated that pupils and parents are routinely using social media and mobile phones to abuse and harass teachers and other school staff. Evidence from case studies and surveys of teachers demonstrating the extent of the problem has been provided to Ministers and for the last three years the Union has conducted an annual survey.
20. The NASUWT is the only teachers' union that undertakes an annual survey of teachers on the abuse of technology to determine the extent of the problem. The latest report 'NASUWT Survey of Abuse of Technology 2016'⁵ shows that this continues to be a problem blighting the lives of teachers across the UK.
21. In an online NASUWT survey conducted over 7 days over 1300 teachers responded. Over half reported that they had had negative comments or information posted on social networks about them related to their role as a teacher in the last twelve months. 55% of comments were from pupils and 51% from parents. 80% of comments were insulting remarks and some included threatening behaviour. 60% of teachers received comments on Facebook, 26%

⁴ NASUWT (2011) *Safe to Teach*. Birmingham.

⁵ Survey of abuse of technology (2016) NASUWT, Birmingham.

on Ratemyteacher and 16% on Twitter. Of incidents involving pupils, the majority were from pupils aged 13 and over, although there were comments from children as young as 7.

22. The teachers responding were asked to provide details of the abuse in an open field entry. Comments from pupils of a sexualised nature against women teachers include the following:

- *A Facebook group set up to mock me and my appearance a couple of months after I started at the school.*
- *Threats of sexual violence and rape towards me*
- *Fake account set up where a group of boys spoke about me suggestively*
- *They started a site called "teachers we want to f**k and found photos of female staff to put up where people left comments.*
- *A 6th former took a photo of me when I was riding home from work in my lycra kit then shared it on a Whatsapp group.*

23. Comments from parents of a sexualised nature against women teachers include:

- *I want to slap her (the teacher's) bitch face;*
- *Parents threatened to come in and 'sort that bitch out'*
- *Accusing the school staff of 'sucking the head's titties'*

24. The survey also revealed many incidents of false accusations against teachers alleging that the teacher had punched or kicked the pupils or 'pushed them down the stairs' and inciting acts of violence from other parents. One teacher reported that it was a 'regular thing' for parents to post derogatory and false claims about teachers on public Facebook pages. 34% of respondents said that they did not report the incident. Reasons for non reporting ranged from teachers being told they are being over sensitive to lack of confidence in employers taking action.

25. For the first time, the 2016 NASUWT survey also asked teachers about sexualised incidents and bullying between pupils. Teachers reported:

- pupils filming themselves masturbating and sharing images.
- girls taking nude pictures of themselves in sexy poses and sending them to older boys;
- regular incidents of girls sending nude pictures to their boyfriends who then forward the images on to their friends;
- insults about gay people, misogynistic comments directed at girls, derogatory sexist comments and racist and Islamophobic comments.

26. The teachers report that the issues of sexualised behaviour and abuse is so rife in schools that its prevalence is dismissed as "banter" and senior management sometimes choosing to turn a blind eye with accusations of overreaction against

teachers who report it. Some teachers admitted in the survey that the downward pressures, excessive workload and other demands on teachers are often, regrettably, barriers to challenging and reporting incidents of sexual harassment and sexualised behaviour. Many had not received any training on dealing with the sensitive issues of girls' sexualised behaviour within either initial teacher training programmes or on-going professional development.

27. The NASUWT believes that the manner in which a school responds to the incidents of sexual harassment and bullying of its staff will be indicative of how seriously and also how effectively the bullying and harassment of pupils is tackled. A school that fails to tackle effectively sexual and other forms of harassment and bullying of its employees will find it more difficult to develop an effective and credible response to safeguarding pupils.

Intersectionality and sexual harassment

28. The NASUWT notes that many strategies for tackling sexual harassment and violence against women and girls are developed within an homogenous context where all women's experiences are considered to be the same. An intersectional approach to tackling sexual harassment is essential, as it recognises that one form of oppression can be shaped by and inform other forms. For example, racism can be sexualised, or women's oppression can be racialised. The sexist behaviour that black (BME) women face is often shaped by their ethnicity and the racism they face can be shaped by their gender – thus the two are intimately connected. Similarly a lesbian, bisexual or trans woman or girl cannot disconnect from a particular identity when experiencing sexualised abuse that is of a homophobic or transphobic nature.

29. The NASUWT hosts annually the largest gatherings of Women, BME, Disabled and LGBT teachers across the country on an annual basis. The women teachers attending these events often describe their experiences of discrimination that intersect across a number of identities that are often overlooked.

30. The NASUWT asserts that there must be an intersectional lens to strategies for tackling sexual harassment and violence in order to have a truly inclusive approach to addressing this form of abuse.

What can be done to reduce levels of sexual harassment and sexual violence in schools?

31. There is evidence to show that children express fixed views about women and men's roles at a very early age. Gender divisions are observed in attitudes

adopted to play and to learning activities and in addition it is perceived that girls and boys are guided towards atypical subject choices that impact negatively on their learning and career choices. Boys are conditioned to behave in particular ways, leading to violence, disruption or bullying. Hyper-masculine behaviour in the playground is driven by the need to be the dominant male as determined by wider cultural experiences. There is a need to eliminate this damaging gender stereotyping which adversely affects the life chances of girls as well as boys.

32. The curriculum has a critical role in ensuring that the education system plays its full role in building an equitable and just society, in challenging and countering discrimination through the promotion of equality and diversity, and by being structured in a way that allows all pupils to achieve and succeed to the fullest possible extent. The curriculum should, in this context, be seen not only as a means by which all learners can acquire skills, knowledge and experience but also as a mechanism for the transmission of positive values to children and young people that can encourage and sustain efforts to develop positive and inclusive attitudes and beliefs.

33. Educating school pupils about gender equality and violence against women will be futile if the issue is not seen as a whole school responsibility. If behaviour in the playground and whole school environment is inconsistent with the messages in the classroom, school pupils may become confused and not take the issue seriously. All stakeholders - school staff, parents, governors, students - need to develop shared values and operate within a consistent equalities framework.

34. The NASUWT believes that good Personal, Social, Health and Economics (PSHE) Education can support young people in making safe and informed choices. There needs to be room in the life of the school for an exploration of wider social issues that contribute to the wellbeing and engagement of all pupils. PSHE education has been the subject of many reviews on which the NASUWT has commented on. In January of this year, the Chair of four key House of Commons committee's wrote to the Secretary of State for Education, Nicky Morgan, asking for PSHE to be a statutory element of the national curriculum. In a letter from the education, health, home affairs and business committees the Chair argues that 'PSHE is a crucial part of preparing young people for life' and that it could 'help protect young people from abuse in many forms'. The Secretary of State has responded that schools are expected to make provision for PSHE and to provide a wide range of curricular and extra-curricular opportunities for pupils to develop their character, but making it statutory "would do little to tackle the most pressing problems with the subject". However, this response ignores that fact that not all schools are required to deliver PSHE education – academies are not required to deliver the national curriculum and they now make up the majority of Secondary

school education in England. There is therefore a disparity in the provision, inspection and quality of PSHE education.

35. PSHE and Sex and Relationships Education (SRE) are useful tools for issues of sexual harassment and violence to be addressed within the context of a coherent National Curriculum that allows for important links between different subjects to be drawn.
36. The NASUWT has campaigned for PSHE and SRE to be key elements within all initial teacher training routes and the provision of high quality continuing professional development. Teachers are committed to protecting children and young people from sexualised behaviour, harassment and violence but there is an urgent need to ensure that early and on-going training is provided. The NASUWT believes that such provision will help to counter the growing problem of sexual harassment and violence in schools.
37. The Government has pledged £80 million in funding to tackle violence against women and girls within its Ending Violence against Women and Girls strategy document 2016-2020⁶. The NASUWT welcomes this commitment but it is notable that the aim to fund critical local services, such as refuges, have diminished as a result of deep austerity cuts.
38. The Strategy document rightly acknowledges the importance of working in partnership with stakeholders to provide an effective response to violence and abuse, particular on prevention strategies in schools. However, it is extremely disappointing to note that once again the Government has not acknowledged the important role that teachers play in this regard. The NASUWT asserts that Government prevention strategies on educating and challenging sexual harassment and abuse in schools will be unproductive if the voice and expertise of the education workforce is overlooked. The NASUWT has a key role to play in the development and delivery of this programme of work and requests to be involved fully in the planned update of the Government guidance for schools on SRE education

The role of Inspection

39. Ofsted has made substantial changes to the frameworks and processes for the inspection of schools which includes a much reduced single common inspection framework, Ofsted inspectors are now required to make judgements on the personal development, behaviour and welfare of pupils by evaluating the extent to which the school is successfully promoting and supporting their commitment to learning. In addition, inspectors will assess the extent to which the school

⁶ HM Government: Ending Violence against Women and Girls Strategy 2016-2020. March 2016

promotes and supports pupils on how to keep themselves safe from risks such as abuse, sexual exploitation and extremism, including when using the internet and social media. This provides an opportunity for inspectors to make judgements about what a school is doing to prevent sexual harassment and sexual violence. However, the NASUWT is not confident that inspectors are either sufficiently knowledgeable or trained to ensure that children and young people are being educated against these practices. Moreover, schools are not required to explicitly monitor and record sexualised bullying and harassment incidents and so it is difficult to identify what data could be made available.

40. Safeguarding and keeping pupils safe is a key area in which schools should evaluate how well they are fulfilling their statutory responsibilities for protecting children from sexual abuse and all forms of gender-based violence as well as other forms such as racist, homophobic or transphobic behaviour. School leaders and governors are required to create an effective safeguarding culture and Ofsted inspectors could play a key role in ensuring that immediate action is taken if there are concerns about a pupil either displaying adverse sexualised behaviour or a victim of sexual abuse.
41. The NASUWT has produced guidance for school leaders on the new Common Inspection Framework which includes advice on the inspection process and how inspectors should be examining and inspecting a school's work on preventing and tackling sexual harassment and sexual violence. The guidance reminds school leaders of their responsibilities under the Equality Act 2010 and Public Sector Equality duties to eliminate discrimination, advance equality of opportunity and foster good relations between groups who share a protected characteristic and those who do not.
42. The NASUWT believes that inspection reports should be monitored to ensure that inspectors examine and report on a school's effectiveness in tackling and preventing sexual harassment and sexual violence.

What can schools do to support students to deal better with the online elements of this problem?

43. The NASUWT works collaboratively with organisations that support schools with online safety provisions and policies. For example, the Union has jointly produced guidance with Childnet on protecting staff from cyber bullying and harassment. The Union is also represented on the UK Child Internet Safety Board that promotes and advises on the use of safe internet use in schools.
44. The provision of high quality training for school staff on dealing with cyber bullying and harassment is an essential requirement for tackling sexual

harassment and violence in schools. This issue affecting women is too often ignored and needs to be privileged to underline its importance. Time and space needs to be identified during the normal working day for such training.

45. All schools, regardless of type, should be required to have whole school policies on preventing sexual harassment and violence. It is essential that such policies include the prevention of sexual harassment against school staff as well as pupils.
46. Ofsted inspectors should receive explicit training on inspecting for effective strategies in schools, in particular on how schools are monitoring and recording incident of sexual harassment and abuse.

Eitem 3.4

CYPE(6)-24-22 – Papur i'w nodi 4

Information submitted by NEU Cymru Wales in response to the letter sent on the 26 September about sexual harassment of school staff.

Sexual harassment of female school staff

NEU Cymru Wales submission to Senedd Children, Young People and Education Committee inquiry, November 2022

Dear Chair,

Whilst we have seen Peer-on-peer sexual harassment as a widespread issue for young people in Wales, it seems that the situation with pupil to education professional sexual harassment is more difficult to gauge at present. We have certainly received anecdotal evidence that it is happening in Wales, but these are incidents which rarely come to the attention of the union as they are either dealt with locally - and often seem to be worryingly dismissed as 'banter' in the cases which have been brought to our attention.

It is our belief that the RSE curriculum should be taken seriously by everyone, and that dignity and respect for everyone should be included as fundamental within that curriculum. As we said in our evidence on peer of peer sexual harassment, it is critical that schools acknowledge the often gender-based nature of such harassment.

The workplace should be a safe space for everyone, and working in an environment of dignity and respect is a critical right, therefore any local behaviour policy should deal explicitly with this issue.

Yours sincerely,

David Evans,
Wales Secretary, NEU Cymru

CYPE(6)-24-22 - Papur i'w nodi 5**Information submitted by UNISON in response to the letter sent on the 26 September about sexual harassment of school staff.****Sexual harassment of female school staff**

UNISON Cymru Wales submission to Senedd Children, Young People and Education Committee inquiry, November 2022

About UNISON Cymru Wales

UNISON is the UK's largest trade union organising and representing 1.3 million public sector workers UK wide, including 100,000 public sector workers across Wales.

Our members, 85 per cent of whom are women, work in the delivery of public services through direct public sector provision, private and voluntary contractors providing public services, and in the essential utilities. They include frontline staff and managers working full or part-time in public administration, local authorities, health and social care, the police and justice service, universities, colleges and schools, the electricity, gas, environment and water industries, transport, and in the voluntary and community sectors.

UNISON Cymru Wales represents thousands of school support staff including teaching and learning support assistants, reception and office staff, kitchen and catering staff, midday supervisors, caretakers, pastoral care, technicians and librarians. These school staff are predominantly female. This submission paper is shaped by their experience.

The issue of safety of school support staff and concerns about their security on school premises is very relevant. The Committee's inquiry into sexual harassment of female staff sits alongside the work UNISON has been involved in on violence and aggression faced by teaching and classroom assistants in across the UK.

We also wanted to support the Committee's investigations by providing detailed feedback on how support staff in Wales feel about these issues and surveyed our members in October.

Summary of UNISON position

School support staff are often referred to as 'unsung heroes' of our schools. They perform a vital role which makes our schools the success they are, but the majority

are low-paid women who suffer an institutional discrimination that belittles their role. This can have a serious impact on how they feel about reporting incidences of violence and sexual harassment, how schools might treat such complaints from them and how these members of staff are supported.

The evidence we provide in this paper shows school support staff are overwhelming worried about violent behaviour in their job in schools (70% of respondents to our survey said they were worried about this). Staff are frequently verbally abused and violent incidents and injuries to staff are commonplace, yet staff do not feel supported by their headteachers and nor have many been given training on how to deal with violent situations.

While violent behaviour is an everyday occurrence across Welsh schools, support staff report a much lower incidence of sexual harassment in the workplace, though of course, it is no less serious. As we will detail later, 11% of school support staff respondents had experienced sexual harassment at work, the most common being verbal harassment followed by physical harassment. Of those who had suffered harassment, the perpetrator in the majority of cases was a pupil or learner.

School support staff suffering sexual harassment said they would feel much more confident about reporting this to their headteacher and more confident that it would be dealt with appropriately, than when a violent incident occurs.

The consequences of violent pupil behaviour can be grave for the mental and physical health of support staff. Many teaching assistants describe a feeling of dread of going into school each morning fearing they will be subject to violence and aggression. They might suffer panic attacks and many talk of being plagued by anxiety so much that it disturbs their sleep.

This worry is aggravated because they feel unsupported by headteachers and the general perception in school that violence is to be endured as a normal part of the working culture.

Anxiety is further compounded because support staff say many schools either don't have protocols for dealing with aggressive children or don't make support staff aware of them and don't provide staff with training to de-escalate situations and protect themselves.

Schools must have robust policies around violence and sexual harassment of staff and make pupils and colleagues aware that this will not be tolerated in any way.

In particular, UNISON makes three urgent recommendations: improve the reporting process around attacks, provide staff with medical and psychological support and

ensure they don't have to continue working with the young person who's just assaulted/harassed them.

Role of teaching assistants

Without doubt, schools could not survive without teaching assistants. They help to support Special Educational Needs children and those underperforming; help teachers to cope with big classes and release teachers for preparation time and help those with English as an Additional Language, amongst other things.

It is in the interests of schools therefore to prioritise the safety and well-being of school support staff as a way of guaranteeing their school is a high-performing one.

Most of the evidence gathered by UNISON was from teaching assistants and the frightening testimonies we hear from them in Wales every day, clearly shows that schools are not doing enough in this area. Teaching assistants are extremely worried about violent behaviour in their job.

Academic report into the violence and aggression faced by teaching assistants in the UK

UNISON at a UK level contributed to a recently published academic study by University of Roehampton criminologist, Dr Amanda Holt, into the violence and aggression faced by teaching and classroom assistants in Wales, England and Scotland – the first analysis of its kind (extensive data already exists into pupil-on-pupil violence and aggression towards teachers and senior managers.)

Dr Amanda Holt led the qualitative research that involved in-depth interviews with 16 teaching and classroom assistants. UNISON helped recruit the support staff who took part in the research.

All described being the target of student aggression in a range of ways, including being hit in the face, punched, kicked and bitten. Researchers found that in several cases staff reported receiving death threats from pupils. 53% of teaching assistants had experienced physical violence from students in the previous year.

Physical injuries included cuts, a black eye, a dislocated thumb, a broken finger and ripped ligaments. Staff also reported a range of psychological problems, including stress, anxiety and depression. Two workers were diagnosed with post-traumatic stress disorder.

The report also noted that the response of schools to attacks was sometimes inadequate. Teaching assistants felt the message from their employers was that it

was their job to manage pupil violence. This, combined with their low status, normalised violence against them.

The report includes guidance on the steps schools should take to better protect teaching assistants in future. UNISON is rolling out the new advice about dealing with violent behaviour.

Dr Holt said: “For the first time there’s an understanding of the ferocity of attacks on teaching assistants and their devastating physical and mental toll.

“This knowledge will help schools better understand and improve their response to violent behaviour by pupils. Setting out the steps every school should take to protect staff and support them in the aftermath of an attack is an important first step.

“This raises big questions about the expectation of schools, and in some cases insistence, that teaching assistants should be the first line of defence against pupils who display violent or aggressive behaviour.

“With the profession dominated by women, forcing them to become classroom enforcers could do long-term harm. Combined with the role’s lack of professional status, this risks creating an environment where violence becomes normal, particularly towards women. As pupils become adults this worrying development could have serious ramifications for society.”

The Holt report is submitted by UNISON alongside our evidence to the Committee.

UNISON Cymru Wales survey of teaching assistants

As the main trade union representing school support staff in Wales, we wanted to support the Committee’s investigations by providing detailed feedback on how support staff feel about these issues.

We launched a survey of UNISON school support staff on 18 October 2022 which closed on 27 October. 212 members, across primary, secondary and special schools, 3-16 learning community, pupil referral units, completed our survey. The overwhelming majority of respondents were teaching assistants.

The key findings are summarised below.

Key survey data

Q1. Are you worried about violent behaviour in your job?

- 70% (149 people) said 'yes'

Q2. How frequently have you personally experienced violence at work in the past 12 months?

- 16.8% experience verbal abuse at least daily; 28.8% experience verbal abuse at least weekly
- 10.7% experience threats at least daily; 20.1% experience threats at least weekly
- 10.6% experience assaults at least daily; 15.2% experience assault at least weekly

Q3. How often do you observe violent incidents towards staff in your school?

- 70 people observe violent incidents at least daily
- 58 people observe violent incidents at least weekly

Q4. If you have been assaulted, what behaviours did this include? Tick all that apply

- Pushing – 105 people
- Kicking – 121 people
- Punching – 92
- Throwing of object/ furniture – 127 people
- Spitting – 84 people
- Biting – 80 people
- Scratching – 76 people
- Attacked with a weapon – 27 people
- Verbally – 117 people
- Other – 22 people

Q5. Have you ever suffered an injury as a result of violence/physical abuse at your school?

- 8% said 'yes, major injury requiring medical assistance'
- 43% said 'yes, minor injury requiring first aid'

Q6. If you have experienced a violent incident, did you feel supported by your head teacher/line manager?

- 41% said 'no'

Q7. Respondents were asked if violent behaviour from pupils had an impact on your health and wellbeing, in what ways? Only a sample is given below. Each bullet-point denotes a different respondent.

- It caused me to have anxiety about going to work & also made my asthma a lot worse due to the stress & anxiety of being attacked every time I was in the class with the child to the point I had to take 6 weeks off work.
- *My confidence and self esteem has been effected, questioning if I am in some way doing something that is provoking behaviour*
- Just recently I had a table thrown at me, damaging my arm and resulting in so far three weeks off.
- *Working in a special needs school it comes with part of the job but I don't feel there is enough support after incidents. Staff shortages and inexperienced staff cause behaviours to be worse. We are just expected to get on with it as it's a part of the job without actual support and support of our wellbeing. I feel overworked, under paid and under appreciated.*
- Yes scared to work with individuals on a daily basis. Been put in the same class as an individual who has bitten, kicked pushed me.
- *I am very wary of children approaching me from behind and have become more nervous at home when family comes quietly near me*
- Drained, stressed, unable to complete daily tasks. Miserable in my role. On high alert constantly, waiting for next attack
- *Yes. Went in sick leave for six months. Couldn't cope. Was going through a difficult time at home and then daily upset in work and felt like I wasn't supported at all.*
- Don't want to come to Work. Worry that if you speak up that they'll listen and won't react badly. Worry if you'll be supported for telling pupils to stop.
- *It made me leave that school and job for something I didn't want to do. I hid in toilets as much as I could and became miserable at home which damaged my relationship with my partner*
- Absolutely it has, it has impacted both my health and wellbeing. I am currently still off work from my last attack and in awful pain. Dreams where I'm woken up by the pupil or can't sleep for it running through my mind.
- *Yes. Going to school every day feeling anxious in case a child becomes aggressive, physically or verbally abusive. Lack of acknowledgment or support from parents - denial of behaviours. TAs (Teaching Assistants) just being left to deal with poor behaviours.*
- Has encouraged me to look for employment outside of the education sector.
- *Yes. I have been attacked several times by ALN (Additional Learning Needs) students. One time was particularly bad and I had to go to A&E to get my nose and eye socket x-rayed.*
- Made me feel inadequate and no good at my job. Dreaded going into work, also felt I was failing the pupil involved and the other pupils in the class.

- *I would come home after work and take my frustration out on my children. Shouting at them for silly things, having no tolerance towards them etc.*
- Yes, started having panic attacks and unable to sleep
- *Feeling tired, no energy to complete family activities, having to hide marks & bruises from husband & own children*
- Yes, in the last year I have had panic attacks, I have also been having chest pains and other symptoms, which medical professionals have told me is likely due to the stressful nature of my job. This term I often feel anxious and I am losing weight as I have lost my appetite.
- *Yes I ended up in A&E twice! Once with a facial injury that needed treatment. Multiple permanent scars from being bitten and scratched, It left me feeling nervous about coming to work and had a negative effect on my wellbeing, I was left feeling stressed and anxious daily.*
- Yes, I feel like a sitting duck in my school because assaults/threats towards support staff are often turned back on us by SMT (Senior Management Team) and we are made to feel it is our fault even though there are no clear policies and procedures we can refer to of what to do when such serious incidents occur such as when a pupil is in possession of a weapon. I personally have been reprimanded by SMT recently for asking an open question to colleagues as to why wasn't a pupil dealt with in a particular way when in possession of a weapon being unaware at the time of the actual procedure.
- *I don't go to work to be a battering ram for a child to kick and lash out at and keep getting told that tomorrow is another day. It brings in anxiety and a feeling of not wanting to go to work*
- Yes it made me dread going to work and fear serious injury
- *Yes. We are seeing staff hit, kicked, elbowed, pushed sometimes deliberately, sometimes when breaking up fights but it's becoming so regular you can't help but worry. Starting to not feel safe there anymore and this is a standard comp, not a special school or PRU (Pupil Referral Unit).*

Q8. *Is there a clear protocol at your school for reporting a violent incident towards staff?*

- 16% said 'no'
- 21% said 'don't know'

Q9. *Have you seen a risk assessment or behaviour plan for any of the learners you work with where this is required?*

- 48% said 'no'

Q10. *Is the risk assessment/behaviour plan updated following an incident?*

- 11% said 'no'
- 49% said 'don't know'

Q11. *Does your school have policies, risk assessments and control measures in place?*

- 5% said 'no'
- 33% said 'don't know'

Q12. *Have you been given training on how to deal with violent situations?*

- 46% said 'no'

Q13. *Respondents were given the opportunity to describe measures that their school has taken to deal with violence in their workplace. Only a sample is given below. Each bullet-point denotes a different respondent.*

- Tried to exclude pupils but LEA (Local Education Authority) made school have them back
- *"It's part of the job"*
- There are policies and measures in place, but the headteacher does not follow them so the whole process does not work. It is only when the headteacher is on the receiving end that they do anything about it. Support staff are not considered at all.
- *Referred child to educational psychologist.*
- Since I and another colleague have been signed off sick by Dr we have been made aware of violence policies and violence at work forms
- *Pupil was removed for a time period but has returned, behaviour is still a problem.*
- Some avoidance tactics that rarely work.
- *Yes. Reported to Behaviour Support but there is rarely any assistance available*
- Photos of injuries are sent to county as far as I know!
- *Yes, told to ignore behaviour and use team teach to prevent attacks. However, this is almost impossible due to the speed of the children and violent behaviour towards us.*
- No, other than discussing it. Such discussions imply that we must 'just get on with it'.

- *We have received Team Teach training which focused on how to safely remove a pupil from a situation, but I do not feel that is enough to help us in knowing how to deescalate situations or cope with the physical harm and emotional stress these instances cause to staff.*
- Exclusions - however staff have dealt with way too many incidents before this happens and then children are being allowed back, leaving staff feeling scared of a recurrence. Staff are being physically and verbally abused on an hourly basis, daily - behaviour has a significant negative affect on the learning of the rest of the children who aren't getting an education they deserve as a result.
- *Most children have individual plans, with positive handling protocols and triggers/diffusers etc. However not all staff are given these documents.*
- No. Staff don't feel enough is done, regularly there are incidents that staff feel warrant permanent exclusion but the council/challenge adviser apparently make this incredibly difficult. We'll be a news story before long, knives will be next but sadly until something truly awful and "newsworthy" occurs we're just expected to carry on.

Q14. Respondents were asked what else could be done to tackle the problem of violence against staff in their school and to make staff feel better supported? Only a sample is given below. Each bullet-point denotes a different respondent.

- Tougher sanctions against perpetrators
- *Give clear consequences, helping by removing the child from the situation so that staff that have been shown violence don't have to work with the child again straight after the incident. Quicker referrals & diagnosis, more staff to share to load & teachers stepping in to help instead of leaving low paid TAs to be punching bags. Not expecting TAs to do break and lunch duty with the child all the time as this feels isolating & you don't have time to debrief or seek emotional support & reassurance from other staff.*
- More support for staff's well-being. Better communication between all staff following an incident & for it to be constant across the school. Better support for special support officers who are with the pupils every moment of the day apart from 30 minute break
- *To have an experienced staff team with the most challenging pupils.*
- Giving us a good amount of trained staff and a good line manager and better pay

- *To know that the child and parents will be dealt with appropriately instead of going for a cup of tea and a break from class with the head then returned to class half hour later.*
- Time for staff to recover after an assault, rather than made to go straight back to pupil with no consequence for child. Parents made aware of violent attacks, consider what other provisions are needed for violent children.
- *Being able to talk openly about it with a line manager and a plan put into place to help cope with these situations*
- Appropriate training. A clear plan of how certain young people are to be managed so that all members of staff are on the same page. Regular check in meetings with line managers to express staff concerns. To be listened to and out feelings and thoughts to be taken notice of.
- *More staff employed and more assistance from the LA*
- More training and specialist senior management responsibilities, as it often feels that TA's (the poorest paid) are left to deal with issues. It's understandable that teachers have to remain in class as there is often a full class of children that need supervision and sometimes maybe upset too, however there needs to be a designated, specialist trained member of senior management available at all times, who is called upon as a matter of standard policy (as this takes the responsibility to make that call off TA's) when a pupil is behaving violently.
- *More and more children are being refused 1:1 support in school when they clearly need it. I believe that this would greatly decrease the amount of violent situations as there would be a designated person for the child who would be able to intervene and potentially stop the situation from escalating*
- There should be a clear plan in place for behaviour and it should be followed consistently for every child and for every member of staff abused, staff should also be listened to, we should have the right to go to work and not be stressed about what we are going to have to face. My setting is mainstream but our SLT (Senior Leadership Team) seem to think that if a child is ALN or has an autism diagnosis that it is okay for them to attack you and you shouldn't complain as it is your job.
- *More consequences for violence, suitable staffing levels*
- There is a need for more funding or staff to work with children who require such support. Currently, teachers and support staff are constantly supporting these children on a daily basis alongside the class. Where most situations, 2 members of staff are required to help regulate and support children. This leaves the other children without the support they need, resulting in many cancelled interventions, lesson activities and daily support. Also the staff members are drained from the daily (in our case) behaviours.
- *There needs to be more TAs for support. We deserve better pay. The risks and demands do not fit the pay we get.*

- To be included in the process moving forward and be updated on any reports that are submitted. Head teacher at times does nothing.

Q15. Have you ever experienced sexual harassment at work?

"Sexual harassment, as defined by the Equality Act 2010, is when a person engages in unwanted behaviour of a sexual nature, whether verbal, non-verbal or physical, that creates an intimidating, hostile, degrading, humiliating or offensive working environment."

- 87% said 'no' (184 people)
- 11% said 'yes' (24 people)
- 1% said 'don't know' (3 people)

Q16. What form of sexual harassment have you experienced at work? Please tick all that apply

- Physical (for example unwelcome touching, hugging, invasion of personal space) – 11 people
- Verbal (for example inappropriate jokes, comments about your appearance, invitations on a date, questions about your private life) – 19 people
- Visual (for example, sexual gestures, staring, winking) – 6 people
- Sexual assault (for example unwanted kissing, sexual touching, performing a sexual act) – 2 people
- Cyber (for example inappropriate emails, texts or phone calls) – 2 people

Q18. When was the last time you experienced sexual harassment at work?

- 31% of those who had experienced sexual harassment said 'in the last month'
- 8% of those who had experienced sexual harassment said 'in the last school term'

Q19. Who was the perpetrator of the sexual harassment at work?

- 18 people said pupil or learner
- 6 people said a colleague
- 3 people said a manager or supervisor

Q20. Did you report the sexual harassment to your employer or to another body?

- 69% said 'yes'
- 31% said 'no'

Q21. *Was this appropriately dealt with?*

- 72% said 'yes'
- 28% said 'no'

Q22. *Have you ever witnessed a colleague being sexually harassed at work?*

- 15% said 'yes'
- 3% said 'don't know'

Q23. *If you were sexually harassed at work in the future, would you feel confident reporting it to your employer?*

- 14% said 'no'
- 19% said 'don't know'

**Violence towards teaching/classroom
assistants in mainstream UK schools**

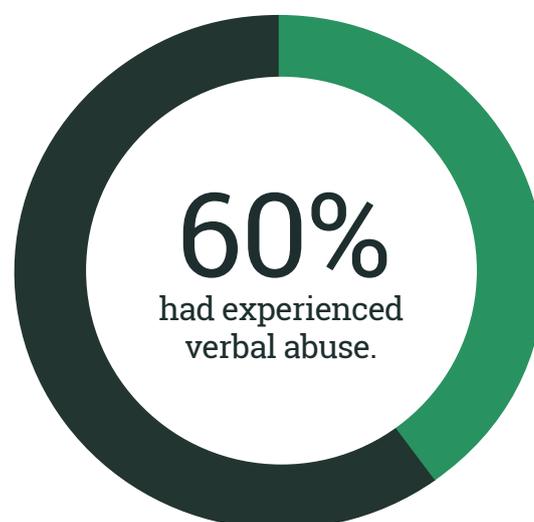
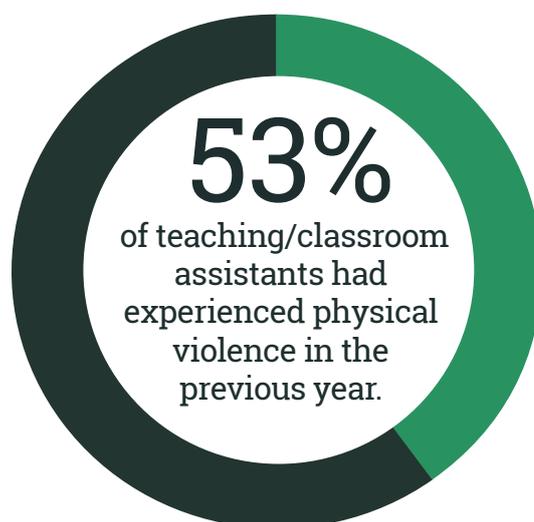
Research findings and recommendations

A. The Research Project

This is the first academic research project in the UK to explore how teaching and classroom assistants have experienced aggressive, violent, and/or abusive behaviour from students while working in mainstream schools.

While there is an important and well-developed body of research on school violence, particularly pupil-on-pupil violence and aggression towards teachers and senior management, there is little knowledge about violence towards school support staff and, in particular, towards teaching/classroom assistants. This is despite research suggesting that it is a much more significant problem for teaching and classroom assistants than for other school staff. For example, a survey by NASUWT (2021)¹ found that six percent of teachers had experienced physical violence from students in the past year, 10 percent had experienced threats of physical violence, and 38 percent had experienced verbal abuse. In contrast, a survey by Unison (2016)² of 14,500 support staff across England, Wales and Northern Ireland found 20 percent had experienced physical violence from students in the past year, 20 percent had experienced verbal threats, and 27 percent had experienced other verbal abuse. In terms of specific roles, the same survey found that 53 percent of teaching/classroom assistants had experienced physical violence in the previous year, 53 percent had experienced verbal threats, and 60 percent had experienced other forms of verbal abuse.

Such surveys are important in highlighting the extent of the problem. However, to understand the nature of the aggression, its context, and how it is experienced and responded to, we need to listen to the words of those who have experienced it. This kind of research can help us to develop meaningful recommendations for how mainstream schools can respond more effectively in supporting their staff as well as their students. This study aimed to address this knowledge gap.



1. See FE News (2021) | 2. See Unison (2016).

Methods

The project centred on 16 in-depth interviews with teaching and classroom assistants from mainstream schools across England, Scotland and Wales. Participants were recruited through social media (e.g. Twitter) and via Unison, who distributed the request for research participants through its networks. The criteria for participation was to have experienced physical violence or aggression from students on two or more occasions while working at a mainstream school. The interviews took place remotely (via video conference or telephone) and the open-ended questions concerned the nature of the aggression/violence, its impacts, its perceived causes, and how the school responded to it. With consent, the interviews were recorded and transcribed and the data was then subject to thematic analysis to identify common themes. The project was approved under the procedures of the University of Roehampton's Research Integrity and Ethics Committee. All names in this report are pseudonyms.

Participants

Of the 16 participants interviewed, twelve were women and four were men, and their age ranged from 28 to 62 (average age=43years). Twelve participants worked in primary schools and four worked in secondary schools, and they had worked in schools from between two and 28 years. Twelve participants were on permanent contracts and four were on fixed-term contracts. Eight of the schools they worked in were academies and eight were managed by the local authority (LA).

“

I was getting bruised on a regular basis, so I was having my face hit, punched ... kicked, spat at, bitten ... shouted at in my face.”

(Joanna)

B. Key findings

In this section, we outline the findings of the research in terms of the teaching/classroom assistants' experiences of i) the nature and the context of the violence from students, ii) the impacts of the violence, iii) the school responses to the violence, and iv) experiences of using restraint techniques during violent encounters.

i) What were the teaching/classroom assistants' experiences of violence from students?

I was getting bruised on a regular basis, so I was having my face hit, punched ... kicked, spat at, bitten ... shouted at in my face. (Joanna)

The aggression experienced by the participants was regular in its frequency and wide-ranging in its nature. It included **verbal abuse** (including being shouted out, called derogatory names), **threats** (including, in several cases, threats to kill), and **physical violence** (including being spat at, kicked, punched, slapped and having objects thrown at them).

Many participants described experiencing aggression from a number of students over the course of their careers. In cases where participants worked one-to-one with students, they sometimes described intense daily aggression from the same student, which escalated over time:

He is quite aggressive, and most of it was directed towards me because I was the closest adult to him, so although I was worried about the other children, that would have been secondary really. All of his anger was directed towards myself. And he's very physical. (Maggie)

While sexual aggression was rarely mentioned, one female participant disclosed an incident of 'inappropriate touching'. Furthermore, some of the dynamics reflected how we understand gender-based violence to operate, with female participants describing having to face violence from teenage boys who were 'bigger and taller' than them which was 'intimidating'.

Participants said that while sometimes there were triggers that preceded the violence, at other times there were not. This made it very difficult to deal with, particularly as there were expectations from senior managers that the participant should have identified the trigger and should have prevented the violence before it started:

[following a violent incident] The actual Deputy said, "Well, what happened to trigger him?" And there's not always triggers with him, sometimes he just does it. And I said there was absolutely nothing, no excuse whatsoever for him to have done what he did. He just all of a sudden went into a rage. But it was almost like, "Well, you must have set him off, you must have..." Do you know what I mean? (Andrea)

In terms of the wider context of violence, a number of explanations were given by participants. Sometimes these perceived causes related to the student themselves, such as aggression as a reaction to distress (sometimes in response to learning environments that did not adequately support children with SEND or other additional needs). Sometimes the causes related to the students' home life and family (such as growing up with domestic abuse and/or in other adverse environments). However, the most common explanations related to institutional factors that facilitated the violence and aggression. Examples included:

- The size of the school and its impact on pupil behaviour (one school was described as 'organised chaos')
- Poor management and leadership (for example, new interim heads coming and going, and the continual upheaval this created caused stress and anxiety for staff which then impacted children)
- Financial constraints, cost-cutting and, in particular, a reduction in teaching/classroom assistants (which increased the risk of harm for those who stayed on)
- Policy change, particularly in relation to processes of academisation where restorative practices such as nurture groups were replaced with strict behaviour policies and the introduction of restraint techniques.

ii) What were the impacts of the violence?

All of the participants disclosed that they had experienced physical injuries as a result of the aggression – examples included bleeding, a black eye, a dislocated thumb, a ripped ligament, and a broken finger. In many cases, the injuries sustained were serious, with some participants requiring ongoing medical treatment such as injections, cauterisation and physiotherapy. Some participants reported continued chronic pain or reduced mobility as a result of their injuries.

Aside from the **physical injuries**, the psychological impacts were profound. All of the participants described experiencing stress, anxiety and/or depression as a result of the ongoing violence, and two participants had been diagnosed with PTSD (post-traumatic stress disorder) following a specific incident. Some participants had been authorised medical leave by their GP as a result of an incident and one participant had to leave work entirely:

It started to have a really bad impact on my mental health and my physical health because unfortunately I didn't have any support at work. And I had to stop going to work because I couldn't sleep at night time...[...] Obviously I spoke to my managers before reaching this point and they didn't really put anything in place, so I had to stop going to work to look after myself. I came to the conclusion that the best thing for me was just to leave because I didn't want to put myself in that situation anymore (Melissa)

There were other impacts: for example, time taken off work as a result of the physical and psychological injuries resulted in reduced income, often exacerbating an already-precarious financial situation. It also impacted home and family life, as participants felt increasingly pre-occupied and stressed at home which negatively impacted their family relationships, particularly with their own children.

The experiences also started to ebb away at the participants' professional confidence, as they started to doubt whether they could perform their job properly. Indeed, the participants felt that, although it had not been explicitly stated as such, it was their responsibility to control the violence – not only towards themselves, but towards the other

children and towards other staff members. The weight of this responsibility added to feelings of stress and anxiety in the workplace. It also meant that, for some participants who felt they had no support, the safest course of action was to allow themselves to become the school punchbag:

I worry about him hitting the other staff. If he hits me, I tend to just let him hit me because I find that not reacting to him works better than reacting to him. So eventually if he punches and kicks me a few times, well, if he realises he's not getting a reaction he'll stop because I'm not reacting to him. (Carl).

iii) How did teaching/classroom assistants experience the school response?

Participants described a number of strategies they used to try to manage the violence. Examples included keeping a 'behaviour diary' each day to identify techniques that worked (and those that didn't work). Some attended courses (e.g. anger management, nurture groups, complex needs training), although sometimes the cost of the courses prevented them from attending as many as they felt they needed.

Despite the seriousness of the aggression and violence experienced, the participants often felt that the school did not respond appropriately. Participants recognised that criminalising the child would not be helpful, but participants had nevertheless considered contacting the police (and one did) because of the failure of school managers to take the incident seriously.

Violent incidents were not always logged in incident report systems as they should be (e.g. My Concern or CPOMS). Furthermore, although participants described other teaching/classroom assistants as supportive, they experienced less support from teachers and senior managers. For example, Paul described an incident where a student was hitting him in a classroom and '...the teacher carried on with the class...and he carried on hammering away at me...'. Similarly, Carol described being hit across the back by a bottle full of sand in the playground and '...the other staff that were on the playground didn't react at all, which I was a bit surprised at'.

Such passive bystander responses contributed to participants feeling that the violence directed towards them was not considered to be important and that colleagues were unconcerned about their safety. Indeed, one participant felt like his only value was as a 'bouncer':

They don't trust your judgement because you're a teaching assistant, that's how it feels a lot of the time. And not all, some staff are lovely, but you always feel like, Well you want me when the shit hits the fan. ...There's been a few times where a student will kick off and nobody else will deal with it because they're too scared so they call me down and ... sometimes it's kind of ... that's not my job, I have a degree, you know? I'm not ... obviously I will help my colleagues and I will protect students, but sometimes you felt like you're used as a bouncer (Mark)

The implicit message conveyed to the participants was that it was their job to manage student violence and, combined with their low professional status within the school hierarchy, this enabled the normalisation of student violence towards them. For example, Maggie's experience is indicative of many of the stories we were told:

*He came over and punched me in the face. And my colleague was like, "Whoa, that is totally unacceptable", went off to get the SENCO, who came back and took him away and that was it. I just sort of like ... because we'd got other children in the room, I was trying to protect them from him and ... you know, I just went back to work as normal. And then a little while later, the SENCO came back with the boy and said, "You owe Ms. **** an apology" and he just looked at me and went "Sorry". And that was it, I was given the boy back and carried on working for the rest of the day (Maggie)*

Participants noted that the students often faced no sanctions following a violent incident towards them, and yet sanctions would be put in place if a teacher or senior manager had been assaulted. This discrepancy made participants feel unsupported and un-valued, and raised concerns about the message this would send to students about the acceptability of such violence, particularly towards a staff group who were pre-dominantly female, low paid and experienced low professional status³. If any sanctions were applied – for example, through

3. In 2021, 93% of teaching/classroom assistants in England were female (Department for Education, 2022). The average actual pay per annum for teaching assistants is approx. £12,000 (TES, 2019).

a fixed-term exclusion – the participants were rarely involved in this decision-making process, and were often not informed of the outcome.

iv) What are teaching/classroom assistants' experiences of using restraint techniques?

If a teacher said, "Oh I'm not able to control this child", they would send me in there... But, then again, there's that whole borderline of, OK, if I'm holding this child and I'm restricting them, it could lead to bruises, it could lead to ... you know what I mean? And then, because it's just me and that child, then everything was going towards me, so I'd try and hold them and they'd be scratching or trying to kick and bite and spit and trying to do everything they can to get away, and we don't really know why they reacted in that way. You try and do the best you can, and basically you just don't want to do it anymore. It just gets you and it makes you think, why am I even here? No one wants to do this, you know? (Brian)

Participants spoke at length about the use of restraint techniques as a method of dealing with student violence and aggression, and had very mixed feelings about it. Not all of the participants were trained in restraint: a minority had said that they had requested restraint training to help them manage the violence, but this had been refused due to costs. Others did not want to be trained, but were given no choice. For example, Judy, who was in her 60s, explained that she '...tried to refuse because of my age, and I've got a bit of arthritis, so I didn't really feel it was appropriate for me to be restraining children on the floor'. Yet her headteacher insisted that she train and be given the role as 'first responder' in cases of student violence.

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The training's fine, but when you're not looking and you turn and get a punch in the face, you haven't got time to react.”

(Jane)

Those participants who were trained in restraint techniques (or 'positive handling strategies'), described the process as physically and emotionally tiring for both them and the student. They were concerned that they might inadvertently hurt the student, and/or face accusations or an investigation as a consequence. Some voiced concerns that they were less protected against disciplinary action than teachers would be in the same situation.

Some participants commented that the guidance for using restraint techniques was very ambiguous, and this exacerbated their concerns:

Our headteacher said we can't afford to put anybody else on the training, so just follow the Government guidelines, which are if you're in danger, somebody else in danger or the student is in danger, you are allowed to restrain them. But in the same sentence it said, but we do not want you putting your hands on the kids (Mark).

Participants explained that the use of restraint was not always brief: one participant said that it could last 'for up to an hour and a half' and the threat may not necessarily be reduced once the restraint is removed. Participants also noted that appropriate follow-up, which should include a debriefing and discussion with senior management, was not always implemented. Furthermore, restraint was not easy to implement in cases of sudden violence:

The training's fine, but when you're not looking and you turn and get a punch in the face, you haven't got time to react (Jane)

Ultimately the participants recognised that restraint achieves nothing in the long-term, and that much more fundamental change is required in schools to both prevent student violence and aggression and to protect and support school support staff from victimisation.

C. Recommendations for schools

In this research project, the participants described some very disturbing incidents which suggest that both they and other students were at risk of harm. All of the teaching and classroom assistants interviewed experienced a combination of physical violence, verbal abuse, and psychological aggression from students in their school, often on a daily basis. The impact of this was far-reaching – it impacted their physical and emotional health, their family relationships, their income and their professional confidence. Despite the seriousness of what they faced, they did not feel appropriately supported by their school. The participants felt under-valued and that their primary role was to deal with the aggression that other staff members were not able to, or did not want to, deal with. The situations described, including school responses, also sounded distressing and potentially trauma-inducing for the student displaying the aggression.

This research specifically focused on the experiences of teaching and classroom assistants who face such violence. Clearly, a lot more work needs to be done with students to prevent such violence, including a serious consideration of whether the support needs of children with SEND and those facing adverse childhood experiences are being adequately met in school environments. However, based on these research findings, we make some key recommendations for how schools could better support their teaching/classroom assistants. First, we make recommendations for good practice following a violent incident, and second, we make recommendations for wider institutional change.

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All of the teaching and classroom assistants interviewed experienced a combination of physical violence, verbal abuse, and psychological aggression from students in their school, often on a daily basis.”

Recommendations for good practice following a violent incident

- 1) Every incident of student violence or aggression towards school staff should be reported and logged, with time given to staff within their working hours to do this. Staff members should always be given a copy of the report form.
- 2) The student should be immediately separated from the staff member, who should be given a safe space (or sent home) to recover. Staff members should not be expected to continue working with the student until an appropriate resolution process has been completed satisfactorily.
- 3) Staff members should be encouraged to seek a medical check-up following a violent incident.
- 4) Statements should be taken from the staff member, the student, and any witnesses and an investigation should be undertaken (by an independent party), with the outcome decision reported in a timely manner.
- 5) Care should be taken to avoid making blaming or accusatory comments towards the victimised staff member, particularly prior to the conclusion of any investigation.
- 6) Restorative practice should be implemented where appropriate to enable both the staff member and the student to experience closure. A meeting based on restorative principles will enable both sides to communicate their feelings about the incident, facilitate mutual understanding and allow for learning to take place.
- 7) Psychological/counselling support should be made available to any staff member who experiences a violent incident.
- 8) Staff members should be encouraged to take leave on full pay if they are experiencing physical or psychological injuries as a result of a violent incident.

Wider institutional changes

- 9) Schools should invest in and value the important role that teaching/classroom assistants do, and reflect this in their pay and in providing ongoing CPD and training opportunities (particularly when requested).
- 10) Schools should establish a specific support fund for training/course attendance for support staff to help keep themselves safe.
- 11) Support staff should be enfranchised in processes for both preventing violence (e.g. contributing to risk assessments) and following an incident (e.g. contributing to the decision-making process of how the school should best respond).
- 12) There needs to be a culture change that addresses current 'us and them' divisions between teaching staff and support staff, which is damaging to an inclusive school ethos.
- 13) Schools should provide regular whole-school training on how to respond to student aggression and violence towards all staff members (regardless of staff role/status)
- 14) Schools should develop a clear and unambiguous whole-school policy on student violence that is produced in collaboration with all stakeholders: Headteachers, HR, teachers, support staff, governors and unions. This should be reviewed regularly.
- 15) It is questionable whether restraint techniques are appropriate or effective in many of the situations we heard about as part of this research. However, if restraint techniques are to be used in a school, then the whole school should be trained in using them, with opt-outs available for staff members on health or other grounds (e.g. risk of re-traumatisation)

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Eitem 7

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