

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Thursday, 08 July 2021
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	The impact of Coronavirus Pandemic on the Social, Emotional and Mental Health of Children and Young People in the Vale of Glamorgan and an overview of support provided by the Local Authority
Purpose of Report:	To advise Members of the experiences and views identified in the Children's Commissioner for Wales' Coronavirus and Me survey in January 2021 and how the Local Authority has supported our children and young people
Report Owner:	Morwen Hudson, Head of Standards and Provision David Davies, Head of Additional Learning Needs and Wellbeing
Responsible Officer(s):	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	Emma Carver, Head of Engagement Service Ysgol Y Deri Mark Davies, Prevention & Partnership Manager Gill Toon, Complex Needs Manager / Principal Educational Psychologist Carys Pritchard, Principal Improvement Partner
Policy Framework:	The recommendations are within existing policy framework and budget
Executive Summary:	<ul style="list-style-type: none"> In May 2020 and January 2021, views were sought from children and young people aged 3-18 across Wales about their experiences and feelings during lockdown as a result of the Coronavirus pandemic. The survey in January 2021 was a repeat of the survey undertaken in May 2020 and was available bilingually in three forms: a version for 12-18 year olds, a slightly shorter and simpler version for 7-11 years and an accessible version for 7-18 year olds. In January, 19,737 children and young people across Wales completed the survey, of whom 1,245 were in the Vale of Glamorgan. The results of the January 2021 survey for young people in the Vale of Glamorgan are shown in English in Appendix 1 and Welsh in Appendix 2. Infographics summarising key points from both surveys are shown in Appendices 3 (May 2020) and 4 (January 2021).

- In 2011, the Directorate developed an online early identification assessment tool to improve social and emotional wellbeing. Since then, it has been upgraded and SELFIE (Social and Emotional Learning for Improvement in Education) now sits on a child centred interactive online platform.
- SELFIE is an online survey which pupils from year 2 upwards complete to gather their views about their social and emotional wellbeing. The survey information is used by school staff to proactively track, respond to and monitor pupils' wellbeing.
- The survey is carried out twice a year, every Autumn and Summer term.
- 42 primaries, 6 secondary and the PRU take part.
- Approximately 11,350 pupils take part in the Autumn and Summer term each year.
- The Directorate has been concerned about the social, emotional and mental health of children and young people for a number of years. In 2019, a strategy was developed based on the most up to date research in this field which incorporated an understanding of Developmental Trauma, Adverse Childhood Experiences (ACES), Attachment theory and the neuroscience of mental health and ill- health.
- The progress made in implementing this strategy, alongside specific support provided by the Local Authority as a result of the pandemic, has enabled children and young people to access appropriate support in relation to social, emotional and mental health.

Recommendations

- 1.** That Scrutiny considers the results of the Children's Commissioner's Coronavirus and Me report and Local Authority data outlining the impact of the pandemic on children and young people in the Vale of Glamorgan.
- 2.** That Scrutiny recognises that the Local Authority identified the impact of adverse childhood experiences (ACEs) on children and young people's mental health prior to the pandemic and has taken a strategic approach to address this.
- 3.** That Scrutiny recognises the universal and targeted support the Local Authority has provided to support the wellbeing of children and young people as part of a strategic approach and in direct response to the pandemic.

Reasons for Recommendations

- 1.** To advise Scrutiny of the increasing numbers of children and young people displaying social, emotional and mental health difficulties pre-pandemic and the additional challenges facing children and young people as a result of the lockdown in January 2021.
- 2.** To advise Scrutiny on the strategic approach taken by the Local Authority to develop provision to meet the social, emotional and mental health needs of children and young people in the Vale of Glamorgan.
- 3.** To advise Scrutiny of the support provided by the Local Authority in response to the pandemic.

1. Background

- 1.1** In May 2020 and January 2021, the Children's Commissioner undertook a survey of children and young people across Wales to find out about their experiences during the Coronavirus pandemic.
- 1.2** This report attached in Appendix 1 shows the results of the second survey.
- 1.3** The Children's Commissioner was clear that the information within the report should be used to inform the Local Authority's next steps in supporting children and young people rather than to compare local authorities with each other.
- 1.4** The survey was specific to the period of lockdown and the questions reflect restrictions that children and young people were experiencing at that particular time.
- 1.5** The survey includes questions about children and young people's emotions, mental health, wellbeing support, education, wider services, information, play and leisure.

- 1.6** SELFIE is an online survey which pupils from year 2 upwards complete to gather their views about their social and emotional wellbeing. The survey information is used by school staff to proactively track, respond to and monitor pupils' wellbeing.
- 1.7** Both surveys indicate that most children have shown remarkable resilience during the pandemic, but some young people have undoubtedly been impacted negatively.
- 1.8** Concerns about the deterioration in the social, emotional and mental health of children and young people pre-dated the pandemic.
- 1.9** The Directorate, in consultation with schools, identified in 2018 that the key emerging challenge for schools was the increasing number of children and young people who were displaying very complex social, emotional and mental health difficulties. (Appendix 5). These difficulties were having a significant impact on their ability to learn and to interact positively with adults and peers.
- 1.10** As a consequence, there were an increasing number of children and young people who were difficult to include in mainstream settings. This was resulting in increasing levels of exclusion, increasing requests for specialist services and specialist placements, increasing numbers of children and young people being educated other than at school (EOTAS), more pupils accessing out of school provision (OOST), and higher number of parents choosing to educate their children at home (EHE).
- 1.11** It was also evident that children were displaying these difficulties at a much younger age which was placing increased pressure on early years and primary school settings. As a result, the LA was seeing a rise in exclusions in primary schools and a lack of specialist provision for this younger age group.
- 1.12** All children and young people with Additional Learning Needs (ALN) require a graduated response which seeks to support the young person to enable them to thrive despite their difficulties. However, unlike other areas of ALN where the overriding ethos is one of acceptance, care and support, this ethos can be more difficult to maintain where the ALN relates to social, emotional and mental health difficulties, particularly if this leads to challenging behaviours that impact on the wellbeing of other pupils and school staff.
- 1.13** The over-riding approach in place in schools and LA support services was one of "behaviour management". This was based on a system of rules, rewards and consequences. This led to an overly punitive response being used by many schools, based on the assumption that the behaviours are being chosen voluntarily by the pupil and that punishment will lead them to choose to behave differently.
- 1.14** In light of the Welsh Adverse Childhood Experiences (ACEs) study (link included Appendix 5) and new research into the psychology and neuroscience of attachment (link included Appendix 5) and of mental health and ill-health (link included Appendix 5), it became imperative that we recognised the influence of pupils' personal experiences on their learning and achievement, understood behaviours as adaptive and as a form of communication and change our approach to meeting their needs.

- 1.15** Studies on Adverse Childhood Experiences clearly identify a growing group of children and young people who have or are experiencing significant adversity in their home lives. These experiences are traumatic for the child or young person and are the leading determinant of the most common forms of physical illness, mental illnesses and early death. They can have a pervasive effect on brain development, particularly in the absence of at least one secure, emotionally available adult at home.
- 1.16** Children learn to feel secure by having their needs met by their caregivers repeatedly throughout their day and every day. When caregivers are regularly and persistently unable to attend and attune to their children and provide a safe and stimulating environment, children experience toxic stress.
- 1.17** The developing brain suffers, and children develop adaptive responses to getting their needs met and relate to others in an anxious, avoidant, angry/ambivalent or disorganised way. These adaptive, behavioural responses are described as attachment difficulties and persist even in the absence of threats in the school environment as the child's brain has been wired for survival rather than learning.
- 1.18** Prevalence of insecure attachments is high and a significant factor behind many of the internalised (mental health) and externalised (relational/behavioural) difficulties we observe at school. Children whose early experience is in a household with a number of identified ACEs have a much higher chance of developing attachment difficulties, but insecure attachments may occur within non-vulnerable children as well.
- 1.19** Developmental Trauma (DT) is increasingly being used as a way of conceptualising and describing the emotional distress and altered brain development experienced by individuals exposed to early and chronic trauma, amplified in the absence of a consistent emotionally available adult. It is not a formal diagnostic category but the Developmental Trauma lens is helpful for children with a range of regulatory, social function, emotional, behavioural and cognitive difficulties who do not meet criteria for any medical diagnosis that would better explain their difficulties. DT and insecure attachments also put pupils at significant risk of developing mental health difficulties.
- 1.20** It was recognised that there was an urgent need for all our schools, to work within an evidence based, psychologically informed framework that incorporated an understanding of Developmental Trauma, ACEs, Attachment and the neuroscience of mental health and ill health.
- 1.21** Research shows that 'protective factors,' namely interventions by emotionally available adults before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviours, learning difficulties, long term mental, physical and societal ill-health. Children can recover and develop resilience through building and strengthening new connections in the brain; we can help this happen at school.

2. Key Issues for Consideration

2.1 From the Coronavirus and Me survey in January 2021, key headlines from the survey of 7-11 year old children include:

- Most children felt safe most of the time but by the 2021 survey, there was a slight increase in the number of children who felt sad (12%) or worried (14%).
- Children said they were keeping healthy by exercising outdoors (77%) and talking with family members (69%).
- Around half of children were confident about their learning, with 71% using a laptop or home computer to access their learning.

2.2 Key headlines from the survey of 12-18 year old young people include:

- An increase from March 2020 to January 2021 in the number of young people who felt sad (22%) or worried (20%) and a decrease in the number of young people who felt safe (69% from 79%) or happy (37% from 53%).
- The majority of young people used social media, school work and their friends as a means of keeping a healthy body and mind.
- 86% of young people were using a laptop or computer to learn at home, although just over half felt concerned about how lockdown could impact on their qualifications or felt unmotivated to do their schoolwork.

2.3 The key findings from the SELFIE survey carried out in October/November 2020 were that in all areas of emotional wellbeing, when compared to the previous Autumn, on average, Foundation pupils reported a slight improvement in their wellbeing. Key stage 2 pupils showed an unusually mixed picture, with deteriorations in levels of worry, sadness, negative emotions outside school and self-worth. Key stage 3 and key stage 4 pupils showed more significant deterioration in seven of eight relevant areas of emotional wellbeing.

2.4 The process of change began in 2018 at which time a whole day Headteacher Conference was held at which the research outlined below was shared to ensure a shared understanding of the issues and a commitment to change.

2.5 Following this, in consultation with schools, the Social, Emotional and Mental Health Action Plan was created, and the programme of change began.

2.6 The first action was to create a new outreach service which could work with schools to provide support and training to facilitate this new approach.

2.7 As a consequence, the Behaviour Support team was disbanded, and a new Engagement Service was created based at Ysgol y Deri. The core team is made up of 5.2 specialist teachers and 4 learning support assistants, of whom, 2 are Welsh language speakers. All are qualified Trauma Informed Schools practitioners and the majority have extensive knowledge and experience of working with young people with autism. Specialist roles within the team are developing and currently include functional behaviour analysis, sensory processing differences and sensory attachment interventions, mindfulness and yoga.

- 2.8** It's anticipated that the composition and role of the team will evolve over time as we learn which assessments and interventions are most effective and as capacity building in mainstream schools gains momentum improving universal Trauma and Mental Health Informed provision.
- 2.9** The expanded referral criteria and range of specialisms within the team ensures support is available for pupils struggling across numerous different domains of functioning who do not meet criteria for any particular diagnostic category, including those impacted by Developmental Trauma and mental health difficulties.
- 2.10** The Engagement Service is now a highly skilled team who are able to support mainstream schools to meet the needs of complex and vulnerable learners within an evidence based, psychologically informed framework that incorporates an understanding of Developmental Trauma, ACEs, attachment and the neuroscience of mental health and ill health.
- 2.11** Schools are guided to adjust their expectations and practice around vulnerable children to correspond with their developmental capabilities and experiences. Pupils have access to specialist assessments, interventions and therapies within their mainstream schools via the service.
- 2.12** The service sits alongside Vale schools to support their development as relationship based, trauma and mental health informed settings. It coordinates training and workshops and can signpost to expertise within and between schools to share good practice. Thereby playing a role in universal capacity building, aiming to improve the wellbeing and academic achievement of all pupils and the wellbeing of all staff.
- 2.13** In response to increased need the capacity of the Engagement Service which works with schools to meet the SEMH needs of children and young people in the Vale has been increased. An additional specialist teacher has joined the team and plans are in place to employ clinical psychologist to add further expertise.
- 2.14** The Motional assessment tool has been purchased for schools for 3 years 2021-2024. Motional is an online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It builds capacity within mainstream schools to respond quickly to mental distress as pupil assessments generate activity/intervention plans tailored to the emotional health profile of the individual.
- 2.15** Since 2019 a comprehensive professional learning offer has been established to up-skill LA and school staff.

Training	Total number of Schools	Total number of staff
Trauma Informed Schools Senior Leaders 2 days course	51	118
Trauma Informed Schools Whole School 3 hours	24	
Trauma Informed Schools Practitioner Diploma 10 day	34	125
Trauma Informed Schools 3 hours online 'Supporting the Return to School' Post school closures due to C-19	56	1971
Therapeutic Music workshop	20	33
Therapeutic Play workshop	30	57
Occupational Therapy workshop	34	59
Understanding the functions of behaviour workshop	20	48
Mental Health First Aid Training	42	111

2.16 In addition to the comprehensive Trauma and Mental Health Informed Schools training already commissioned and continuing 2019-22, additional training has been made available to schools in response to the pandemic, this includes the following:

- ‘Supporting the Return to School’ Trauma Informed Schools 3-hour training for all education staff.

- Additional Senior Leaders Trauma Informed Schools 2-day course for all pastoral leads and/or heads of year in secondary schools and all additional learning needs coordinators (ALNCOs) in primary and secondary schools.
- Mental Health first Aid training available for all schools.
- Therapeutic workshops, Play, Music, Occupational Therapy understanding the functions of behaviour.
- Dyadic Developmental Practice (DDP) Level 1 training for all secondary schools is scheduled for autumn 2021

2.17 The following resources have also been made available to schools:

- Action for Happiness Schools Toolkit – All primary schools and Year 7 pilot group
- Rainbow Pathway – Trauma informed Personal and Social Education (PSE) curriculum - all primary schools
- Comprehensive library of books and resources to support emotional wellbeing
- Additional Welsh language books and resources stretchy bags/tunnels and bands, floor surfers, spinners
- Resources and training materials to support co and self-regulation including drum kits, balance boards, exercise balls

2.18 Working across the Cardiff and the Vale with partners from health, Social Services and the Mental Health Foundation the innovative “Resilience Project” has been established.

2.19 The project incorporates developing mental health and resilience-related resources for secondary school staff, children, young people and families. It also provides training for staff in schools, psychology-led consultation for school staff regarding pupil or school based issues, group work to promote children and young people’s resilience and well-being and psychology-led interventions for children and families most in need who do not meet criteria for support from specialist services such as Child and Adolescent Mental Health Services (CAMHS).

2.20 It is not only children and young people that have been impacted by the pandemic; adults working with children have also faced a range of challenges and the impact on them should not be under-estimated and it is essential that their wellbeing is also a priority.

2.21 The Local Authority has commissioned Dr Coral Harper, director of Trauma and Mental Health Informed Schools Wales, to record a 2 part webinar to guide staff to reflect, process and recover from their own experiences during the last 15 months and help them cope with the ongoing uncertainties and losses related to the pandemic. It will also suggest tips for recovery, what we can do to help ourselves and each other at work, and the importance of staff self-care. It links closely to the Action for Happiness initiatives.

2.22 Increased provision of clinical supervision for education staff working as trauma informed practitioners is being provided in recognition of the intensity of this work and the impact of this on wellbeing.

- 2.23** The Engagement Service been working closely with Action for Happiness which is a well-respected charity organisation to explore how its resources can support Vale schools to embed the core skills for emotional wellbeing and resilience for both pupils and staff.
- 2.24** The Local Authority has purchased School Toolkits and training to support their use for every Vale School. The toolkits were developed for use in primary schools but are suitable for use in key stage 3. We are intending to run a Year 7 pilot in Vale secondary schools and to explore using the framework to develop a package for older students. The training will also equip the attendees to support staff in schools to integrate the 10 Keys to Happier Living into their own lives and the ethos of the school.

Specialist Provision

- 2.25** The reshaping of services and provision to meet the needs of the growing number of children and young people with complex social, emotional and mental health difficulties is ground-breaking. The development of a trauma informed Engagement Service and provision for foundation phase children with SEMH is a first in Wales.
- 2.26** The Loft and the Burrow at Gladstone Primary School provide periods of support within an educational setting for Key Stage 2 and Foundation Phase pupils displaying complex social, emotional and mental health difficulties. The team of trauma informed practitioners, including Specialist Teachers, Learning Support Assistants, and other specialist therapists work together with the pupils' parents or carers to target difficulties related to the pupils' behaviours that are posing a barrier to further inclusion, educational achievement and/or wellbeing.
- 2.27** The provision has been piloted over the last academic year and has been highly successful in meeting the needs of children with such complex needs. Prior to the development of this provision it would have been difficult to meet the needs of these pupils in the Vale, and many would have required placements in out of county specialist provision.
- 2.28** In order to ensure the ongoing success and future development of this provision, it would be beneficial for this highly specialised provision to become a satellite under the umbrella of Ysgol y Deri. This would ensure that staff working in the provision can be part of a wider team of specialists. This would give greater access to professional support, training and development which would benefit staff and children alike.
- 2.29** Y Daith, the Council's Pupil Referral Unit (PRU), currently provides suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school. This is a mixture of on-site teaching as well as external provision. Y Daith is currently based across two sites with key stage 3 at Amelia Trust Farm and key stage 4 in Cowbridge. As a PRU, Y Daith is not a school and therefore, does not have a governing body. The management committee plays a strategic and advisory role in setting out and maintaining the vision, aims and objectives of the PRU in conjunction with the Council.

- 2.30** The Council has been considering alternative options to best meet the needs of these pupils and considers that a trauma informed setting is required.
- 2.31** The Local Authority will be continuing this programme of change by formally establishing the Centre for Learning and Wellbeing from September 2021. It is recognised that Ysgol Y Deri is the organisation with the experience and skills to implement the trauma informed approach most effectively across the Vale of Glamorgan. Consequently, Ysgol Y Deri coordinating the function of the Centre for Learning and Wellbeing would mean that our most vulnerable learners receive the most effective support and nurture provision as key components of their education. The approach outlined also aligns with the social, emotional and mental health (SEMH) Action Plan developed by the Council and as such, is the logical next step in progressing the wider Council approach.
- 2.32** It envisaged that the Centre for Learning and Wellbeing would provide support and provision for pupils who have needs that are so significant that they presently cannot be met by Y Daith and alternative providers. The Council has no specialist provision for these learners at present, so they are often placed out of county (OOC) for educational purposes at significant cost. It is envisaged that the Centre for Learning and Wellbeing would make provision for more of these learners with complex social, emotional and mental health difficulties than Y Daith can facilitate.
- 2.33** In addition, it is proposed that the Centre for Learning and Wellbeing would make provision for those pupils who suffer from anxiety and mental health related issues which impairs regular school attendance. At present, these pupils are tutored in public venues such as libraries and community centres across the Vale of Glamorgan.
- 2.34** The School and Community Based Counselling service continued to operate throughout the Covid crises moving from face to face during the initial lockdown to remote delivery. In addition to annual funding, the Vale was successful in securing an increase in funding during 2021/22 through Welsh Government's Whole School Approach Development Fund. This funded additional counsellors in secondary schools and initiated the commission of an individual to focus on primary counselling.
- 2.35** In the Secondary counselling service, despite increased resources, the numbers accessing the service dropped significantly throughout the year. 165 young people accessed the service compared to between 400/450 in the same 3 terms in the preceding school year.
- 2.36** During the whole year, the option of remote counselling has been made available and counsellors currently offer a range of modes to deliver sessions including telephone, video call and online counselling. Counsellors are also using text messaging and WhatsApp to communicate with young people. However, despite this, take up for counselling (other than face to face) has remained extremely low with young people repeatedly stating they wish to wait for face to face counselling to return. The service developed an online referral form for professionals, parent/carers and young people; this was advertised and sent out to all schools and pupils and partner agencies and the service is steadily seeing an increase in the number of online referrals being received.

- 2.37** Additional issues have been encountered, which include recruitment and retention of counsellors; this is a national issue caused by a growth in services offering counselling for young people and is being discussed by school-based counselling leads in Wales.
- 2.38** A counsellor has been employed temporarily to undertake a pilot delivering therapy and counselling with primary aged pupils. This has included direct counselling, play therapy, systemic family work and bereavement counselling. The service has been able to operate digitally as required although when the service is offered digitally families choose to withdraw and wait for face to face to return.
- 2.39** As a result of the COVID-19 situation with children being unable to attend school in the usual way, a large number of the families receiving support from Children and Young People Services were identified as requiring respite support over the summer holiday period linked to pressures within families associated with the challenges of lockdown. In response, the Vulnerable Child Tactical Group was created which consisted of representatives from Social Services, Learning & Skills directorates and the Healthy Living Team (Appendix 6a). This group co-ordinated the delivery of a programme of activities to cater for the needs of the identified families (Appendix 6b).
- 2.40** This was an excellent example of partnership working across the Council. Provision was offered to children and young people aged 4 – 14 years (up to 18 years for disabled young people) in the setting most appropriate to their needs, taking into account proximity to their home address. The provision times differed dependent on the setting, ranging from 10–3pm to 8-6pm.
- 2.41** All provision took into account guidance and regulations linked to both Care Inspectorate Wales registration and COVID 19. All policies and procedures were rewritten to take into account COVID-19.
- 2.42** In addition, Welsh Government funding was utilised to deliver holiday enrichment programmes for vulnerable pupils. The programme ran for 3 weeks during the summer holidays in four primary schools. All four schools identified and invited their most vulnerable children. As a result, over 500 children a week benefitted from a range of engaging and exciting learning opportunities, including arts and crafts, forest schools, pond dipping, physical activity sessions, science experiments and cooking.
- 2.43** Feedback from children and parents was incredibly positive and certainly enabled the children to socialise with peers in a supportive, safe and enjoyable environment. This undoubtedly impacted positively on the wellbeing of the children and parents.
- 2.44** Due to the impact on schools due to the second wave, similar schemes were put in place during the Easter holiday, 2021. Once again this provision was highly successful and well received by all concerned.
- 2.45** The Vale of Glamorgan’s Youth Service provides informal and non-formal opportunities to young people aged 11-25 across the Vale of Glamorgan to support them in achieving their full potential. The service is made up of the targeted support team who provide bespoke interventions for young people, and the

universal team whose offer include youth clubs, participation projects and accredited opportunities for young people across the Vale.

Universal support

Pre-pandemic

- Open access youth club provision including various sessions at six venues across the Vale, mobile provision, Duke of Edinburgh (DofE) sessions, 18 plus provision and I Am Me sessions
- Four after school wellbeing clubs
- Four regular youth participation projects including Youth Cabinet and Rights Ambassadors
- School holiday activities including support for School Holiday Enrichment Programme (SHEP) projects
- Various projects including Local Democracy Week, consultations and community events

Post pandemic

- Social media activity including video uploads, links to live sessions, information and fun activities
- Digital-themed week activities delivered for each area that previously had a youth club/provision
- Digital participation groups
- Outreach sessions providing information and signposting
- Pop Up Youth Clubs in parks across the Vale of Glamorgan
- Various project work including Make your Mark, music projects and Feel Good Friday

Targeted Support

- Targeted strategies established to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils include:
- Youth Engagement Programme (YEP): Young people are referred to the YEP to support their educational, social and emotional needs as part of an education offer. The programme is part of an education other than at school (EOTAS) package provided through the pupil referral unit (PRU) and provides those students with an alternative curriculum towards personal, healthy and social education (PHSE), using varying accredited opportunities the young people work towards, both as individual and group goals. This highlights and works with those identified young people who are at higher risk of being not in education, employment or training (NEET) in the future and Post 16.
- Homelessness Project: Young people can be referred to the project via many means including education, youth services, support services, housing charities e.g. Llamau, self-referrals or alternative projects. Young people are who are categorized as 'red' through the early identification toolkit (EIT) scoring and are at risk of becoming

homeless in the future are supported on a one to one basis. Youth workers consider options to support them which could range from individual items, to wider family support, wellbeing resources and essential items.

- Youth Wellbeing Project: Funded through Families First (FF) and referrals through FF advice line which provides mentoring support to young people referred who have experienced adverse childhood experiences (ACEs).
- European Social Fund (ESF) projects include Inspire 2 Achieve (I2A) and Inspire to Work (I2W) who work with young people pre and post 16 and are identified as NEET or at risk of NEET. Early Intervention Tool (EIT) data is used to identify young people at significant risk of becoming NEET Pre-16.

The response and collaboration of Youth Work Services during the pandemic

Initial Lockdown – March 2020

- Members of the Youth Service supported education colleagues by undertaking vulnerability checks and providing wellbeing packs which included engaging activities, period poverty and wellbeing items. The team also supported the delivery of free school meals.
- Targeted projects continued to maintain contact with young people.
- The team developed digital guides for staff and young people to support communication via digital platforms.
- The Universal Team worked on developing their social media presence providing interesting, informative and fun content which was also used to signpost other organisations, weekly staff challenges, craft or fitness videos.
- Training was sourced for staff to develop skills including presenting on video and using Microsoft Teams.
- The team provided online sessions for groups of young people, ask a youth worker drop-in sessions and staff delivered an information and activity pack to each member of the service. Young people were asked about their wellbeing and concerns and this was used as the focus for social media posts.
- Once it was considered safe, staff provided outreach support. This included signposting, reinforcing Covid safety messages and providing wellbeing checks.

Summer 2020

- Most targeted provision returned to schools prior to the summer break and continued walking visits or doorstep visits throughout the summer.
- The universal team developed 'pop up' youth club activity in parks across the county where youth club activities were delivered in designated, Covid secure spaces.
- Social media content reduced but continued and digital groups remained in place.

Autumn 2020

- Pop up clubs and services proved to be successful and were continued until the end of the autumn term.

- Digital meetings continued.
- All targeted provision returned to schools.

Spring 2021

- Support for vulnerable young people continued on a face to face basis with doorstep visits and sessions in schools.
- YEP continued to run.
- Universal sessions were all delivered digitally with activity packs delivered weekly to young people to support the delivery of sessions.
- A timetable of online activities was produced including dance, cooking and fitness activities, delivered by both the Youth Service and partners.
- Targeted support continued digitally and where appropriate, face to face engagement with young people, either in schools or doorstep visits.

2.46 Wellbeing: support from the Central South Consortium (CSC)

- During 2020-21, there remained a regular focus on the wellbeing of headteachers, staff and pupils during discussions between improvement partners and school leaders.
- Discussions between improvement partners and schools focussed on provision for remote and blended learning, including strategies to support pupils' wellbeing. Work developed by Vale of Glamorgan schools to support pupils' wellbeing has been shared with schools across the region. For example, pupil wellbeing was discussed as part of Victoria Primary School's webinar outlining their remote learning provision (<https://youtu.be/E-txK2iLwWs>) and Stanwell School and Romilly Primary both made reference to their vision for wellbeing, inclusivity and equity as part of a Central South Consortium (CSC) 'Sgwrs' podcast: https://www.youtube.com/watch?v=xw_jNz3tRN8&feature=youtu.be
- Guidance and support materials created by CSC to support blended and remote learning made clear reference to wellbeing. For example, the *Guidance for schools in remote learning: WG guidance on learning in school – priorities and expectations (January 2021)* provided a series of prompt questions for schools to consider when reflecting on health and wellbeing as part of its blended / remote provision.
- Discussions between improvement partners and school leaders also focussed on the use and impact of grants, particularly the Accelerated Learning Programme and the Pupil Development Grant. In both cases, discussions have included references to pupil wellbeing.
- The CSC is working currently alongside LAs, schools and external partners in providing or signposting leaders and staff from across the education sector to relevant and appropriate mental health and wellbeing support. This work involves LAs across Wales mapping staff wellbeing support and the development of an on-line directory of wellbeing support and resources. In addition, CSC is working in collaboration with National Academy for Educational Leadership (NAEL) in developing compassionate leadership principles for education and in creating a professional learning programme for middle leaders on wellbeing.

Curriculum development

- A comprehensive cross-regional professional learning programme for Curriculum for Wales has been developed by the four regional consortia. The professional learning programmes directly mirrors the approach and philosophy set out in the document 'Curriculum for Wales: the journey to 2022'. The professional learning programme includes programmes for headteachers, senior leaders, middle leaders and practitioners.
- In terms of the Health and Wellbeing Area of Learning Experience (AoLE), termly network meetings have been held during the 2020- 21 academic year. The meetings have focused on what is meant by a 'purpose led curriculum' and how to establish a vision for Health and Wellbeing.
- During 2020-21, CSC have been working closely with 28 schools across the region on a health and wellbeing project, focusing on developing their whole school approach and vision for Health and Wellbeing. Vale of Glamorgan schools involved in this project are St. Richard Gwyn, Y Bont Faen Primary and St. Nicholas Church in Wales Primary. This project has resulted in the creation of a three-part professional learning assignment focused on '[Developing your Vision for Health and Well-being: A Whole-School Approach](#)'. The aim of this programme is to support schools in understanding the importance of a whole school approach and guide them through the process of implementing change within their school in relation to health and well-being. All modules have been supplemented by practical ideas, examples and documentation from the 28 schools who have taken part in the pilot.
- Future projects for 2021-22 have been identified and focus on the two main aspects of:
 - developing a whole school approach to health and well-being
 - curriculum design.
- CSC will continue to work with the pilot schools to develop playlists and resources to support schools to develop their vision and whole school approach for this AoLE.
- Three further areas of focus for 2021-22, primarily due to understanding the impact of Covid-19, will be:
 - mental health and emotional wellbeing
 - physical health
 - learner engagement and motivation.
- In terms of mental health and emotional wellbeing, CSC will be working with a group of schools to undertake enquiry exploring learners' self-awareness, resilience and self-regulation. Schools involved will undertake bespoke enquiries and produce case studies and resource to share across the region. There will also be an asynchronous professional learning programme offered to support teachers to develop their confidence in teaching aspects of mental health and emotional wellbeing. Work will focus on exploring possible approaches, strategies and tools as well as building effective partnership links with outside agencies to support curriculum design.

- In terms of physical health, there will be a series of professional learning programmes focusing on building opportunities for physical activity in curriculum design. There will be a strong focus on theory and developing physical literacy – the knowledge, skills and attitudes learners need to engage well in physical activity.
- Work in relation to learner engagement and motivation will focus on understanding learning engagement and its implications in terms of pedagogy, curriculum design and learner voice.

3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** Support for learners contributes to the Council's Wellbeing Objectives drawn from the Corporate Plan 2020-25. There is specific alignment with our wellbeing objectives to work with and for our communities and to support learning, employment and sustainable economic growth.
- 3.3** We have collaborated with a range of agencies to ensure specific support has been available for vulnerable children. Distance learning approaches used by schools have developed over time to maximise access to learning and minimise inequalities.
- 3.4** The Council has provided a wide range of support for families such as free school meal vouchers during term time and holiday periods, period dignity vouchers, food deliveries and activity packs; visits to check on pupil wellbeing, WIFI connectivity and I.C.T. equipment.

4. Resources and Legal Considerations

Financial

- 4.1** In addition to core funding a range of grant funding has been utilised to develop the range of interventions outlined in this report.
- 4.2** Welsh Government funding to support the development of the “ Whole School Approach to Emotional and Mental Health and funding from the consortium for targeted LA priorities was utilised effectively to support additional counselling and therapeutic interventions as well as to provide funding to further develop the trauma informed approach with schools.
- 4.3** A successful bid to utilise an underspend in the Welsh Government Health and Social Services Transformation Grant provided additional funds to purchase a wide range of wellbeing and mental health resources for schools to support the return of pupils to schools following the easing of lockdown restrictions.

- 4.4** The wide range of provision developed across the LA during school holidays, particularly for the most vulnerable was also made possible by additional Welsh Government funding to support childcare and play.
- 4.5** The additional funding has been hugely beneficial but has also been very challenging for officers in that monies are often received at short notice which doesn't allow for a strategic approach to be taken. Also, as is the case with all grant funding, these monies are short term and temporary and cannot be relied upon to provide sustainable long term provision.

Employment

- 4.6** There are no employment implications resulting from this report.

Legal (Including Equalities)

- 4.7** There are no legal implications resulting from this report.

5. Background Papers

None.



Coronavirus and Me - Report for January 2021 Survey

Data filtered for: *Vale of Glamorgan*

01/03/21

Contents

Section One: Introduction and Background

Section Two: 7-11 Survey

This shares the results of the 327 children and young people in Vale of Glamorgan that completed the survey for 7-11 year olds. Results are organised under the same themes as the other surveys but the survey was shorter than the 12-18 survey.

Section Three: 12-18 Survey

This shares the results of the 901 children and young people in Vale of Glamorgan that completed the survey for 12-18 year olds. The 12-18 survey asked more detailed questions than the survey for younger children, and included questions specifically for older young people around next steps and future plans.

Section Four: Accessible Survey

The accessible survey asked questions under the same themes as the other two surveys but was a shorter survey which used symbols to support understanding. It was available for children and young people between 7-18. This section shares the results of the 17 children and young people in Vale of Glamorgan that completed this survey.

Section One: Introduction and background

The Coronavirus and Me consultation has been a partnership consultation between four organisations:

- Welsh Government
- The Children's Commissioner for Wales
- The Welsh Youth Parliament
- Children in Wales

The Children's Commissioner's office led on all project management with financial independence from Welsh Government and other partners. The Children's Commissioner for Wales is also the data owner for this project and is responsible for the analysis and production of this dataset.

Using this report – information for Local Authorities

This data is owned by the Children's Commissioner for Wales. The Children's Commissioner for Wales does not permit local authorities to publish this data as a standalone document. The Children's Commissioner for Wales would also strongly discourage authorities from publishing this data in a way that compares experiences of children in one authority with those in another authority.

This data is being shared with local authorities so that it is used to improve the lives of children and young people within the authority. Data should be used to inform local policies and local decision making. The Children's Commissioner for Wales would encourage authorities to use this data to inform decisions taken about available services, statutory provision and additional support and information for children and young people. Data could also be used to highlight any significant differences in an authority against the national findings, both to identify particularly positive experiences, or additional support that children in the authority may require. Where figures or information are used or published by the authority in documents or online, these should be clearly attributed to the Coronavirus and Me consultation 2021, Children's Commissioner for Wales.

Evaluating the use of this data

It is important that our office is accountable to the children and young people who took part in this consultation. We are therefore undertaking an evaluation of the impact of Coronavirus and Me consultation. We are keen to know how these reports have informed or will inform the delivery of services in your area and any ways in which we could improve this information for you. We will issue a survey link to all local authority partners so that you can inform us how you have used these results.

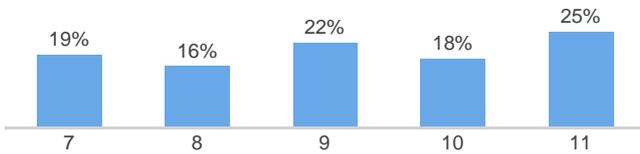
Section Two: 7-11 Survey

This report is drawn from the results of the 7-11 survey. In total this survey was taken by 8832 respondents across Wales. A total of 327 responses were received from Vale of Glamorgan.

About me

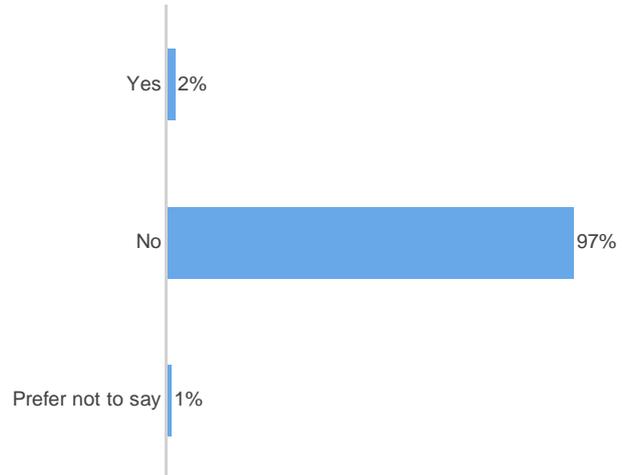
The charts below show the profile of the selected group of children who responded to the 7-11 questionnaire.

Age



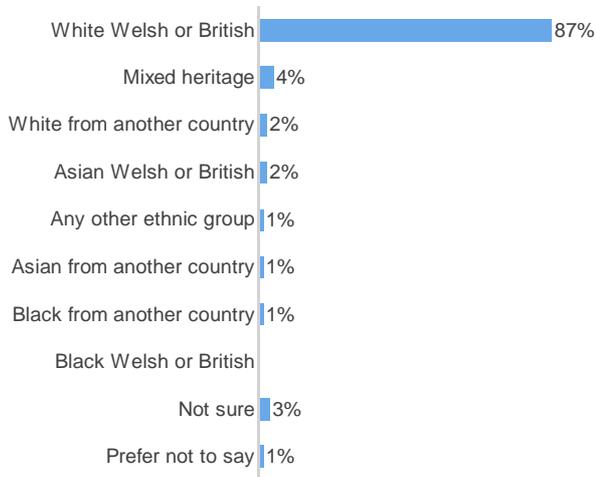
Base: The group of children selected (327)

Disability



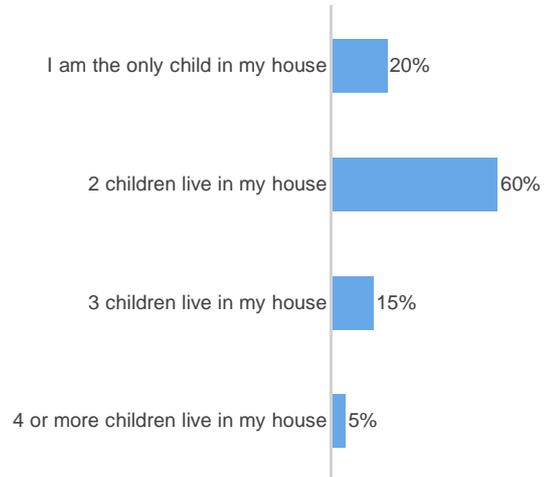
Base: The group of children selected (326)

Ethnicity



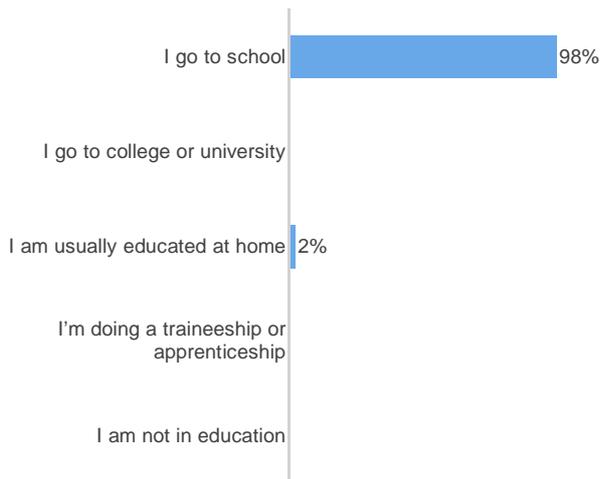
Base: The group of children selected (323)

Including you, how many children live in your home?



Base: The group of children selected (327)

When you don't need to stay at home, where do you go for education?



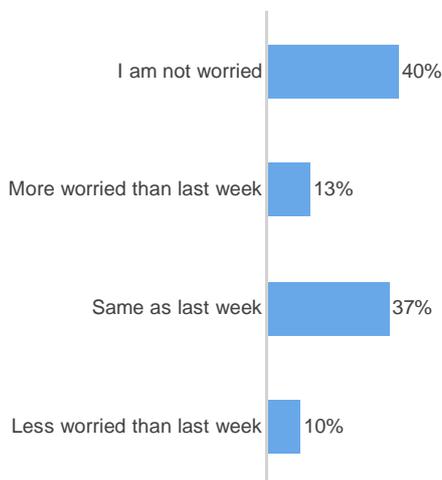
Base: The group of children selected (326)

Feelings about Coronavirus

Children were asked how they are feeling about Coronavirus today.

13% of the group of children selected said they are feeling more worried about Coronavirus than last week, 37% said they are feeling the same as last week and 10% said they are feeling less worried than last week. 40% said they don't feel worried.

How are you feeling about Coronavirus today?



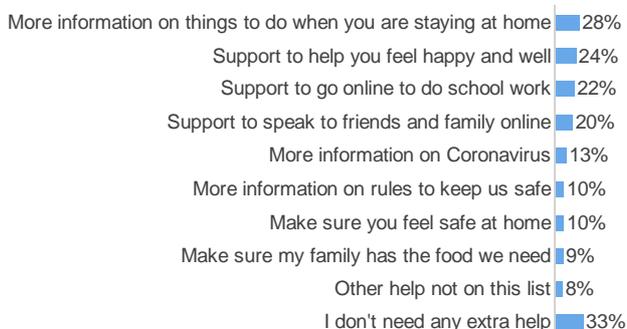
Base: The group of children selected (326)

Article 3: Adults should always do what is best for you



Children were asked what extra help they need during this time.

What extra help do you think you need during this time?



33% of the group of children selected said they don't need any extra help. For those who would like help, the top item selected was "More information on things to do when you are staying at home" (28%).

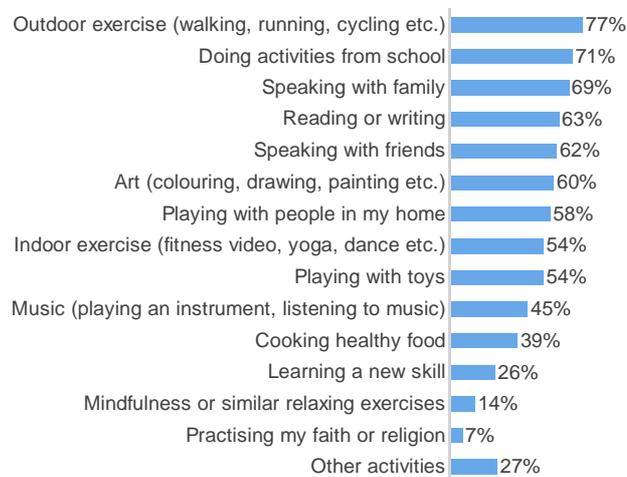
Base: The group of children selected (322)

Article 6: You have the right to life, to grow up and reach your full potential



Children were asked what they have been doing to keep a healthy body and mind.

What have you been doing to keep a healthy body and mind?



The top three activities selected were:

- "Outdoor exercise (walking, running, cycling etc.)" (77%)
- "Doing activities from school" (71%)
- "Speaking with family" (69%)

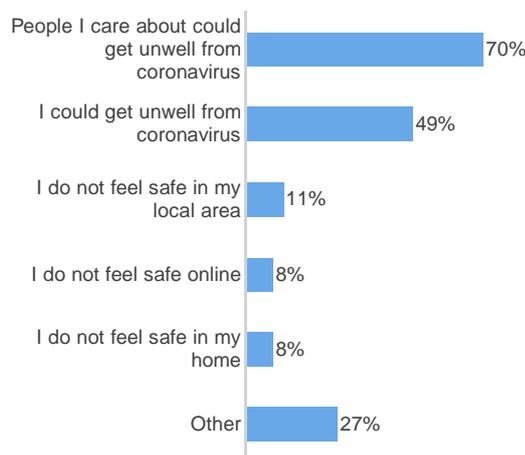
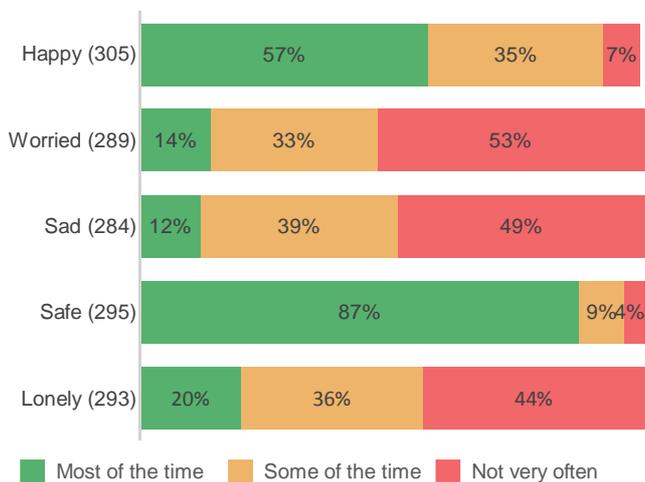
Base: The group of children selected (326)

Children were asked how they have been feeling during the Coronavirus crisis. 57% of the group of children selected said they have felt happy most of the time, while 14% said they have felt worried most of the time. This compares to 12% who said they have felt sad most of the time and 87% who said they have felt safe most of the time. 20% of children said they had been feeling lonely most of the time.

Children who said they have only been feeling safe some of the time or not very often were asked what is making them feel unsafe. The most common answer was "People I care about could get unwell from coronavirus" (70%)

How have you been feeling during the Coronavirus crisis?

What is making you feel unsafe?



Base: The group of children selected

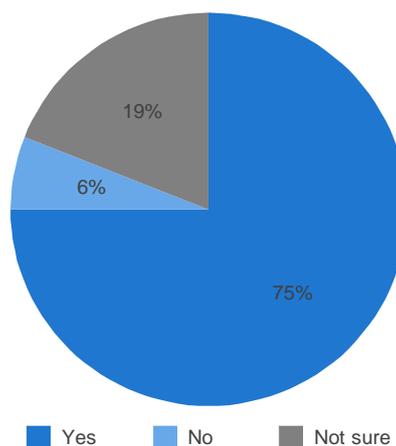
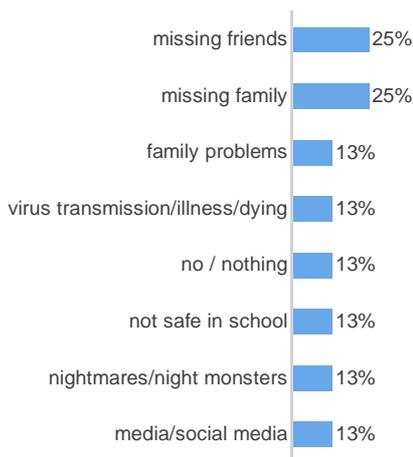
Base: The group of young people selected who said they feel unsafe (37)

Children who answered 'other' were asked to specify. These answers have been coded into themes and the most common charted below (left)

Children were asked if they knew how to get help if they need support to feel happy and well. 75% of the group of children selected said they know how to get help if they need support, 6% said they didn't know where to get help and 19% were unsure.

What is making you feel unsafe? - coded

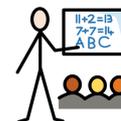
Do you know how to get help if you need support to feel happy and well?



Base: The group of young people selected who said they feel unsafe (8)

Base: The group of children selected (325)

Article 28: You have the right to an education.

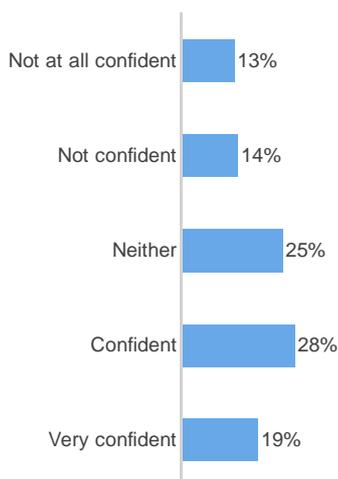


Children were asked how confident they feel about their learning during this time. 19% said they feel very confident, while 13% said they feel don't feel confident at all. This represents an overall mean score of 3.3, where 1 is not confident at all and 5 represents very confident.

Children were asked what changes have affected their learning outside school the most. The top 3 answers were: "Not being able to meet friends or groups" (93%), "Not being able to go outside as much" (60%) and "Leisure centres being closed" (50%)

How confident do you feel about your learning during this time?

What changes have affected your learning outside school the most?



Base: The group of children selected (304)

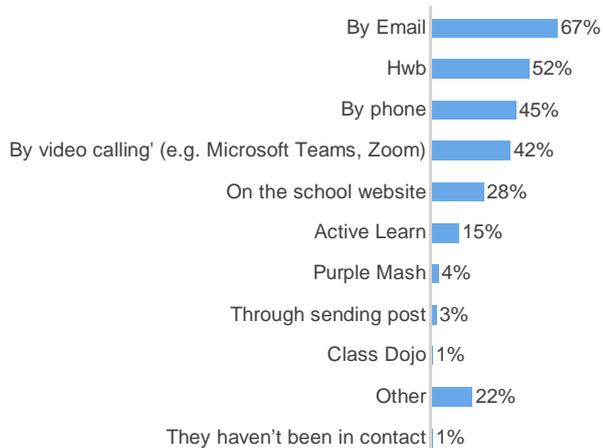
Base: The group of children selected from respondents who are usually educated at school, college or training (317)

Article 12: You have the right to be listened to and taken seriously



Children were asked about contact from school.

How does your school contact you or your family to give you info?



The most common forms of contact from school were "By Email" (67%), "Hwb" (52%) and "By phone" (45%). 1% of children said their school haven't been in contact.

Base: The group of children selected from children who are usually educated at school (319)

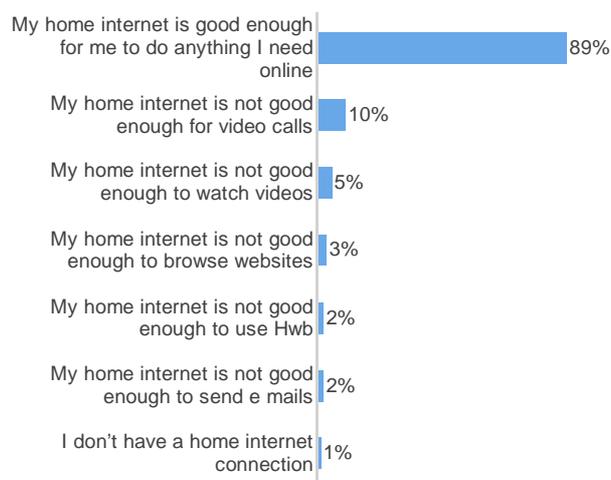
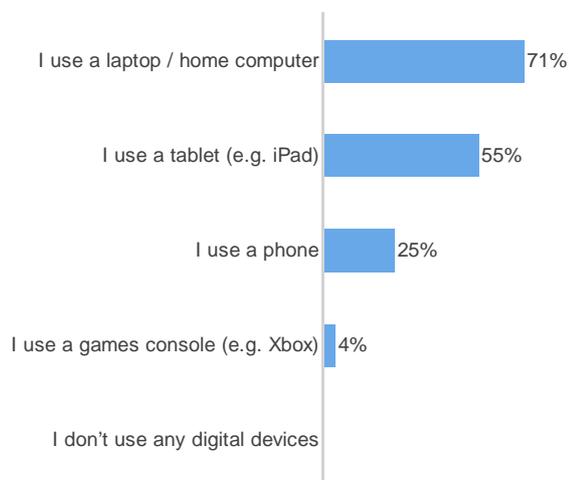
Digital devices

Children were asked about digital devices they use to learn at home and also about their home internet connection. 71% said "I use a laptop / home computer", this was followed by 55% who said "I use a tablet (e.g. iPad)". 0% said they don't use any digital devices.

In terms of internet connection, 89% said "My home internet is good enough for me to do anything I need online", this was followed by 10% who said "My home internet is not good enough for video calls". 1% said they don't have a home internet connection.

What digital devices do you use for learning at home?

Does your internet connection stop you doing any other these activities?



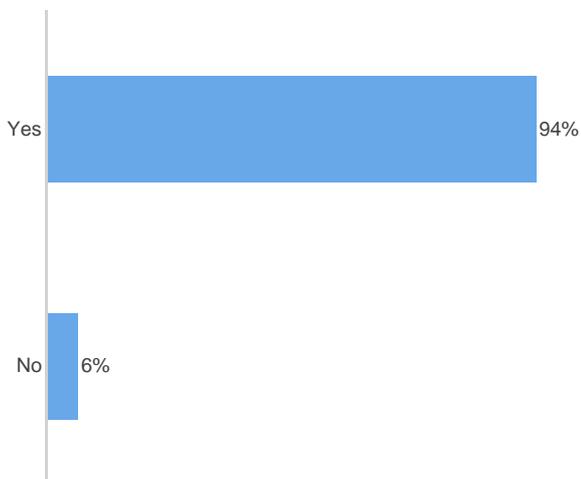
Base: The group of children selected (326)

Base: The group of children selected (320)

Equipment

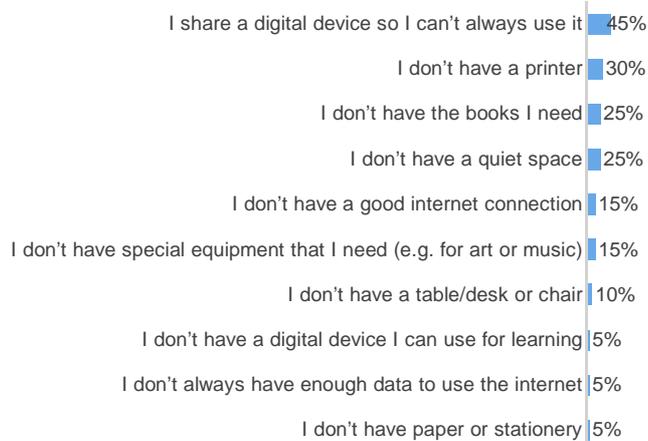
6% of children said they didn't have the equipment they need to learn at home. These children were then asked about their equipment needs.

Do you have the equipment you need to learn at home?



Base: The group of children selected (323)

Which sentences about equipment are true for you?



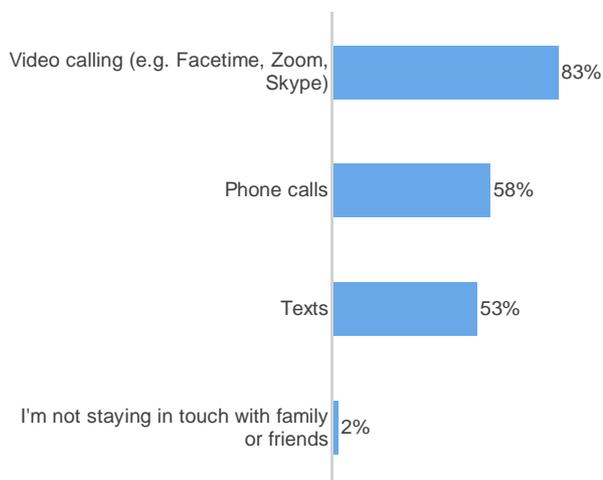
Base: The group of children selected who said they don't have the equipment they need to learn at home(20)

Article 15: You have the right to meet with friends and join groups



Children were asked how they are staying in touch with family and friends.

How are you staying in touch with family and friends?



Base: The group of children selected (326)

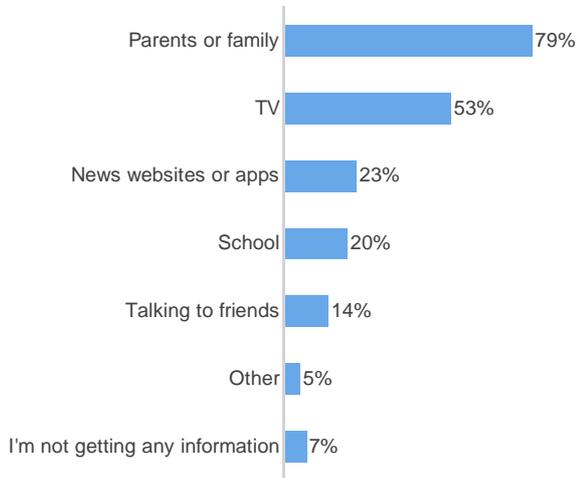
83% of the group of children selected said they were staying in touch with family and friends via "Video calling (e.g. Facetime, Zoom, Skype)", this was followed by "Phone calls" (58%) and "Texts" (53%). 2% of the group of children selected said they are not staying in touch with family or friends.

Article 17: You have the right to honest information from the media that you can understand, as long as it's safe.



Children were asked where they are getting information about Coronavirus.

Where are you getting your information on Coronavirus?



79% of the group of children selected said they are getting their information on Coronavirus from "Parents or family". This was followed by "TV" (53%) and "News websites or apps" (23%)

7% said they are not getting any information.

Base: The group of children selected (327)

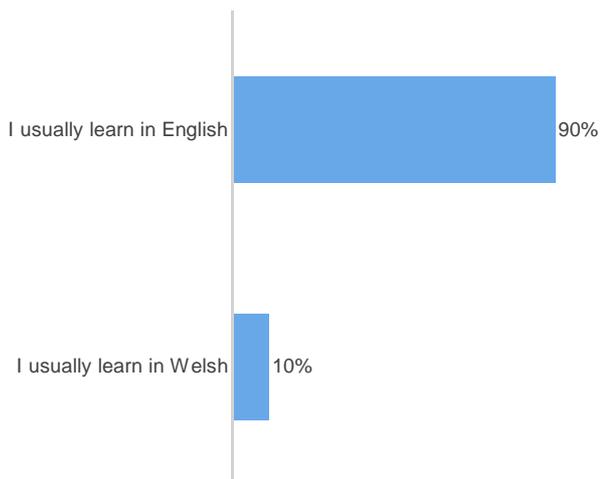
Article 30: You have the right to speak your own language and follow your family's way of life



90% of the group of children selected said they usually learn in English while 10% said they usually learn in Welsh. Of those who usually learn in English, 81% said they are learning Welsh. Children who are learning Welsh were asked what opportunities they have to use Welsh at the moment. 14% said they are not getting opportunities to use their Welsh. For those who are using their Welsh, the most popular choices were: "I do activities and work from school" (84%) and "I use Welsh with my family" (13%). 10% said they would like more support.

What language do you usually learn in?

What opportunities are you getting to use Welsh at the moment?

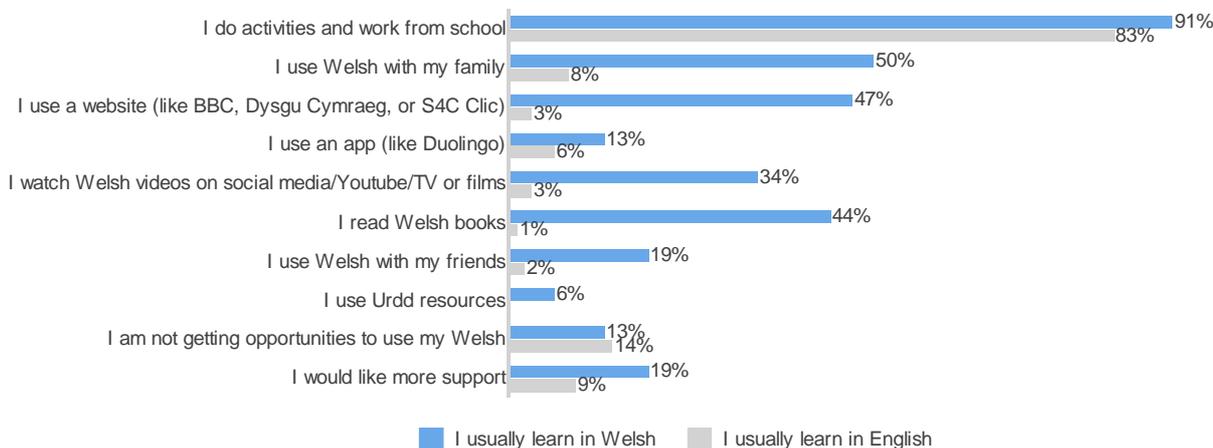


Base: The group of children selected (327)



Base: The group of children selected from children who usually learn in Welsh or who are learning Welsh (263)

The chart below shows the opportunities children have had to use their Welsh for those who usually learn in English compared with those who usually learn in Welsh.



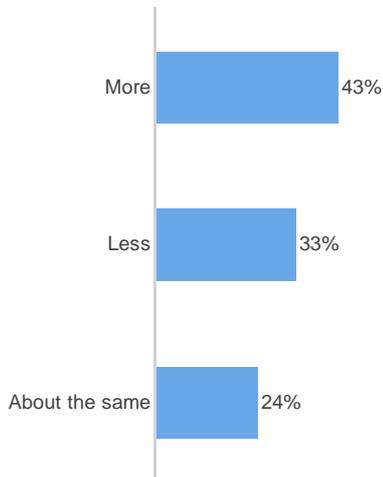
Base: The group of children selected from children who usually learn in Welsh or who are learning Welsh (263)

Article 31: You have the right to relax and play



Children were asked if they are playing more or less since they have needed to stay at home because of coronavirus.

Are you playing more or less often since you have needed to stay home because of coronavirus?

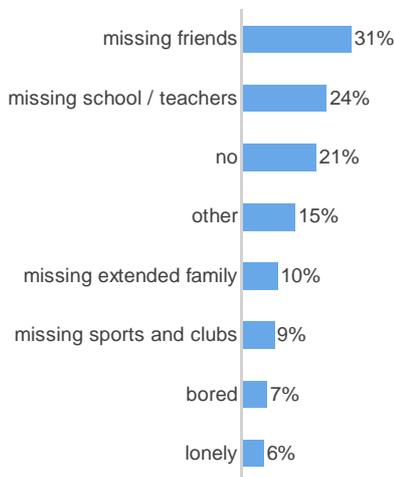


43% of the group of children selected said they are playing more often since they have needed to stay home because of coronavirus, 33% said they are playing less and 24% said about the same.

Base: The group of children selected (326)

Children were then invited to make any other comments. Answers to this question have been coded and the most popular themes have been charted below.

Is there anything else you would like to tell us about your experiences during this time? (coded)



Base: The group of children selected (154)

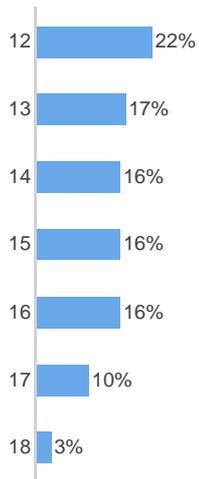
Section Three: 12-18 Survey

This report is drawn from the results of the 12-18 survey. In total this survey was taken by 10363 respondents across Wales. A total of 901 were received from Vale of Glamorgan.

About me

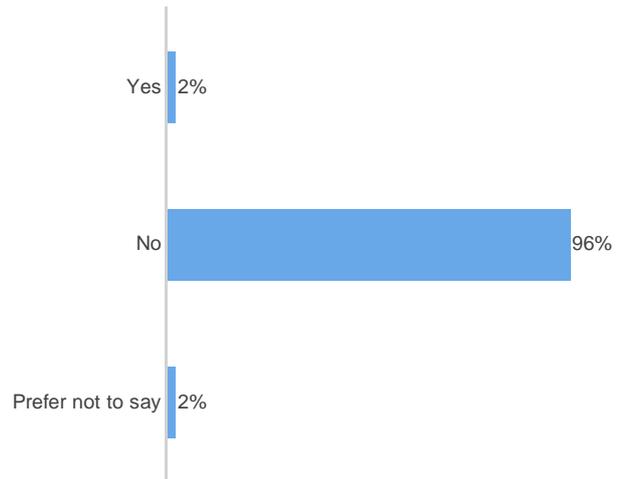
The charts below show the profile of the selected group of young people who responded to the young people's (12-18) questionnaire.

Age



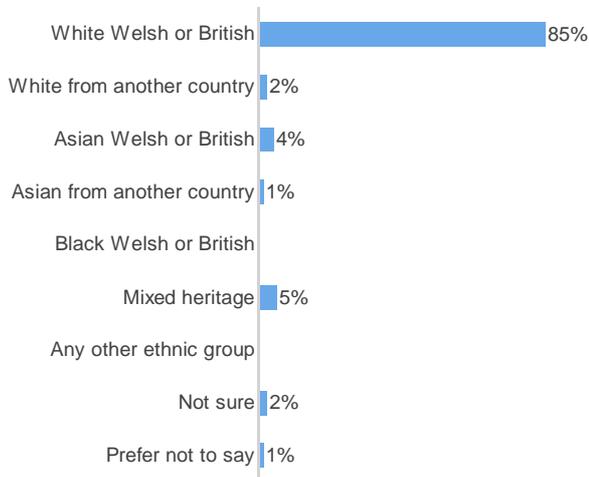
Base: The group of young people selected (899)

Disability



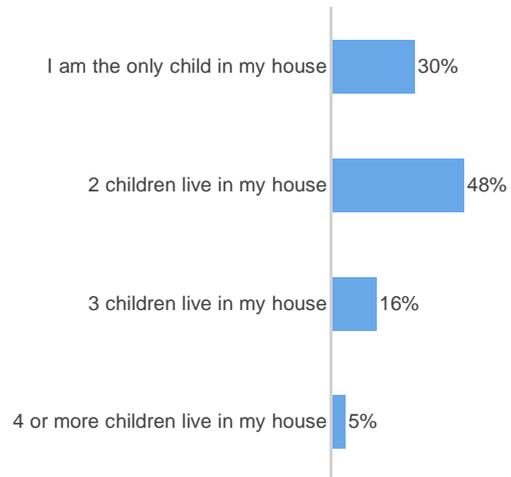
Base: The group of young people selected (899)

Ethnicity



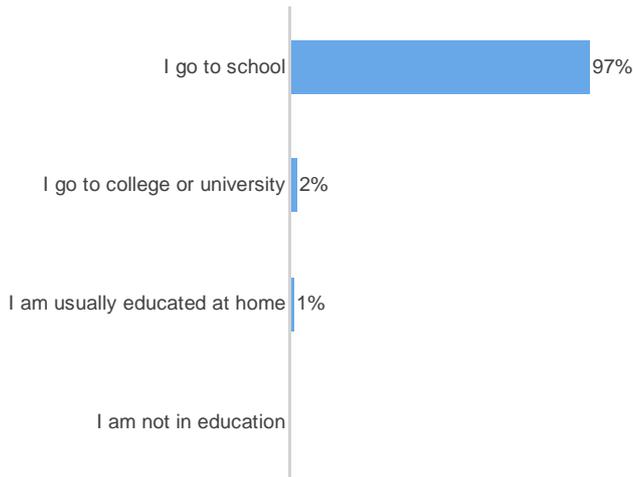
Base: The group of young people selected (898)

Including you, how many children live in your home?



Base: The group of young people selected (898)

When you don't need to stay at home, where do you go for education?

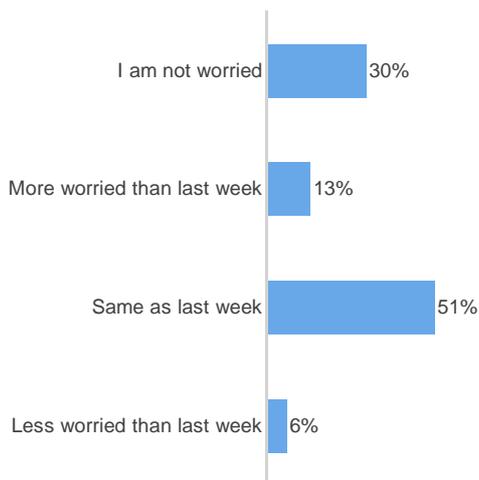


Base: The group of young people selected (898)

Feelings about Coronavirus

Young people were asked how they are feeling about Coronavirus today.

How are you feeling about Coronavirus today?

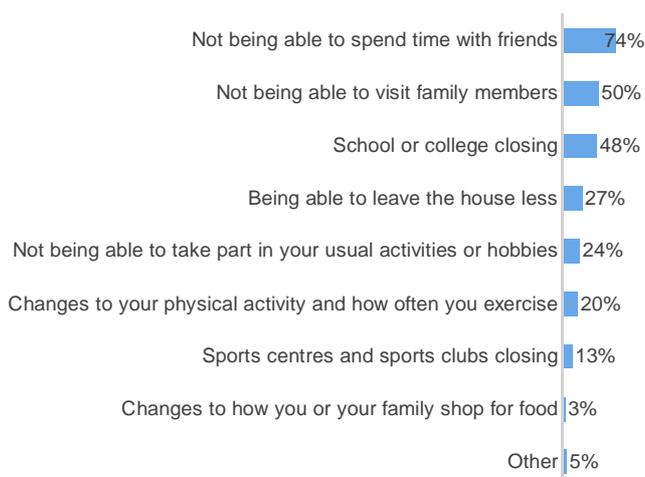


Base: The group of young people selected (899)

13% of the selected group of young people said they are feeling more worried about Coronavirus than last week, 51% said they are feeling the same as last week and 6% said they are feeling less worried than last week. 30% of the selected group of young people said they don't feel worried.

Young people were asked which changes have had the most impact on how they feel.

Which changes have had the most impact on how you feel?



74% said "Not being able to spend time with friends", followed by "Not being able to visit family members" (50%) and "School or college closing" (48%).

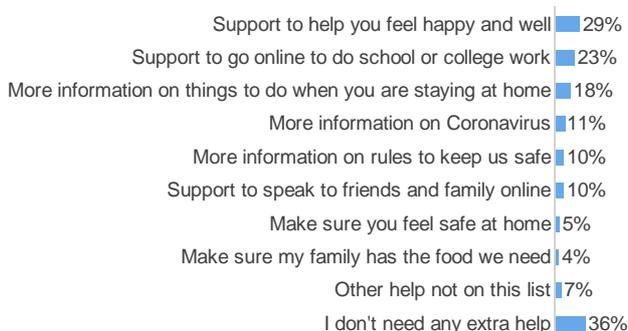
Base: The group of young people selected (898)

Article 3: Adults should always do what is best for you



Young people who said they need help were asked what extra help they need during this time.

What extra help do you think you need during this time?



36% of the selected group of young people said they don't need any extra help. For those who would like help, the top 3 items selected were "Support to help you feel happy and well" (29%), "Support to go online to do school or college work" (23%) and "More information on things to do when you are staying at home" (18%).

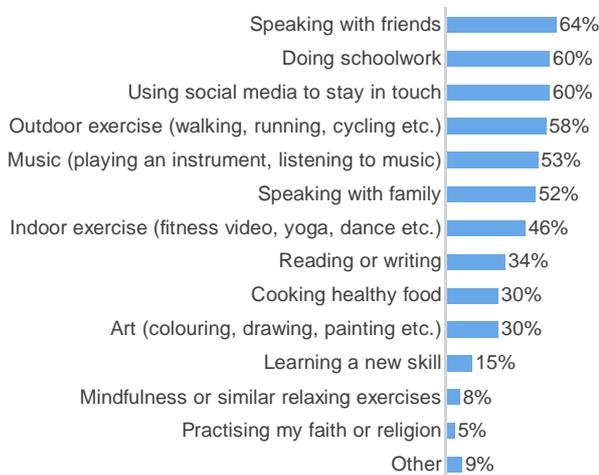
Base: The group of young people selected (893)

Article 6: You have the right to life, to grow up and reach your full potential



Young people were asked what they have been doing to keep a healthy body and mind.

What have you been doing to keep a healthy body and mind?



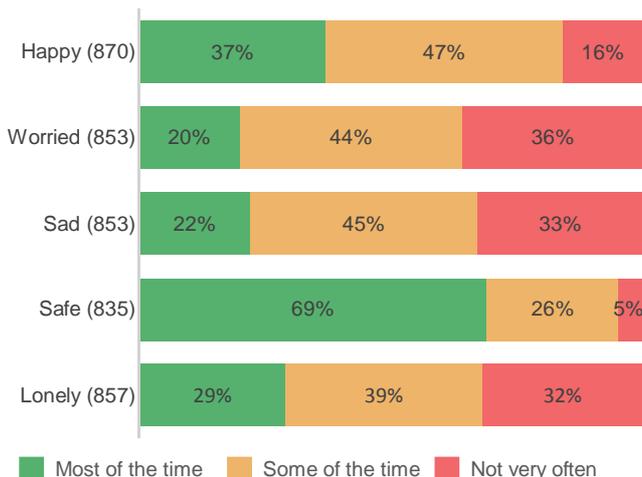
The top 3 activities selected were: "Speaking with friends" (64%), "Doing schoolwork" (60%) and "Using social media to stay in touch" (60%).

Base: The group of young people selected (898)

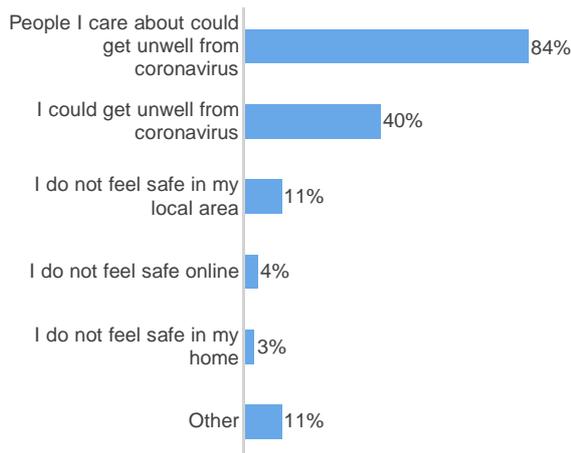
Young people were asked how they have been feeling during the Coronavirus crisis. 37% of the selected group of young people said they have been feeling happy and 69% said they have felt safe most of the time. This compares to 20% who said they have felt worried most of the time and 22% who have felt sad most of the time. 29% of young people said they have felt lonely most of the time.

Young people who said they have felt unsafe were asked what is making them feel unsafe. 84% said "People I care about could get unwell from coronavirus".

How have you been feeling during the Coronavirus crisis?



What is making you feel unsafe?



Base: The group of young people selected

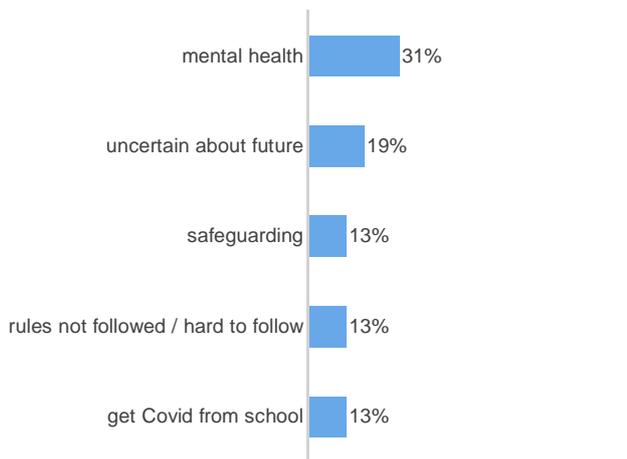
Base: The group of young people selected who said they feel unsafe (237)

Young people who selected 'other' were asked to specify what else is making them feel unsafe. These answers have been coded into themes and charted below.

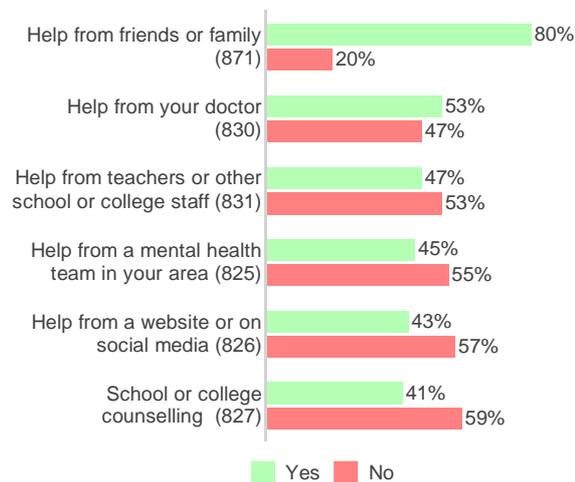
Young people were then asked if they would be confident getting help with their emotional or mental health. The most common places the selected group of young people would feel confident accessing help were: "Help from friends or family" (80%), "Help from your doctor" (53%) and "Help from teachers or other school or college staff" (47%)

What is making you feel unsafe? - coded

If you need help with your emotional or mental health now, would you be confident to get help from these places?



Base: The group of young people selected who said they feel unsafe (16)

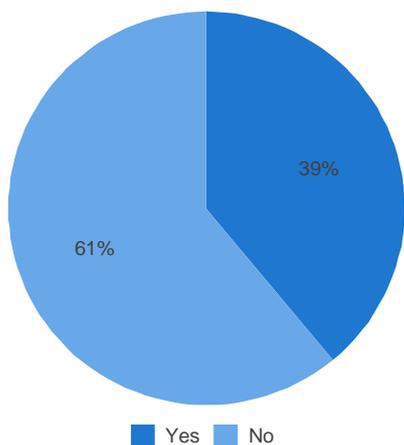


Base: The group of young people selected

Young people were asked whether they need help to eat healthy and stay physically active during lockdown.

Do you need help to eat healthy food and stay physically active during lockdown?

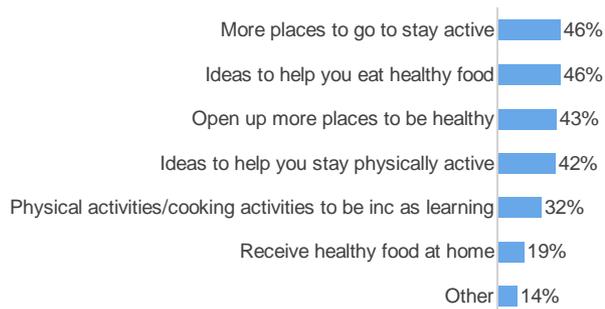
39% of the selected group of young people said they need help to eat healthy food and stay physically active during lockdown.



Base: The group of young people selected (899)

Young people were then asked what they need help with.

What help do you need?



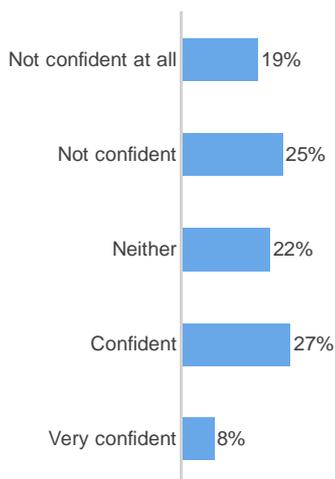
The top 3 options selected were: "More places to go to stay active" (46%), "Ideas to help you eat healthy food" (46%) and "Open up more places to be healthy" (43%)

Base: The group of young people selected from respondents who need help to eat healthily and stay physically active during lockdown (327)

Young people were asked how confident they feel about their learning during this time. 8% said they feel very confident, while 19% said they don't feel confident at all. This represents a mean score of 2.8 where 1 is not confident at all and 5 is very confident.

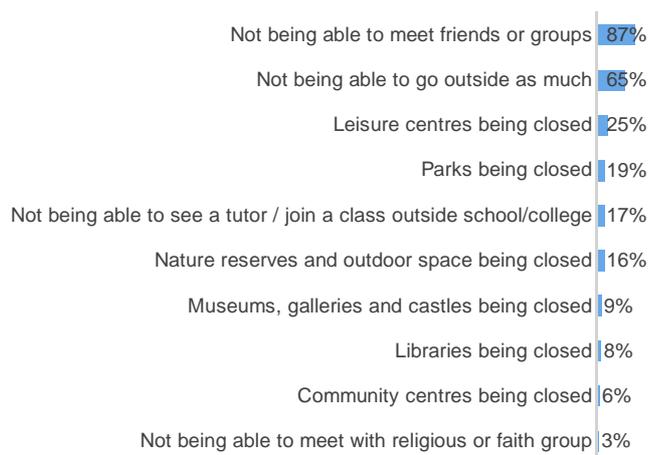
Young people were asked what changes have affected their learning outside school the most. The most common answer was "Not being able to meet friends or groups" selected by 87% of young people. This was followed by "Not being able to go outside as much" (65%)

How confident do you feel about your learning during this time?



Base: The group of young people selected (874)

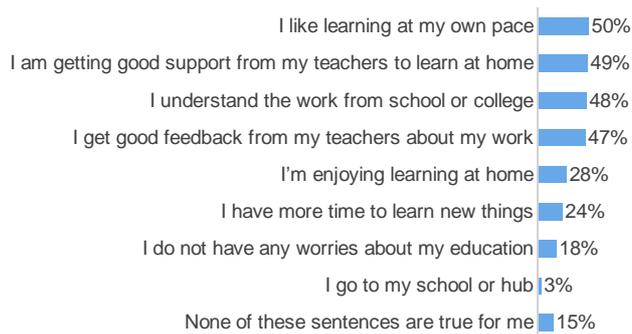
What changes have affected your learning outside school the most?



Base: The group of young people selected from children who usually attend school/university/traineeship/apprenticeship (834)

Young people were shown a list of positive and negative sentences and asked to select which were true for them.

Which of the following sentences are true for you?

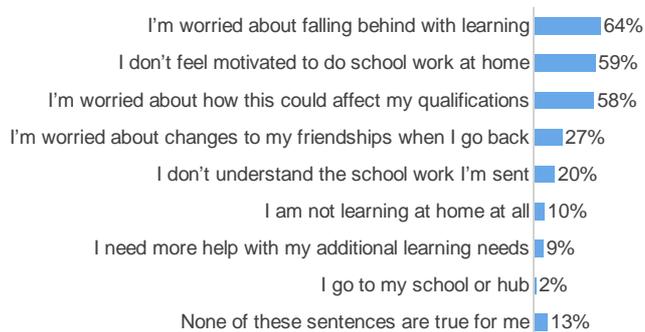


Base: The group of young people selected (880)

The top 3 most selected options were: "I like learning at my own pace" (50%), "I am getting good support from my teachers to learn at home" (49%) and "I understand the work from school or college" (48%).

15% of young people said that none of these sentences were true for them

Which of the following sentences are true for you?



Base: The group of young people selected (856)

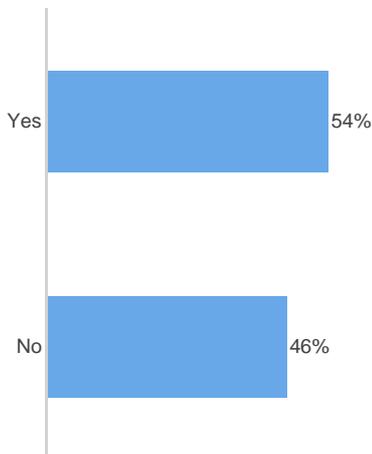
The top 3 most selected options were: "I'm worried about falling behind with learning" (64%), "I don't feel motivated to do school work at home" (59%) and "I'm worried about how this could affect my qualifications" (58%).

13% of young people said that none of these sentences were true for them

Year 11

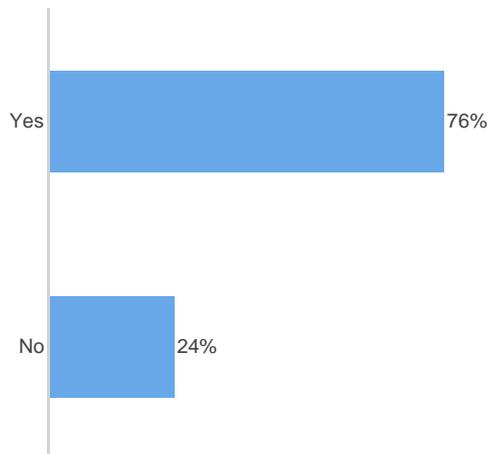
54% of the group of young people selected were aged 15 or 16 and said they are in Year 11. These young people were asked if they have decided what and where they want to study in September 2021. 76% said they had decided what and where to study in September 2021.

Are you in Year 11?



Base: The group of young people selected from young people aged 15 or 16 (290)

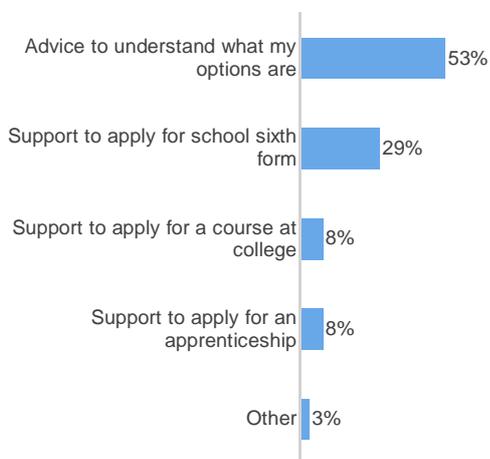
Have you decided what and where you want to study in September 2021?



Base: The group of young people selected from young people in year 11 (157)

Young people who are thinking about staying in education were asked what would support them to decide. 53% said "Advice to understand what my options are".

If you are thinking about staying in education, what would support you to decide?



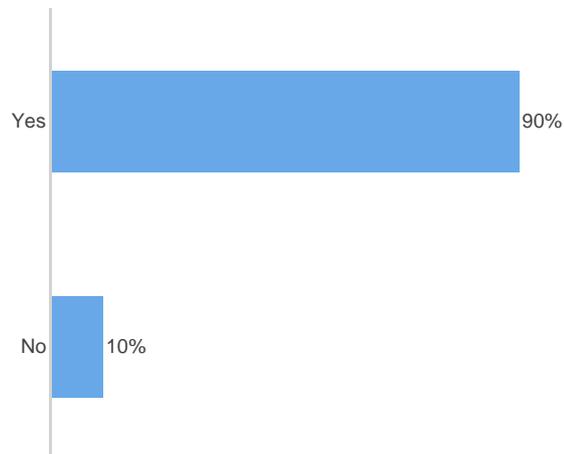
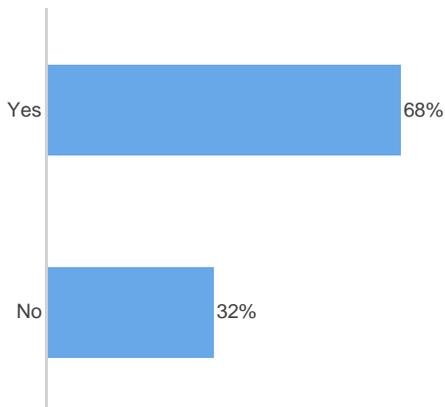
Base: All young people not in education and have not decided what and where to study in September 2020 (38)

Year 13

68% of the group of young people selected were aged 17 or 18 and were in Year 13 or in their second year of A Levels. These young people were asked if they have decided if they want to continue their education or training in September 2021. 90% said they had decided.

Are you in Year 13 or in your second year of A Levels?

Have you decided if you want to continue your education or training in September 2021?

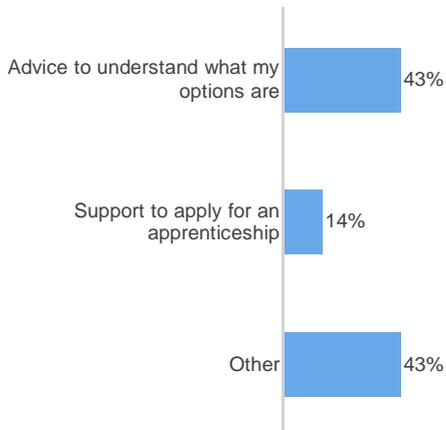


Base: The group of young people selected from young people aged 17 or 18 who usually attend school/college/university/traineeship/apprenticeship or educated at home (113)

Base: The group of young people selected from young people in year 13 or in their second year of A Levels (77)

Young people who are considering staying in education were asked what support they need to help them decide.

If you are considering staying in education, what support do you need to help you decide?



Base: The group of young people selected from young people who have not decided if they want to continue with their education or training in September 2020 (7)

Apprenticeship or traineeship

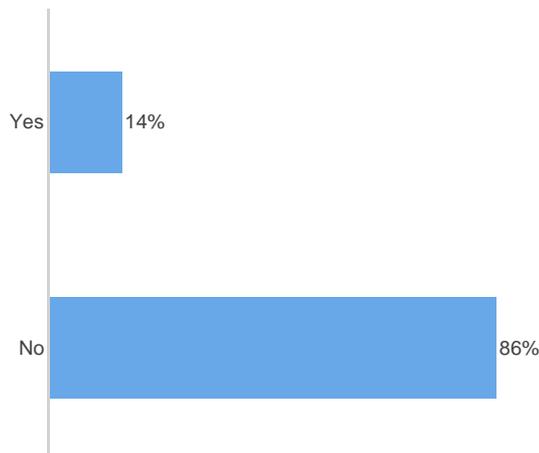
3% of the group of young people selected are doing an apprenticeship or traineeship. These young people were asked if they have been given on-line training, resources or support to help keep them learning for their apprenticeship or trainee programme during the last month. 14% said they had.

Are you doing an apprenticeship or traineeship?

Have you been given on-line training, resources or support to help you keep learning for your apprecticeship or traineeship programme during the last month?



Base: The group of young people selected from young people aged 16-18 who usually attend school/college/university/traineeship/apprecticeship or educated at home (253)



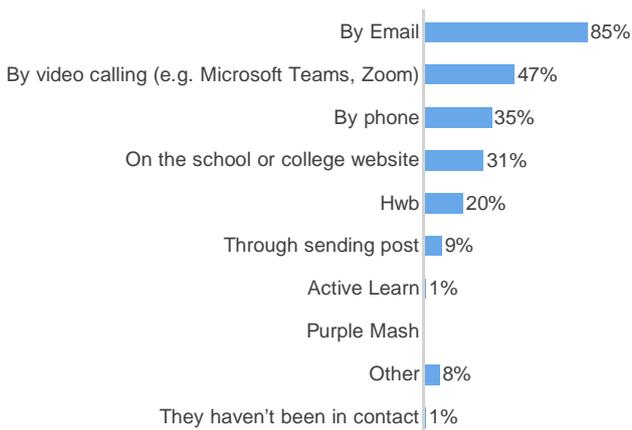
Base: The group of young people selected from young people who are doing an apprenticeship or traineeship (7)

Article 12: You have the right to be listened to and taken seriously



Young people were asked about contact from school.

How does your school contact you or your family to give you info?



Base: The group of young people selected from young people who usually go to school/college/university/traineeship/apprecticeship (880)

The most common forms of contact from school were:

- "By Email" (85%),
- "By video calling (e.g. Microsoft Teams, Zoom)" (47%)
- "By phone" (35%).

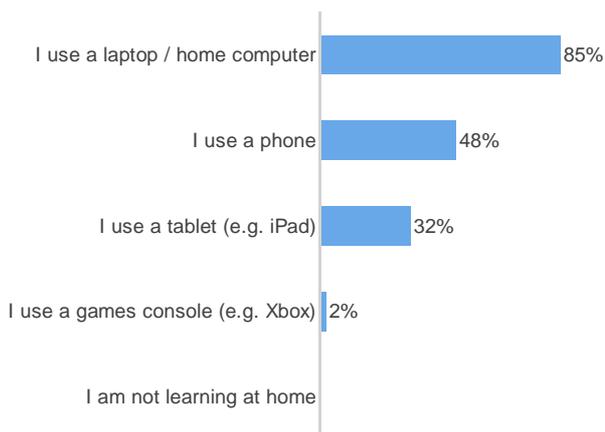
1% of young people said their school haven't been in contact.

Digital devices

Young people were asked about digital devices they use to learn at home and also about their home internet connection. 85% said "I use a laptop / home computer", this was followed by 48% who said "I use a phone". said they don't use any digital devices.

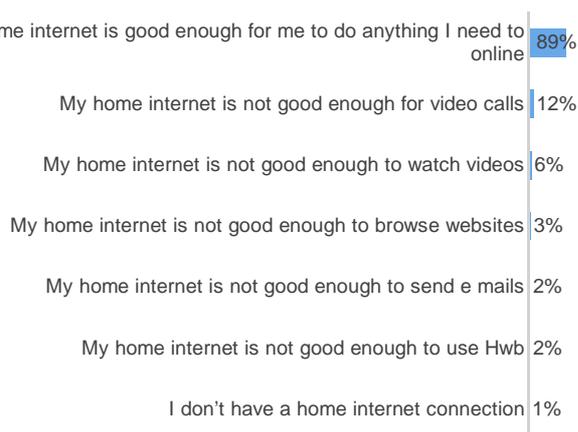
In terms of internet connection 89% said "My home internet is good enough for me to do anything I need to online", this was followed by 12% who said "My home internet is not good enough for video calls". 1% said they don't have a home internet connection.

What digital devices do you use for learning at home?



Base: The group of young people selected from young people who usually go to school/college/university/traineeship/apprenticeship (894)

Does your internet connection stop you doing any other these activities?



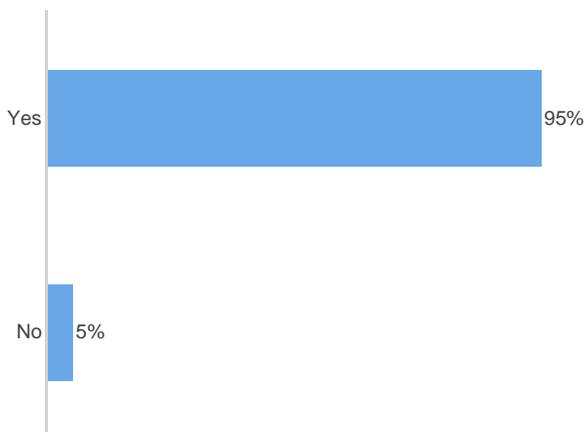
Base: The group of young people selected from young people who usually go to school/college/university/traineeship/apprenticeship (862)

Equipment

5% of young people said they don't have the equipment they need to learn at home.

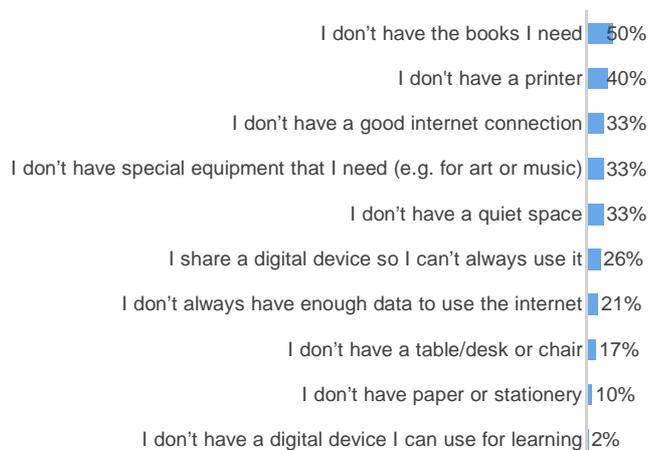
These young people were then asked about their equipment needs. The most common answer was "I don't have the books I need" (50%).

Do you have the equipment you need to learn at home?



Base: The group of young people selected from young people who usually go to school/college/university/traineeship/apprenticeship (895)

Which sentences about equipment are true for you?



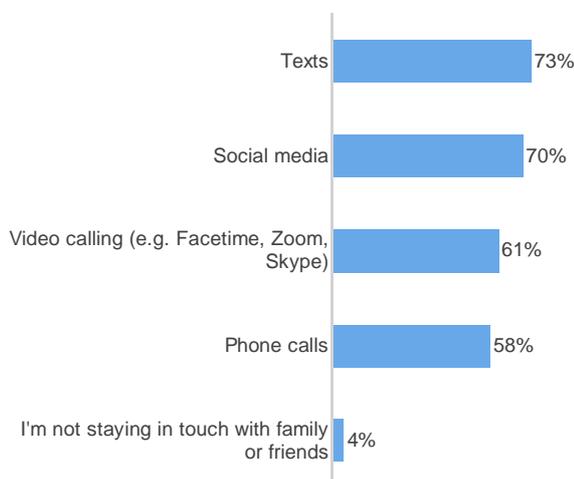
Base: The group of young people selected from young people who usually go to school/college/university/traineeship/apprenticeship (42)

Article 15: You have the right to meet with friends and join groups



Young people were asked how they are staying in touch with family and friends. 73% of the group of young people selected said they were staying in touch with family and friends via "Texts", this was followed by "Social media" (70%). 4% said they are not staying in touch with family or friends.

How are you staying in touch with family and friends?



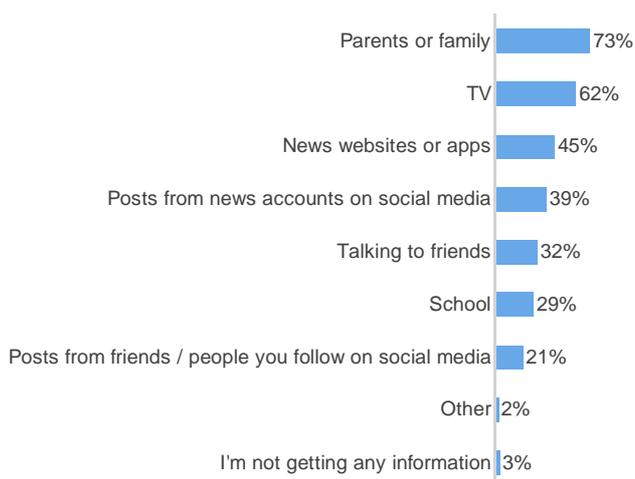
Base: The group of young people selected (899)

Article 17: You have the right to honest information from the media that you can understand, as long as it's safe.



Young people were asked where they are getting information about Coronavirus.

Where are you getting your information on Coronavirus?



Base: The group of young people selected (898)

73% of the group of young people selected said they are getting their information on Coronavirus from "Parents or family". This was followed by "TV" (62%) and "News websites or apps" (45%)

3% said they are not getting any information.

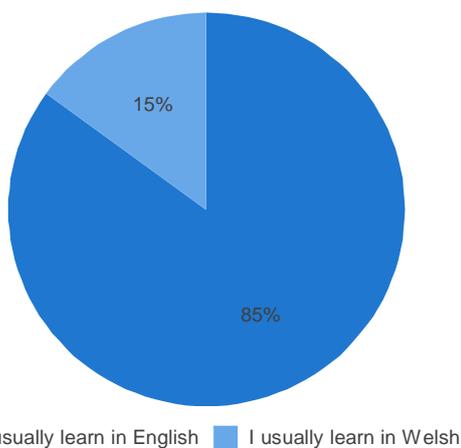
Article 30: You have the right to speak your own language and follow your family's way of life



85% of the group of young people selected said they usually learn in English while 15% said they usually learn in Welsh.

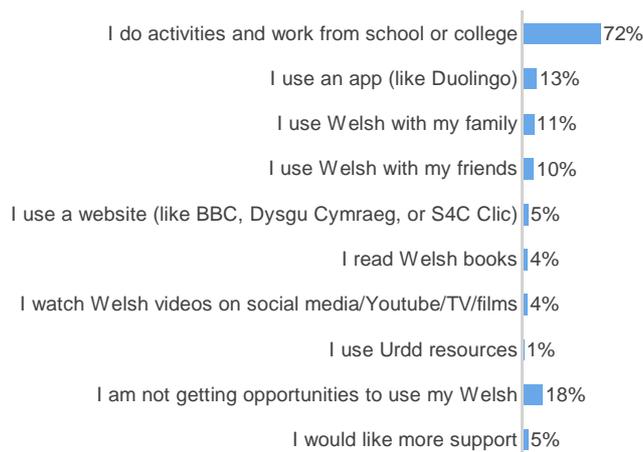
Young people who are learning Welsh were asked what opportunities they have to use Welsh at the moment. 18% said they are not getting opportunities to use their Welsh. For those who are using their Welsh, the most popular choice was "I do activities and work from school or college" (72%). 5% of young people said they would like more support.

What language do you usually learn in?



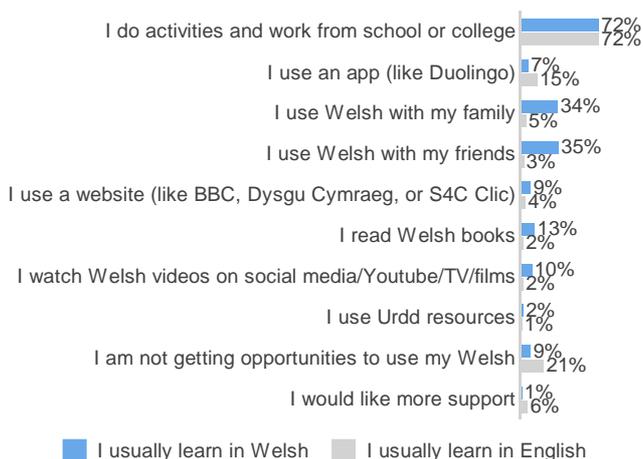
Base: The group of young people selected (898)

What opportunities are you getting to use Welsh at the moment?



Base: The group of young people selected from young people who usually learn in Welsh or who are learning Welsh (608)

What opportunities are you getting to use Welsh at the moment?



Base: The group of young people selected from young people who usually learn in Welsh or who are learning Welsh (608)

The chart on the left shows the opportunities young people have had to use their Welsh for those who usually learn in English compared with those who usually learn in Welsh.

Article 31: You have the right to relax and play

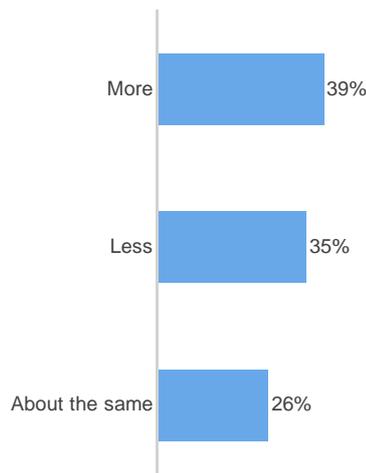
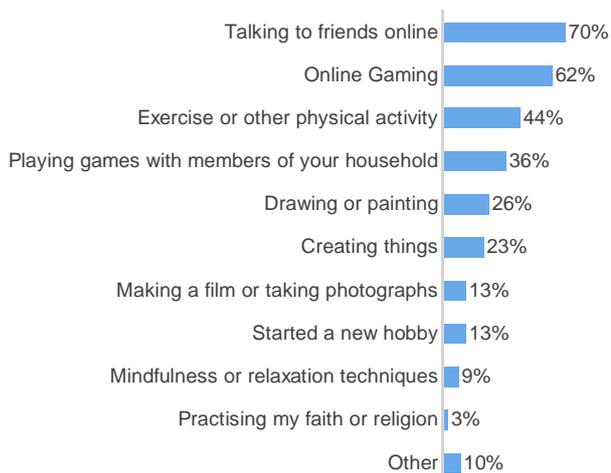


Young people were asked how they have been relaxing during social distancing. The top answer was "Talking to friends online" (70%).

Young people were asked if they are relaxing more or less since schools and colleges moved to online learning this term. 39% said they had been relaxing more, 35% said they had been relaxing less and 26% said about the same.

What ways have are you relaxing during social distancing?

Are you relaxing more or less often since schools moved to online learning this term?

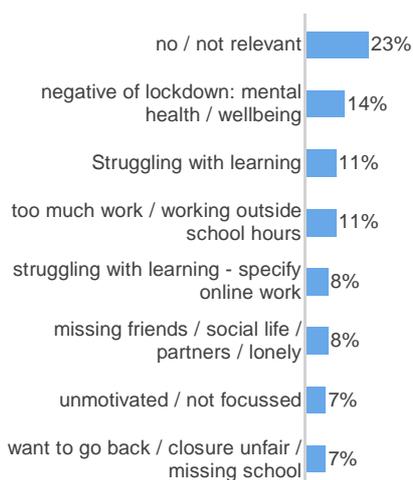


Base: The group of young people selected (892)

Base: The group of young people selected (897)

Young people were then invited to make any other comments. Answers to this question have been coded and the most popular themes have been charted below.

Is there anything else you would like to tell us about your experiences during this time? (coded)



Base: The group of young people selected (285)

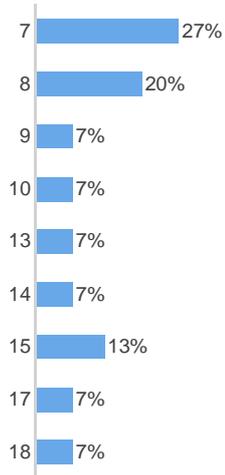
Section Four: Accessible Survey

This report is drawn from the results of the accessible survey. In total this survey was taken by 333 respondents across Wales. A total of 17 responses were received from Vale of Glamorgan.

About me

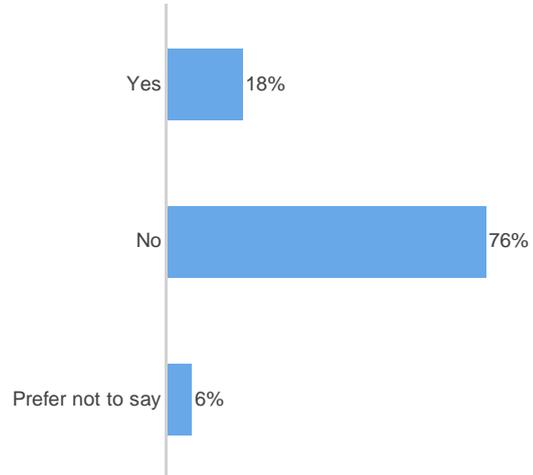
The charts below show the profile of children who responded to the accessible questionnaire.

Age



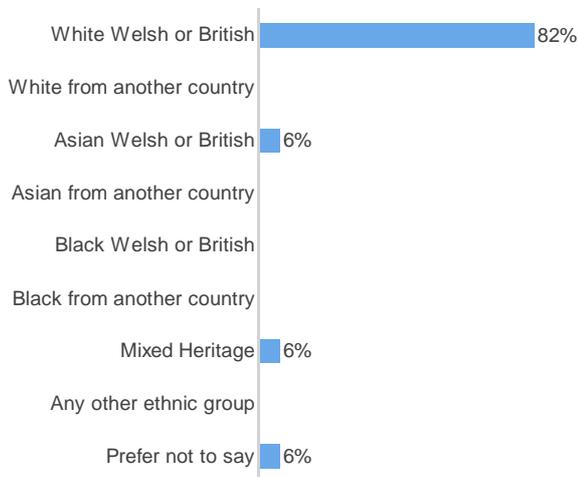
Base: The group of children selected (15)

Disability



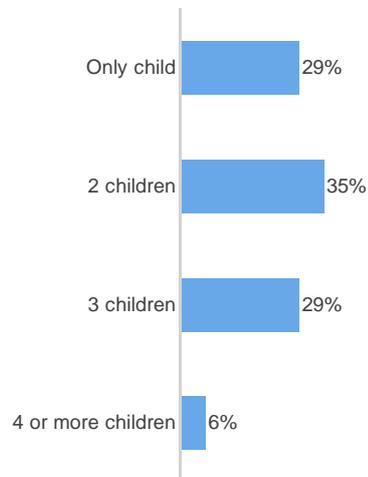
Base: The group of children selected (17)

Ethnicity



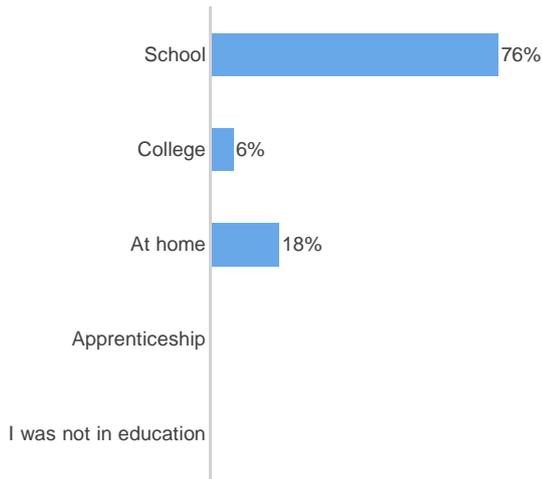
Base: The group of children selected (17)

Including you, how many children live in your home



Base: The group of children selected (17)

Before staying at home because of Coronavirus, where did you go for education?



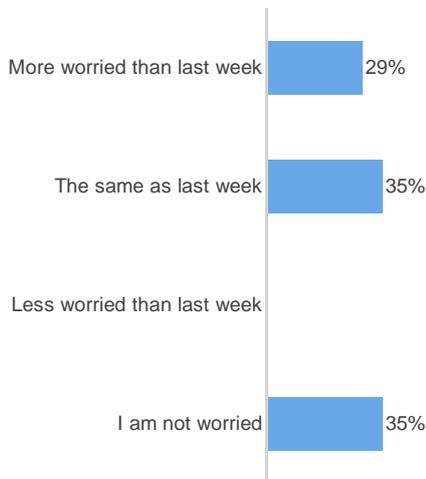
Base: The group of children selected (17)

Feelings about Coronavirus

Children were asked how worried they are feeling about Coronavirus today.

29% of the selected group of children said they are feeling more worried about Coronavirus than last week, 35% said they are feeling the same as last week and 0% said they are feeling less worried than last week. 35% of the selected group of children said they don't feel worried.

How are you feeling about Coronavirus today?



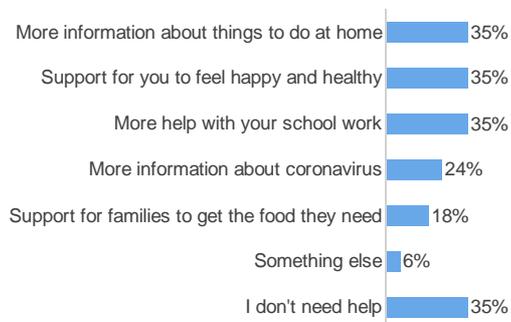
Base: The group of children selected (17)

Article 3: Adults should always do what is best for you



Children were asked what extra help they need at this time. 35% of the selected group of children said they don't need any help.

What extra help do you think you need during this time?



Base: The group of children selected (17)

For those who would like help, the top 3 items selected were:

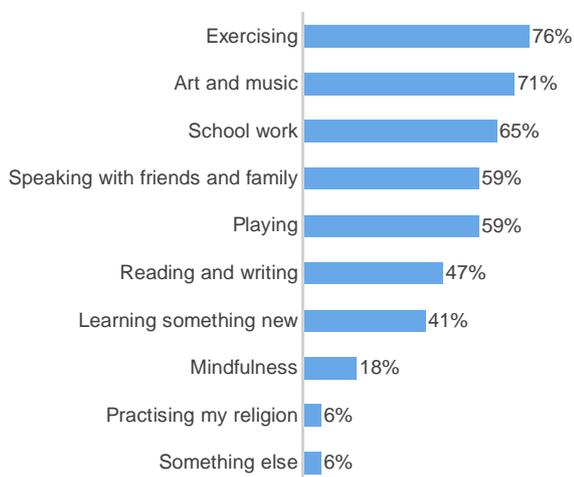
- More information about things to do at home (35%)
- Support for you to feel happy and healthy (35%)
- More help with your school work (35%)

Article 6: You have the right to life, to grow up and reach your full potential



Children were asked what they have been doing to keep a healthy body and mind.

What have you been doing to keep a healthy body and mind?



Base: The group of children selected (17)

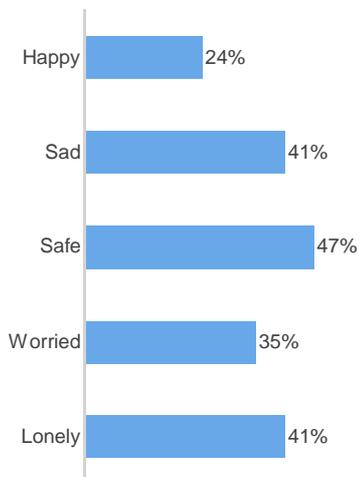
Children were asked what they have been doing to keep a healthy body and mind. The top 3 activities selected were:

- Exercising (76%)
- Art and music (71%)
- School work (65%)

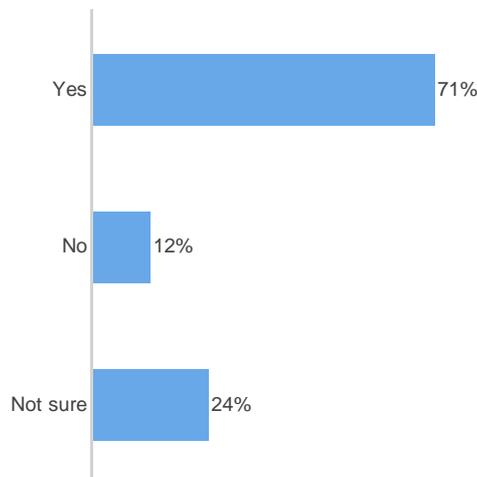
Children were asked how they have been feeling during the Coronavirus crisis. 24% of the selected group of children said they have felt happy, while 41% said they have been feeling sad. 47% said they have been feeling safe and 35% said they have been feeling worried. 41% of young people said they have been feeling lonely.

How have you been feeling during the Coronavirus crisis?

Do you know how to get help if you need support to feel happy and well?



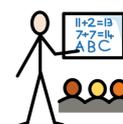
Base: The group of children selected (17)



Base: The group of children selected (17)

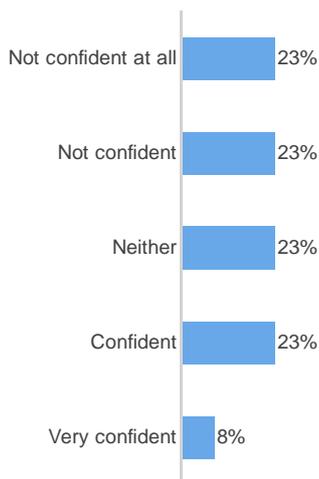
71% of the selected group of children said they know how to get help if they need support to feel happy and well, 12% said they didn't know where to get help and 24% were unsure.

Article 28: You have the right to an education.



Children were asked how confident they feel about their learning during this time. 8% said they feel very confident, while 23% said they don't feel confident at all. This represents an overall mean score of 2.7, where 1 is not confident at all and 5 represents very confident.

How confident do you feel about your learning during this time?



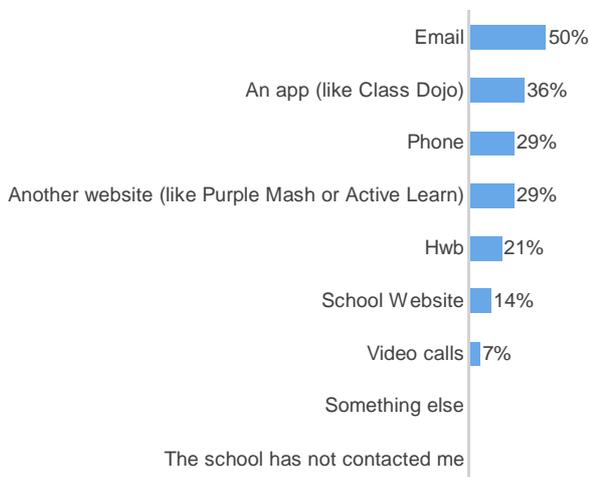
Base: The group of children selected (13)

Article 12: You have the right to be listened to and taken seriously



Young people were asked about contact from school.

How does your school contact you or your family to give you info?



Base: The group of children selected (14)

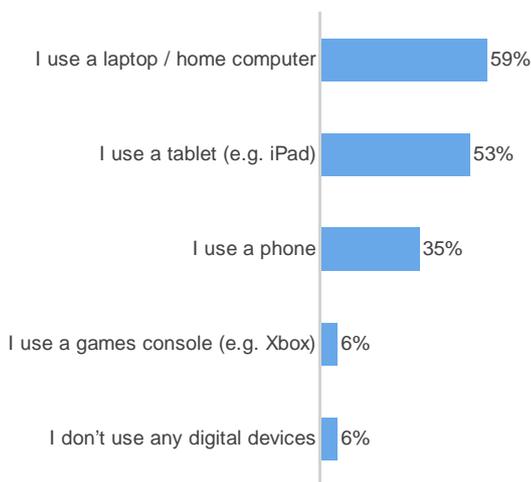
The most common forms of contact from school were "Email" (50%) followed by "An app (like Class Dojo)" (36%) and "Phone" (29%).

0% of children said their school haven't been in contact.

Digital devices

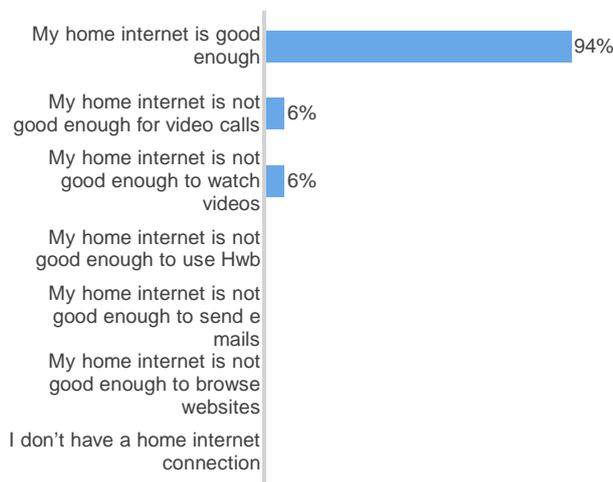
Children were asked about their access to digital devices and home internet connection. The most common answer was "I use a laptop / home computer" (59%).

What digital devices do you use for learning at home?



Base: The group of children selected (17)

We want to know about your internet connection at home..



Base: The group of children selected (17)

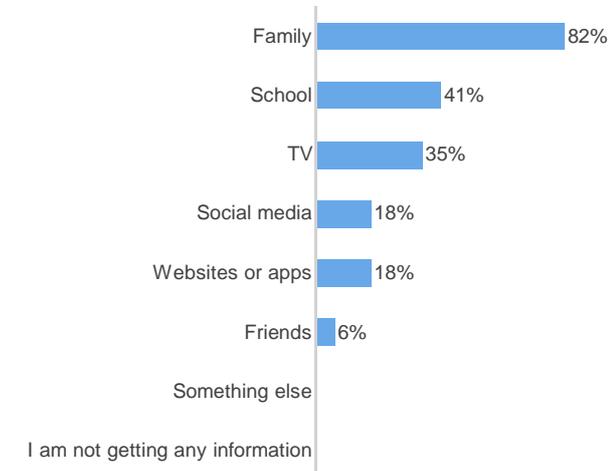
94% of children said that their home internet is good enough while - said they didn't have a home internet connection. 6% of children said their internet wasn't good enough for video calls.

Article 17: You have the right to honest information from the media that you can understand, as long as it's safe.



Children were asked where they are getting information about Coronavirus.

Where are you getting your information on Coronavirus?



82% of the selected group of children said they are getting their information on Coronavirus from "Family". This was followed by "School" (41%) and "TV" (35%)

0% said they are not getting any information.

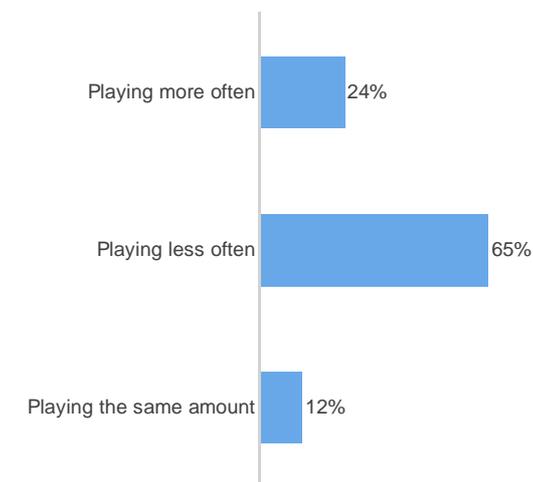
Base: The group of children selected (17)

Article 31: You have the right to relax and play



Children we asked if they are playing more or less since schools closed on 20th March.

Are you playing more or less often since they have needed to stay at home.

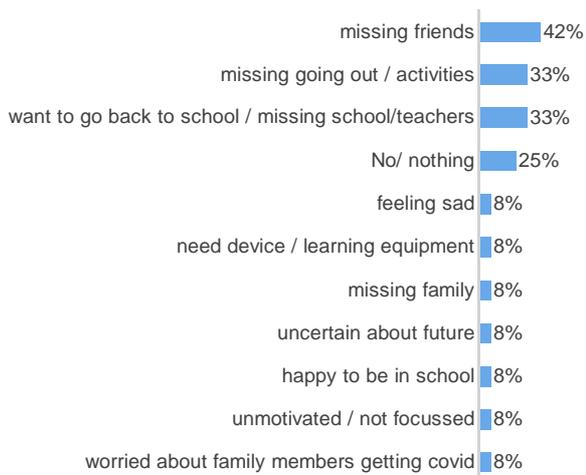


24% of the selected group of children said they are playing more often, 65% said they are playing less and 12% said they are playing about the same.

Base: The group of children selected (17)

Children were then invited to make any other comments. Answers to this question have been coded and the most popular themes have been charted below.

Is there anything else you want to tell us? (coded)



Base: The group of children selected (12)



Coronafeirws a Fi – Adroddiad ar gyfer Holiadur mis Ionawr 2021

Data wedi'u hidlo ar gyfer: Bro Morgannwg

01/03/21

Cynnwys

Adran Un: Cyflwyniad a Chefndir

Adran Dau: Arolwg 7-11

Yma rhennir canlyniadau'r 327 o blant a phobl ifanc yn Bro Morgannwg a gwblhaodd yr arolwg ar gyfer plant 7-11 oed. Trefnir y canlyniadau o dan yr un themâu â'r arolygon eraill, ond roedd yr arolwg yn fyrrach na'r un 12-18 oed.

Adran Tri: Arolwg 12-18

Yma rhennir canlyniadau'r o blant a phobl ifanc yn Bro Morgannwg a gwblhaodd yr arolwg ar gyfer pobl ifanc 12-18 oed. Roedd yr arolwg 12-18 yn gofyn cwestiynau mwy manwl na'r arolwg i blant iau, ac yn cynnwys cwestiynau penodol ar gyfer pobl ifanc hŷn ynghylch y camau nesaf a'u cynlluniau i'r dyfodol.

Adran Pedwar: Arolwg Hygyrch

Roedd yr arolwg hygyrch yn gofyn cwestiynau o dan yr un themâu â'r ddau arolwg arall, ond roedd yn arolwg byrrach oedd yn defnyddio symbolau i gefnogi dealltwriaeth. Roedd ar gael ar gyfer plant a phobl ifanc 7-18 oed. Mae'r adran hon yn rhannu canlyniadau'r o blant a phobl ifanc yn Bro Morgannwg a gwblhaodd yr arolwg hwn.

Adran Un: Cyflwyniad a chefnidir

Mae'r ymgynghoriad Coronafeirws a Fi wedi bod yn ymgynghoriad mewn partneriaeth rhwng pedwar sefydliad:

- Llywodraeth Cymru
- Comisiynydd Plant Cymru
- Senedd Ieuenctid Cymru
- Plant yng Nghymru

Swyddfa Comisiynydd Plant Cymru oedd yn arwain yr holl waith rheoli prosiect, a hynny'n ariannol annibynnol ar Lywodraeth Cymru a'r partneriaid eraill. Comisiynydd Plant Cymru hefyd yw perchennog y data ar gyfer y prosiect hwn, ac sy'n gyfrifol am ddadansoddi a chynhyrchu'r set ddata dan sylw.

Defnyddio'r adroddiad hwn - gwybodaeth i Awdurdodau Lleol

Comisiynydd Plant Cymru sy'n berchen ar y data yma. Nid yw Comisiynydd Plant Cymru yn caniatáu i awdurdodau lleol gyhoeddi'r data yma ar ffurf dogfen annibynnol. Byddai Comisiynydd Plant Cymru hefyd yn annog awdurdodau i beidio â chyhoeddi'r data yma mewn modd sy'n cymharu profiadau plant mewn un awdurdod â phlant mewn awdurdod arall.

Mae'r data yma'n cael ei rannu gydag awdurdodau lleol er mwyn ei ddefnyddio i wella bywydau plant a phobl ifanc yn yr awdurdod. Dylid defnyddio'r data i lywio polisiau lleol a phenderfyniadau lleol. Hoffai Comisiynydd Plant Cymru annog awdurdodau i ddefnyddio'r data yma i lywio penderfyniadau a wneir am y gwasanaethau sydd ar gael, darpariaeth statudol a chefnogaeth a gwybodaeth ychwanegol i blant a phobl ifanc. Gellid defnyddio'r data hefyd i amlygu unrhyw wahaniaethau arwyddocaol mewn awdurdod yn erbyn y canfyddiadau cenedlaethol, a hynny er mwyn nodi profiadau arbennig o gadarnhaol, neu gefnogaeth ychwanegol y gallai fod ar blant yn yr awdurdod ei hangen. Lle defnyddir ffigurau neu wybodaeth neu eu cyhoeddi gan yr awdurdod mewn dogfennau neu ar-lein, dylid cydnabod yn glir ymgynghoriad Coronafeirws a Fi 2021, Comisiynydd Plant Cymru.

Gwerthuso'r defnydd o'r data yma

Mae'n bwysig bod ein swyddfa'n atebol i'r plant a'r bobl ifanc a fu'n cymryd rhan yn yr ymgynghoriad hwn. O ganlyniad, rydyn ni'n cynnal gwerthusiad o effaith yr ymgynghoriad Coronafeirws a Fi. Rydyn ni'n awyddus i wybod sut mae'r adroddiadau hyn wedi llywio, neu sut byddan nhw'n llywio cyflwyno gwasanaethau yn eich ardal, ac unrhyw ffyrdd y gallen ni wella'r wybodaeth hon i chi. Byddwn ni'n cyflwyno dolen i'r arolwg i holl bartneriaid yr awdurdod lleol, er mwyn i chi fedru rhoi gwybod i ni sut rydych chi wedi defnyddio'r canlyniadau hyn.

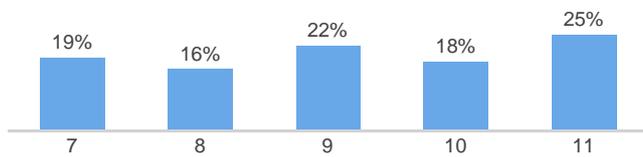
Adran Dau: Arolwg 7-11

Mae'r adroddiad hwn yn defnyddio canlyniadau'r arolwg 7-11. Cwblhawyd yr arolwg hwn gan gyfanswm o 8832 o ymatebwr ledled Cymru. Derbyniwyd cyfanswm o 327 o ymatebion gan Bro Morgannwg.

Amdanaf fi

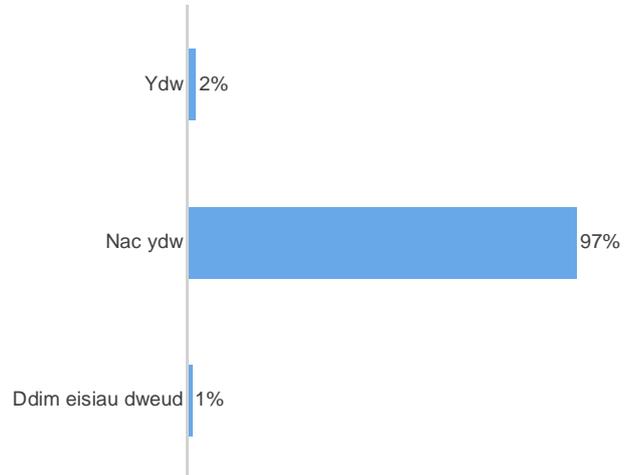
Mae'r siartiau isod yn dangos proffil y grŵp o blant a ddewiswyd a ymatebodd i'r holiadur 7-11.

Oed



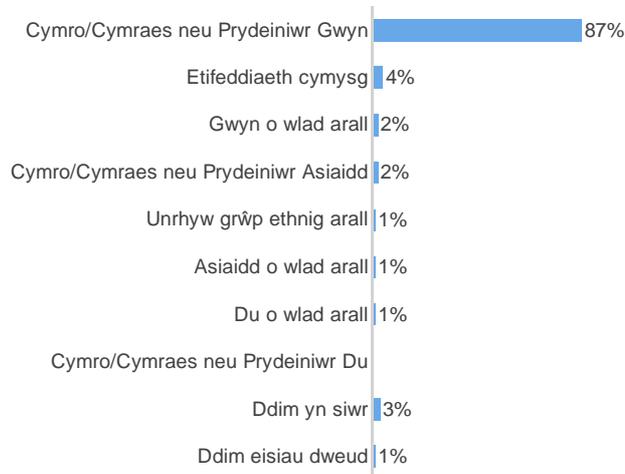
Sylfaen: Y grŵp o blant a ddewiswyd (327)

Anabledd



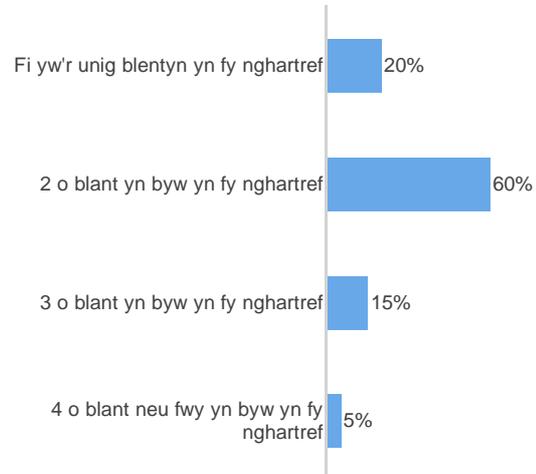
Sylfaen: Y grŵp o blant a ddewiswyd (326)

Ethnigrwydd



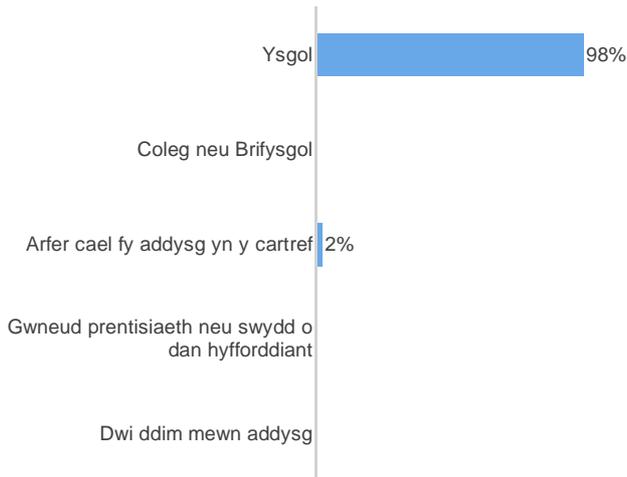
Sylfaen: Y grŵp o blant a ddewiswyd (323)

Gan gynnwys ti, faint o blant sy'n byw yn dy gartre di?



Sylfaen: Y grŵp o blant a ddewiswyd (327)

Pan does dim angen i ti aros gartre, ble rwyd ti'n mynd i gael dy addysg?



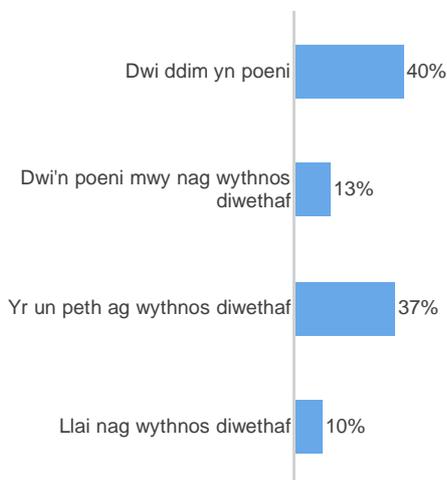
Sylfaen: Y grŵp o blant a ddewiswyd (326)

Teimladau am y Coronafeirws

Gofynnwyd i'r plant sut roedden nhw'n teimlo am y Coronafeirws heddiw.

Dywedodd 13% o'r grŵp o blant a ddewiswyd eu bod nhw'n teimlo'n fwy pryderus am y Coronafeirws na'r wythnos ddiwethaf, dywedodd 37% eu bod nhw'n teimlo'r un fath â'r wythnos ddiwetha, a dywedodd 10% eu bod nhw'n teimlo'n llai pryderus na'r wythnos ddiwetha. Dywedodd 40% eu bod nhw ddim yn teimlo'n bryderus.

Sut wyt ti'n teimlo am y Coronafeirws heddiw?



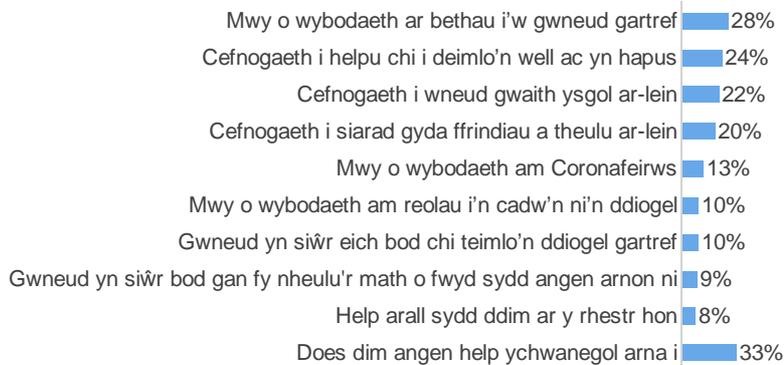
Sylfaen: Y grŵp o blant a ddewiswyd (326)

Erthygl 3: Dylai oedolion wneud beth sydd orau i ti bob amser



Gofynnwyd i'r plant pa help ychwanegol roedd arnyn nhw ei angen yn ystod y cyfnod yma.

Pa help ychwanegol rwyt ti'n meddwl sydd angen arnat ti yn y cyfnod yma?



Sylfaen: Y grŵp o blant a ddewiswyd (322)

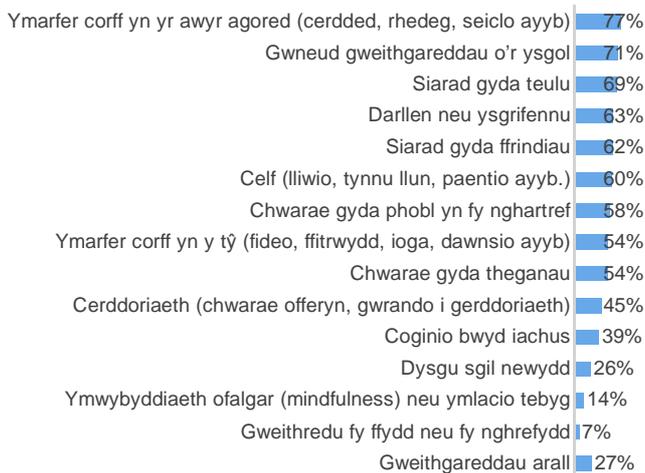
Dywedodd 33% o'r grŵp o blant a ddewiswyd nad oedd angen help ychwanegol arnyn nhw. Yn achos y rhai a fyddai'n hoffi cael help, y prif eitem a ddewiswyd oedd "Mwy o wybodaeth ar bethau i'w gwneud gartref" (28%).

Erthygl 6: Mae gen ti hawl i fywyd, i dyfu i fyny, ac i gyflawni hyd eithaf dy botensial



Gofynnwyd i'r plant beth maen nhw wedi bod yn ei wneud i gadw corff a meddwl iach.

Beth wyt ti wedi bod yn ei wneud i gadw corff a meddwl iach?



Sylfaen: Y grŵp o blant a ddewiswyd (326)

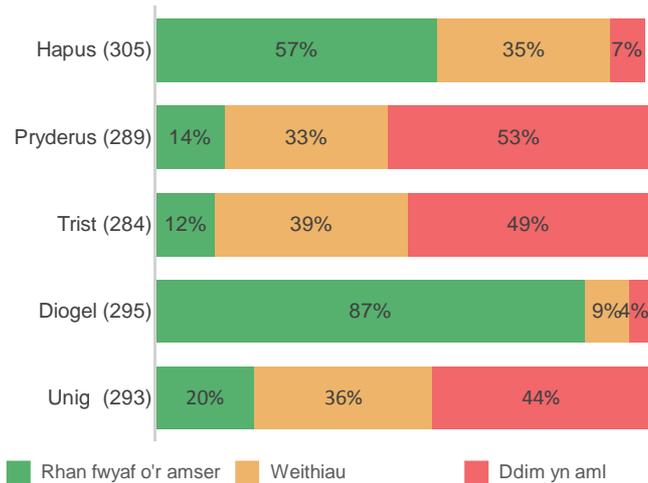
Y tri phrif weithgaredd a ddewiswyd oedd:

- "Ymarfer corff yn yr awyr agored (cerdded, rhedeg, seiclo ayyb)" (77%)
- "Gwneud gweithgareddau o'r ysgol" (71%)
- "Siarad gyda teulu" (69%)

Gofynnwyd i'r plant sut roedden nhw wedi bod yn teimlo yn ystod argyfwng y Coronafeirws. Dywedodd 57% o'r grŵp o blant a ddewiswyd eu bod nhw wedi teimlo'n hapus y rhan fwyaf o'r amser, tra dywedodd 14% eu bod nhw wedi teimlo'n bryderus y rhan fwyaf o'r amser. Mae hynny'n cymharu â 12% a ddywedodd eu bod nhw wedi teimlo'n drist y rhan fwyaf o'r amser a 87% a ddywedodd eu bod nhw wedi teimlo'n ddiogel y rhan fwyaf o'r amser. Dywedodd 20% o'r plant eu bod nhw wedi teimlo'n unig y rhan fwyaf o'r amser.

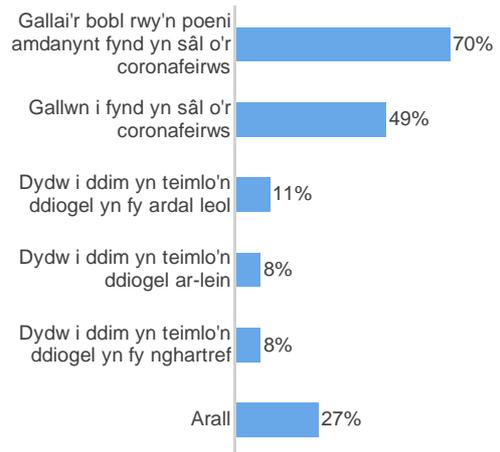
Gofynnwyd i'r plant oedd yn dweud eu bod wedi teimlo'n ddiogel ran o'r amser yn unig neu ddim yn aml iawn beth oedd yn gwneud iddyn nhw deimlo eu bod nhw ddim yn ddiogel. Yr ateb mwyaf cyffredin oedd "Gallai'r bobl rwy'n poeni amdanynt fynd yn sâl o'r coronafeirws" (70%)

Sut wyt ti wedi bod yn teimlo yn ystod argyfwng y Coronafeirws?



Sylfaen: Y grŵp o blant a ddewiswyd

Beth sy'n gwneud i ti deimlo dy fod ti ddim yn ddiogel?

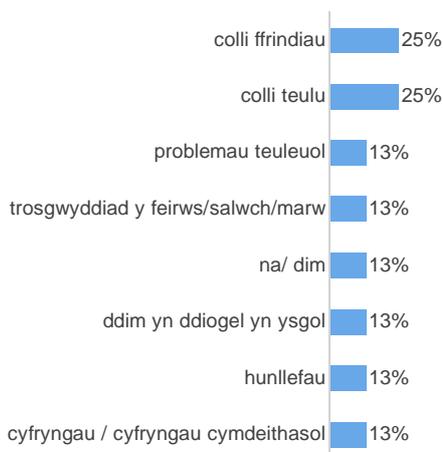


Sylfaen: Y grŵp o bobl ifanc a ddewiswyd a ddywedodd eu bod yn teimlo'n anniogel (37)

Gofynnwyd i'r plant a atebodd 'rhywbeth arall' nodi beth. Mae'r atebion hynny wedi cael eu codio yn ôl themâu a rhestrir y rhai mwyaf cyffredin isod (ar y chwith)

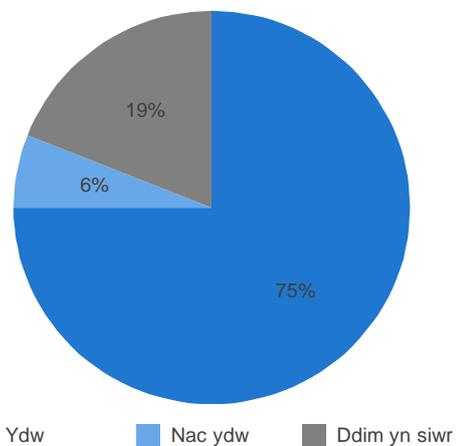
Gofynnwyd i'r plant oedden nhw'n gwybod sut i gael help os oedd angen cefnogaeth arnyn nhw i deimlo'n hapus ac yn iach. Dywedodd 75% o'r grŵp o blant a ddewiswyd eu bod nhw'n gwybod ble i gael help petai angen cefnogaeth arnyn nhw, dywedodd 6% eu bod nhw ddim yn gwybod ble i gael help, ac roedd 19% yn ansicr.

Beth sy'n gwneud i ti deimlo dy fod ti ddim yn ddiogel? - wedi'u codio



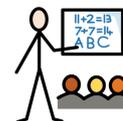
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd a ddywedodd eu bod yn teimlo'n anniogel (8)

Wyt ti'n gwybod sut i gael help os bydd angen cefnogaeth arnat ti i deimlo'n hapus ac yn iach?



Sylfaen: Y grŵp o blant a ddewiswyd (325)

Erthygl 28: Mae gen ti hawl i gael addysg.

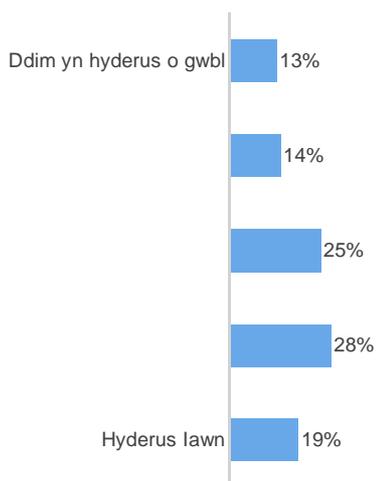


Gofynnwyd i'r plant pa mor hyderus roedden nhw'n teimlo am eu dysgu yn y cyfnod yma. Dywedodd 19% eu bod yn teimlo'n hyderus iawn, tra dywedodd 13% eu bod nhw ddim yn teimlo'n hyderus o gwbl. Mae hyn yn cynrychioli sgôr cymedrig cyffredinol o 3.3, lle mae 1 yn golygu ddim yn hyderus o gwbl ac mae 5 yn cynrychioli hyderus iawn.

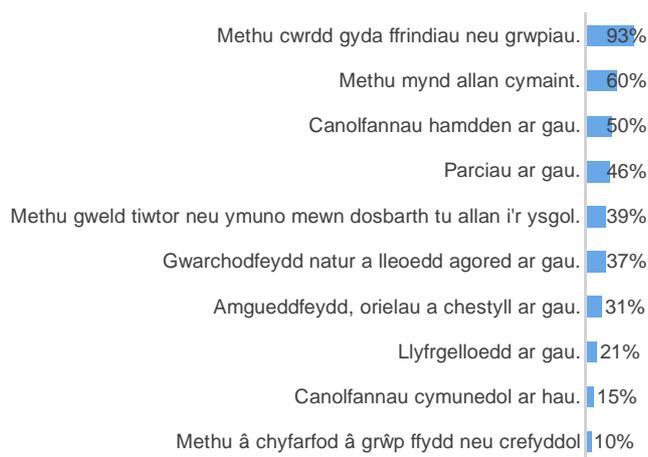
Gofynnwyd i'r plant pa newidiadau sydd wedi effeithio fwyaf ar eu dysgu tu allan i'r ysgol. Y 3 ateb ar y brig oedd: "Methu cwrdd gyda ffrindiau neu grwpiau." (93%), "Methu mynd allan cymaint." (60%) a "Canolfannau hamdden ar gau." (50%)

Pa mor hyderus wyt ti'n teimlo am dy ddysgu yn ystod y cyfnod yma?

Pa newidiadau sydd wedi effeithio fwyaf ar dy ddysgu tu allan i'r ysgol?



Sylfaen: Y grŵp o blant a ddewiswyd (304)



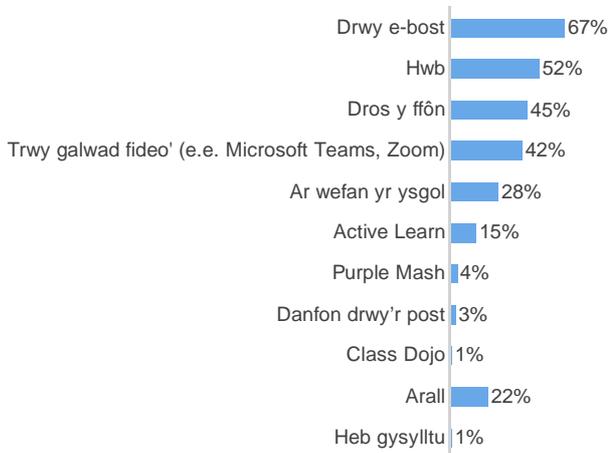
Sylfaen: Y grŵp o blant a ddewiswyd o'r plant sydd fel arfer yn cael eu haddysgu yn yr ysgol, y coleg, neu'n derbyn hyfforddiant (317)

Erthygl 12: Mae gen ti hawl i gael gwrandawriad ac i gael dy gymryd o ddifri



Gofynnwyd i'r plant am y cyswllt gan yr ysgol.

Sut mae dy ysgol yn cysylltu â thi neu'r teulu i roi gwybodaeth i chi?



Sylfaen: Y grŵp o blant a ddewiswyd o'r plant sydd fel arfer yn cael eu haddysgu yn yr ysgol (319)

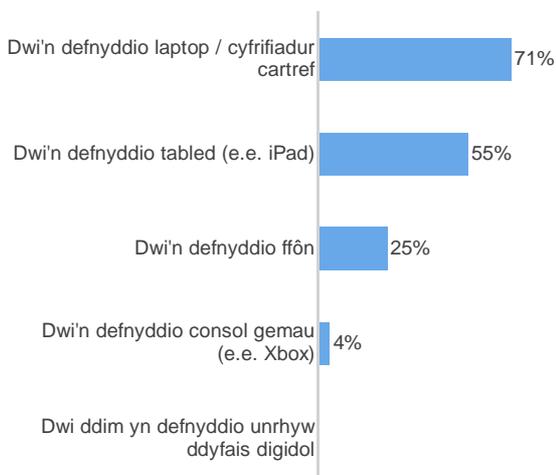
Ffyrdd mwyaf cyffredin yr ysgol o gysylltu oedd "Drwy e-bost" (67%), "Hwb" (52%) a "Dros y ffôn" (45%). Dywedodd 1% o'r plant fod eu hysgol heb gysylltu â nhw.

Dyfeisiau digidol

Gofynnwyd i'r plant am y dyfeisiau digidol maen nhw'n defnyddio i ddysgu gartre a hefyd am eu cysylltiad â'r rhyngwrwyd gartre. Dywedodd 71% "Dwi'n defnyddio laptop / cyfrifiadur cartref", a dilynwyd hynny gan 55% a ddywedodd "Dwi'n defnyddio tabled (e.e. iPad)". Dywedodd 0% eu bod nhw ddim yn defnyddio unrhyw ddyfeisiau digidol.

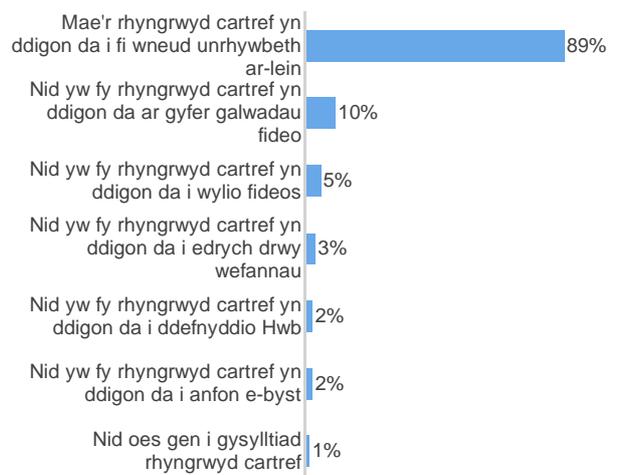
O ran cysylltiad â'r rhyngwrwyd, dywedodd 89% "Mae'r rhyngwrwyd cartref yn ddigon da i fi wneud unrhywbeth ar-lein", a dilynwyd hynny gan 10% a ddywedodd "Nid yw fy rhyngwrwyd cartref yn ddigon da ar gyfer galwadau fideo". Dywedodd 1% fod ganddyn nhw ddim cysylltiad â'r rhyngwrwyd gartre.

Pa ddyfeisiau digidol rwyt ti'n defnyddio i ddysgu gartre?



Sylfaen: Y grŵp o blant a ddewiswyd (326)

Ydy dy gysylltiad â'r rhyngwrwyd yn dy stopio rhag gwneud unrhyw rai o'r gweithgareddau hyn?

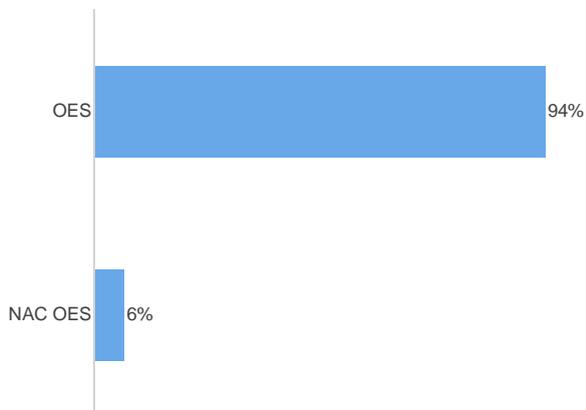


Sylfaen: Y grŵp o blant a ddewiswyd (320)

Offer

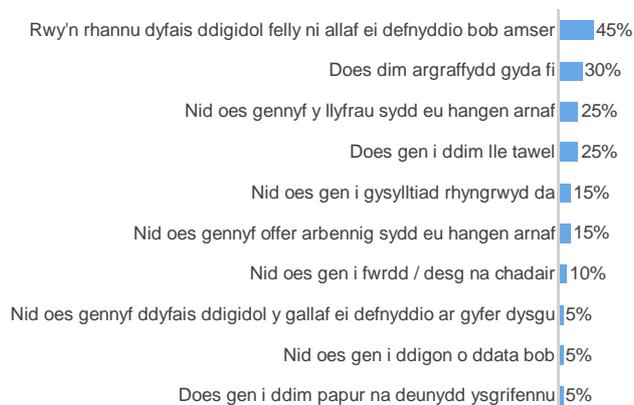
Dyweddodd 6% o'r plant fod ganddyn nhw ddim yr offer angenrheidiol i ddysgu gartref. Yna gofynnwyd i'r plant hynny am eu hanghenion o ran offer.

Oes gen ti'r offer angenrheidiol i ddysgu gartref?



Sylfaen: Y grŵp o blant a ddewisir o blith plant sydd fel arfer yn derbyn eu addysg yn yr ysgol (323)

Pa frawddegau am offer sy'n wir i ti?



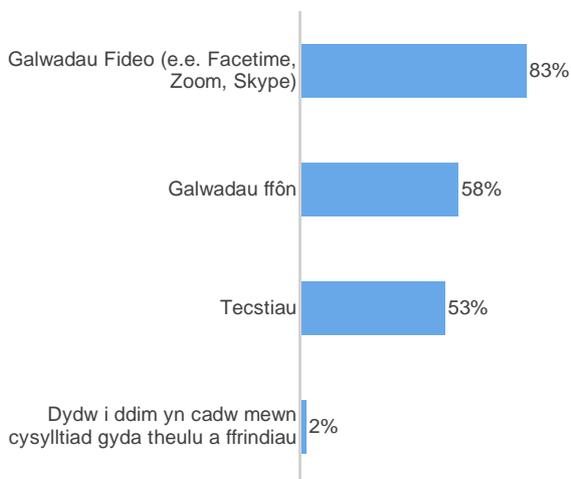
Sylfaen: Y grŵp o blant a ddewisir o blith plant sydd fel arfer yn derbyn eu addysg yn yr ysgol (20)

Erthygl 15: Mae gen ti hawl i gwrdd â ffrindiau ac ymuno â grwpiau



Gofynnwyd i'r plant sut roedden nhw'n cadw mewn cysylltiad â theulu a ffrindiau.

Sut rwyd ti'n cadw mewn cysylltiad â theulu a ffrindiau?



Sylfaen: Y grŵp o blant a ddewiswyd (326)

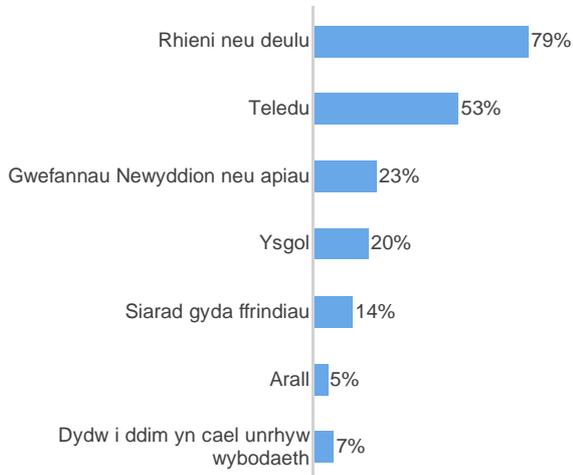
Dyweddodd 83% o'r grŵp o blant a ddewiswyd eu bod yn cadw mewn cysylltiad â theulu a ffrindiau trwy "Galwadau Fideo (e.e. Facetime, Zoom, Skype)", dilynwyd hynny gan "Galwadau ffôn" (58%) a "Tecstiau" (53%). Dywedodd 2% o'r grŵp o blant a ddewiswyd nad oedden nhw'n cadw mewn cysylltiad â theulu na ffrindiau.

Erthygl 17: Mae gen ti hawl i gael gwybodaeth onest rwyd ti'n gallu ei deall o'r cyfryngau, cyhyd â bod hynny'n ddiogel.



Gofynnwyd i'r plant ble roedden nhw'n cael gwybodaeth am y Coronafeirws.

Ble rwyd ti'n cael dy wybodaeth am y Coronafeirws?



Sylfaen: Y grŵp o blant a ddewiswyd (327)

Dyweddodd 79% o'r grŵp o blant a ddewiswyd eu bod nhw'n cael eu gwybodaeth am y Coronafeirws o "Rhieni neu deulu". Dilynwyd hynny gan "Teledu" (53%) a "Gwefannau Newyddion neu apiau" (23%)

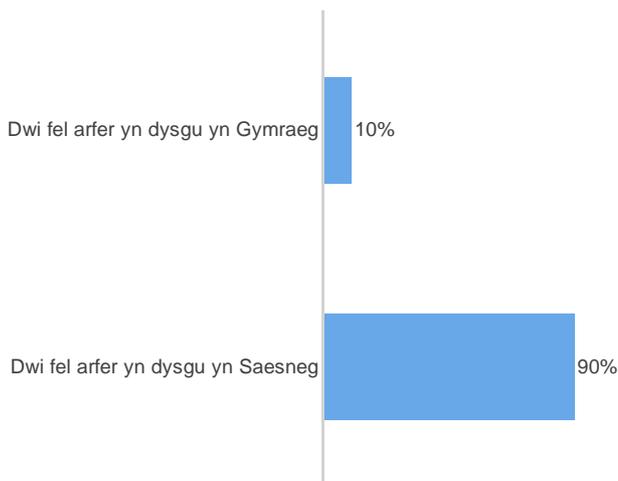
Dyweddodd 7% eu bod nhw ddim yn cael unrhyw wybodaeth.

Erthygl 30: Mae gen ti hawl i siarad dy iaith dy hun a dilyn ffordd dy deulu o fyw



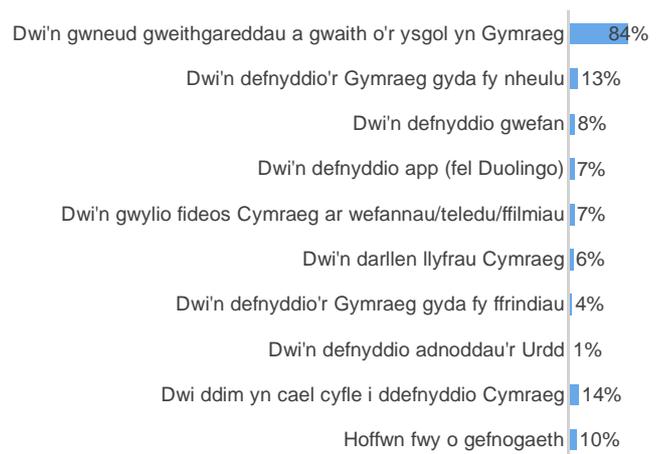
Dywedodd 90% o'r grŵp o blant a ddewiswyd eu bod nhw fel arfer yn dysgu yn Saesneg, tra dywedodd 10% eu bod nhw fel arfer yn dysgu yn Gymraeg. O'r rhai sydd fel arfer yn dysgu yn Saesneg, dywedodd 81% eu bod nhw'n dysgu Cymraeg. Gofynnwyd i'r plant oedd yn dysgu Cymraeg pa gyfleoedd maen nhw'n cael i ddefnyddio Cymraeg ar hyn o bryd. Dywedodd 14% eu bod nhw ddim yn cael cyfleoedd i ddefnyddio'u Cymraeg. I'r rhai sydd yn defnyddio'u Cymraeg, y dewisiadau mwyaf poblogaidd oedd: "Dwi'n gwneud gweithgareddau a gwaith o'r ysgol yn Gymraeg" (84%) a "Dwi'n defnyddio'r Gymraeg gyda fy nheulu" (13%). Dywedodd 10% y bydden nhw'n hoffi cael mwy o gefnogaeth.

Ym mha iaith rwyt ti fel arfer yn dysgu?



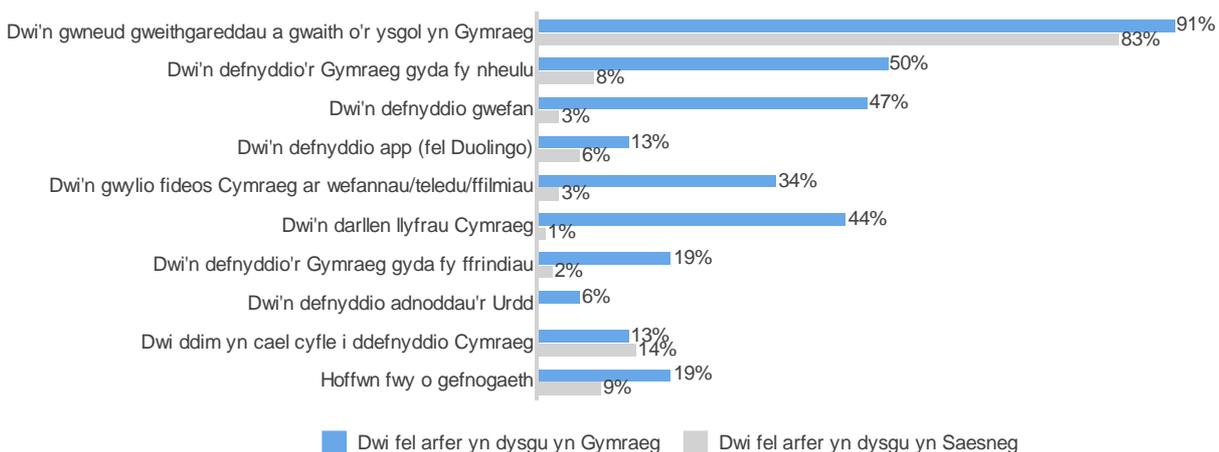
Sylfaen: Y grŵp o blant a ddewiswyd (327)

Pa gyfleoedd rwyt ti'n cael i ddefnyddio Cymraeg ar hyn o bryd?



Sylfaen: Y grŵp o blant a ddewiswyd o'r plant sydd fel arfer yn dysgu trwy gyfrwng y Gymraeg neu sy'n dysgu Cymraeg (263)

Mae'r siart isod yn dangos y cyfleoedd mae plant wedi'u cael i ddefnyddio'u Cymraeg, gan gymharu'r rhai sydd fel arfer yn dysgu yn Saesneg â'r rhai sydd fel arfer yn dysgu yn Gymraeg.



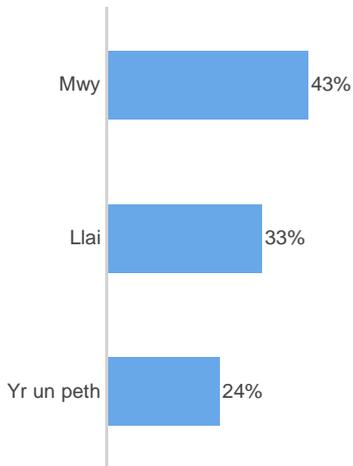
Sylfaen: Y grŵp o blant a ddewiswyd o'r plant sydd fel arfer yn dysgu trwy gyfrwng y Gymraeg neu sy'n dysgu Cymraeg (263)

Erthygl 31: Mae gen ti hawl i ymlacio a chwarae



Gofynnwyd i'r plant oedden nhw'n chwarae mwy neu lai ers gorfod aros gartre oherwydd y coronafeirws.

Wyt ti'n chwarae'n fwy neu'n llai aml ers i ti orfod aros gartre oherwydd y coronafeirws?

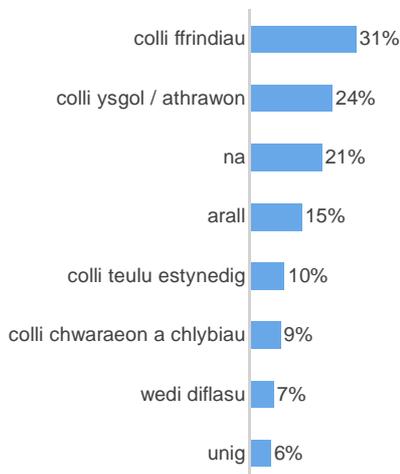


Dyweddodd 43% o'r grŵp o blant a ddewiswyd eu bod nhw'n chwarae'n fwy aml ers gorfod aros gartre oherwydd y coronafeirws, dywedodd 33% eu bod nhw'n chwarae llai, a dywedodd 24% tua'r un faint.

Sylfaen: Y grŵp o blant a ddewiswyd (326)

Yna gwahoddwyd y plant i wneud unrhyw sylwadau eraill. Mae'r atebion i'r cwestiwn yma wedi cael eu codio a rhestrir y themâu mwyaf poblogaidd isod.

Oes yna unrhyw beth arall hoffet ti ddweud wrthyn ni am dy brofiadau yn y cyfnod yma? (wedi'u codio)



Sylfaen: Y grŵp o blant a ddewiswyd (154)

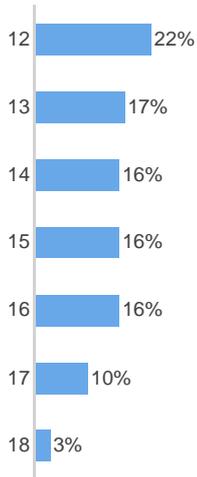
Adran Tri: Arolwg 12-18

Mae'r adroddiad yma'n dod o ganlyniadau'r arolwg 12-18. Cwblhawyd yr arolwg yma gan gyfanswm o 10363 o ymatebwyr ledled Cymru. Derbyniwyd cyfanswm o 901 gan Bro Morgannwg.

Amdanaf fi

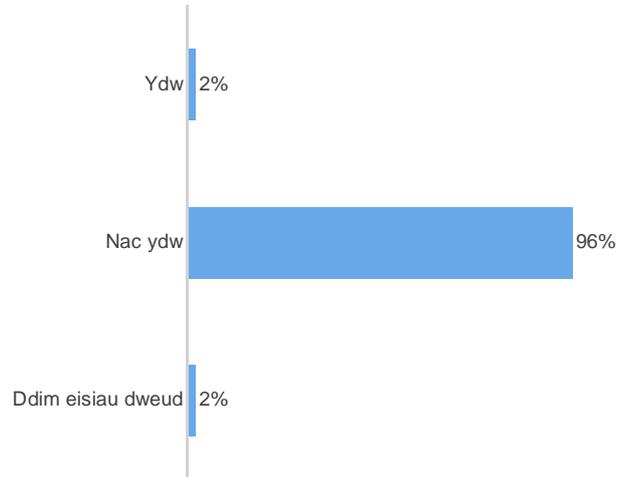
Mae'r siartiau isod yn dangos proffil y grŵp o bobl ifanc a ddewiswyd a ymatebodd i'r holiadur pobl ifanc (12-18).

Oed



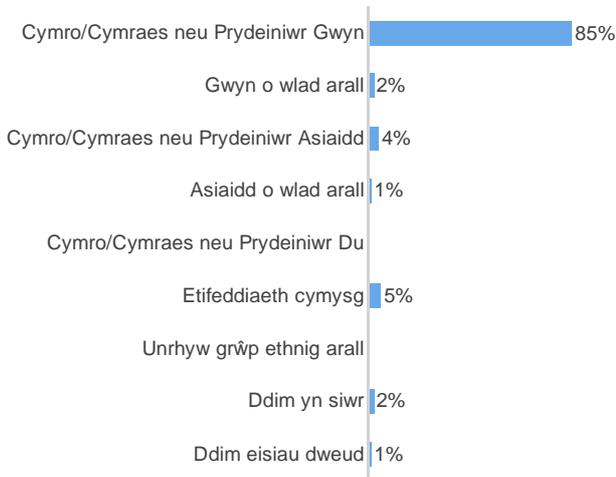
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (899)

Anabledd



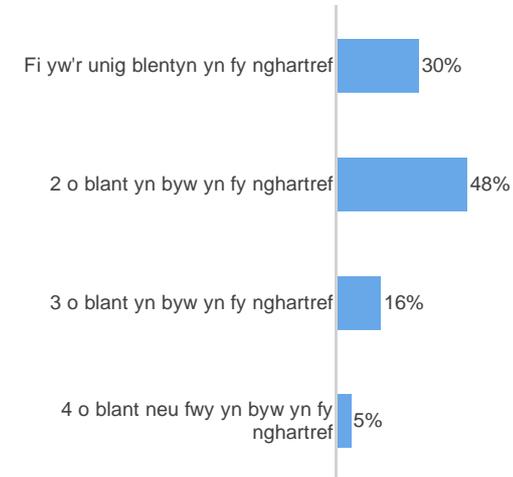
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (899)

Ethnigrwydd



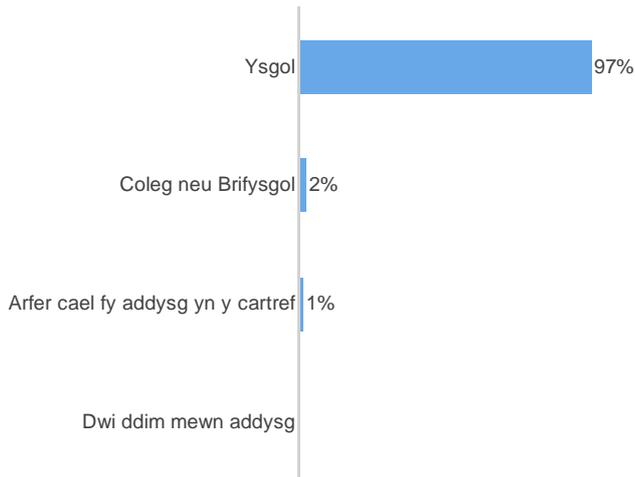
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (898)

Gan gynnwys ti, faint o blant sy'n byw yn dy gartre?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (898)

Pan does dim rhaid i ti aros gartre, ble rwyd ti'n mynd i gael addysg?

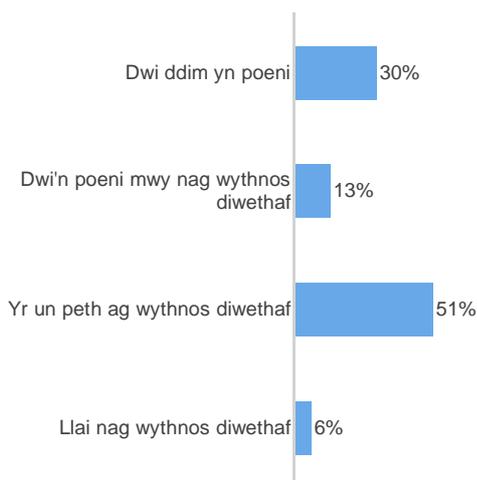


Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (898)

Teimladau am y Coronafeirws

Gofynnwyd i'r bobl ifanc sut roedden nhw'n teimlo am y Coronafeirws heddiw.

Sut wyt ti'n teimlo am y Coronafeirws heddi?

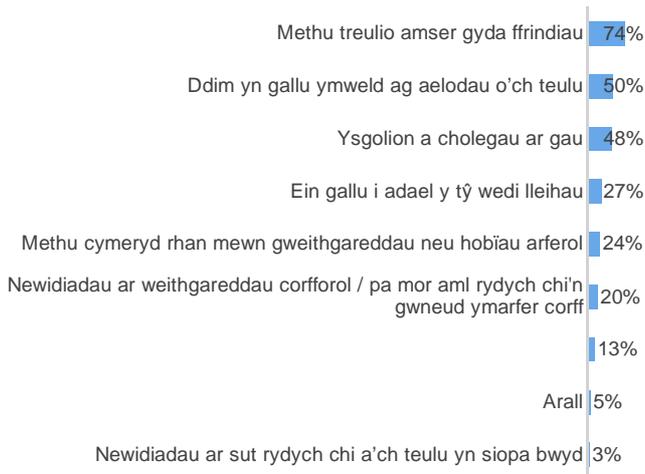


Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (899)

Dyweddodd 13% o'r grŵp o bobl ifanc a ddewiswyd eu bod nhw'n teimlo'n fwy pryderus am y Coronafeirws na'r wythnos ddiwethaf, dywedodd 51% eu bod nhw'n teimlo'r un fath â'r wythnos ddiwethaf, a dywedodd 6% eu bod nhw'n teimlo'n llai pryderus na'r wythnos ddiwethaf. Dywedodd 30% o'r grŵp o bobl ifanc a ddewiswyd eu bod nhw ddim yn teimlo'n bryderus.

Gofynnwyd i'r bobl ifanc pa newidiadau oedd wedi cael yr effaith fwyaf ar sut roedden nhw'n teimlo.

Pa newidiadau sydd wedi effeithio fwyaf ar sut rwyd ti'n teimlo?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (898)

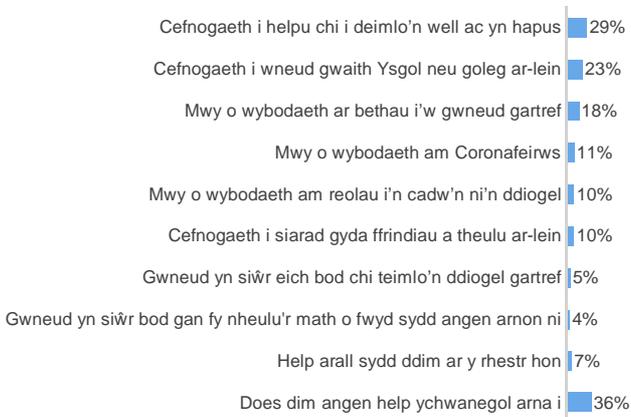
Dywedodd 74% "Methu treulio amser gyda ffrindiau", gyda "Ddim yn gallu ymweld ag aelodau o'ch teulu" (50%) a "Ysgolion a cholegau ar gau" (48%) yn dilyn.

Erthygl 3: Dylai oedolion bob amser wneud beth sydd orau i ti



Gofynnwyd i'r bobl ifanc a ddywedodd fod angen help arnyn nhw pa help ychwanegol roedd arnyn nhw ei angen yn y cyfnod yma.

Pa help ychwanegol rwyd ti'n meddwl sydd angen arnat ti yn y cyfnod yma?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (893)

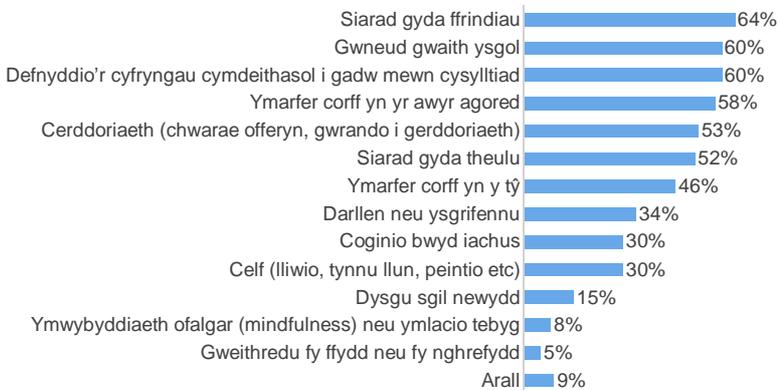
Dywedodd 36% o'r grŵp o bobl ifanc a ddewiswyd fod dim angen help ychwanegol arnyn nhw. Yn achos y rhai a fyddai'n hoffi cael help, y 3 eitem a ddewiswyd amlaf oedd "Cefnogaeth i helpu chi i deimlo'n well ac yn hapus" (29%), "Cefnogaeth i wneud gwaith Ysgol neu goleg ar-lein" (23%) a "Mwy o wybodaeth ar bethau i'w gwneud gartref" (18%).

Erthygl 6: Mae gen ti hawl i fywyd, i dyfu i fyny ac i gyflawni hyd eithaf dy botensial



Gofynnwyd i'r bobl ifanc beth maen nhw wedi bod yn ei wneud i gadw corff a meddwl iach.

Beth wyt ti wedi bod yn gwneud i gadw corff a meddwl iach?



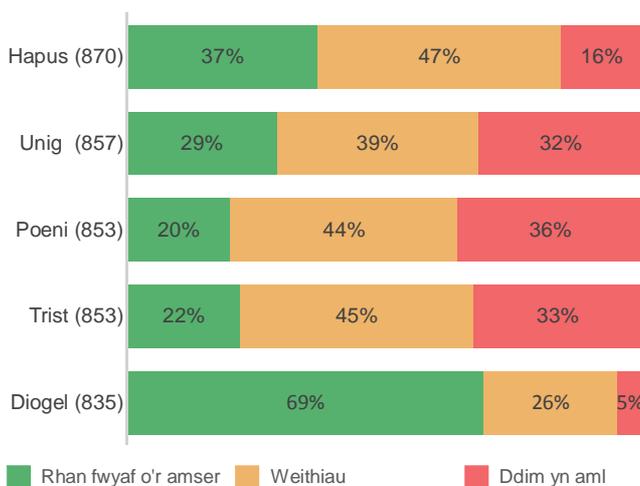
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (898)

Y 3 gweithgaredd a ddewiswyd amlaf oedd: "Siarad gyda ffrindiau" (64%), "Gwneud gwaith ysgol" (60%) a "Defnyddio'r cyfryngau cymdeithasol i gadw mewn cysylltiad" (60%).

Gofynnwyd i'r bobl ifanc sut maen nhw wedi bod yn teimlo yn ystod argyfwng y Coronafeirws. Dywedodd 37% o'r grŵp o bobl ifanc a ddewiswyd eu bod wedi teimlo'n hapus a dywedodd 69% eu bod wedi teimlo'n ddiogel y rhan fwyaf o'r amser. Mae hyn yn cymharu â 20% a ddywedodd eu bod wedi teimlo'n bryderus y rhan fwyaf o'r amser a 22% sydd wedi teimlo'n drist y rhan fwyaf o'r amser. Dywedodd 29% o'r bobl ifanc eu bod nhw wedi teimlo'n unig y rhan fwyaf o'r amser.

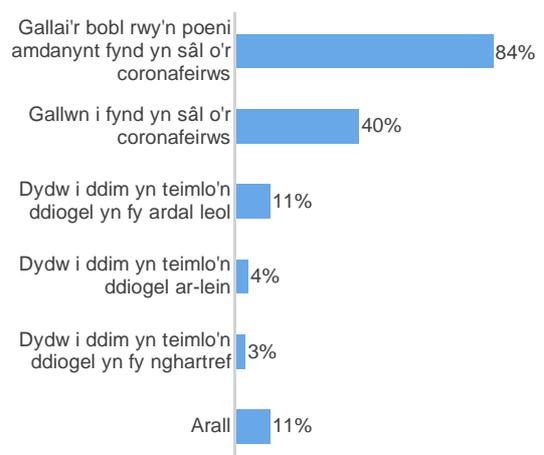
Gofynnwyd i'r bobl ifanc a ddywedodd eu bod nhw ddim yn teimlo'n ddiogel beth oedd yn gwneud iddyn nhw deimlo eu bod nhw ddim yn ddiogel. Dywedodd 84% "Gallai'r bobl rwy'n poeni amdanynt fynd yn sâl o'r coronafeirws".

Sut wyt ti wedi bod yn teimlo yn ystod argyfwng y Coronafeirws?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd

Beth sy'n gwneud i ti deimlo bod ti ddim yn ddiogel?

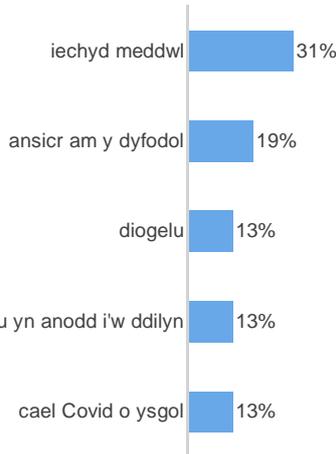


Sylfaen: Y grŵp o bobl ifanc a ddewiswyd a ddywedodd eu bod yn teimlo'n anniogel (237)

Gofynnwyd i'r bobl ifanc a ddewisodd 'arall' nodi beth arall sy'n gwneud iddyn nhw deimlo eu bod nhw ddim yn ddiogel. Mae'r atebion hyn wedi cael eu codio yn ôl themâu a'u rhestru isod.

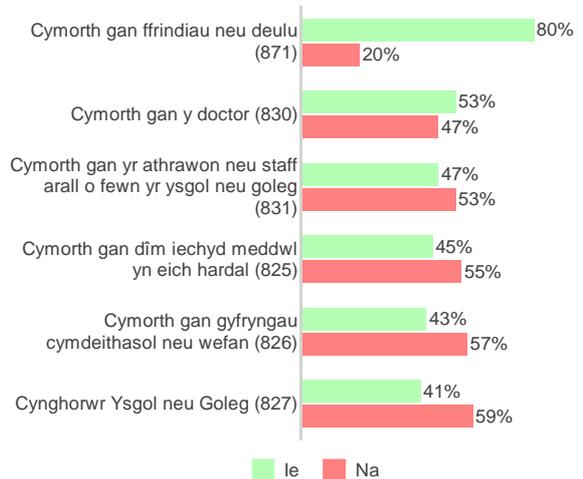
Yna gofynnwyd i'r bobl ifanc a fydden nhw'n hyderus yn cael help gyda'u hiechyd emosiynol neu feddyliol. Y manau mwyaf cyffredin lle byddai'r grŵp o bobl a ddewiswyd yn teimlo'n hyderus yn cael help oedd: "Cymorth gan ffrindiau neu deulu" (80%), "Cymorth gan y doctor" (53%) a "Cymorth gan yr athrawon neu staff arall o fewn yr ysgol neu goleg" (47%)

Beth sy'n gwneud i ti deimlo bod ti ddim yn ddiogel? - wedi'u codio



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd a ddywedodd eu bod yn teimlo'n anniogel (16)

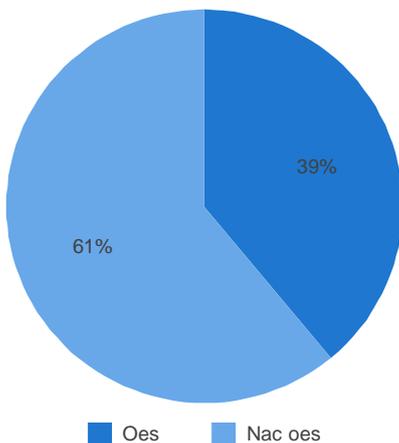
Os oes angen help arnat ti gyda dy iechyd meddwl neu emosiynol nawr, fyddet ti'n hyderus i gael help o'r lleoedd yma?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd

Gofynnwyd i bobl ifanc oedd angen help arnyn nhw i fwyta'n iach a chadw'n gorfforol actif yn ystod y cyfnod clo.

Oes angen help arnat ti i fwyta bwyd iach a chadw'n gorfforol actif yn ystod y cyfnod clo?

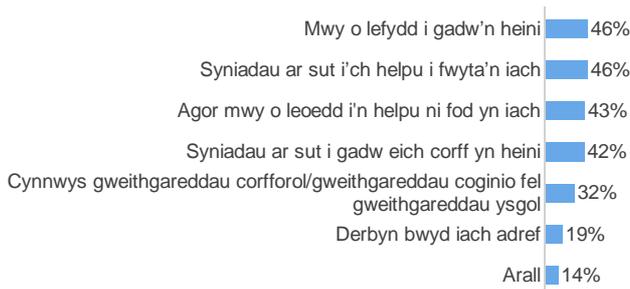


Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (899)

Dywedodd 39% o'r grŵp o bobl ifanc a ddewiswyd fod angen help arnyn nhw i fwyta bwyd iach a chadw'n gorfforol actif yn ystod y cyfnod clo.

Yna gofynnwyd i'r bobl ifanc ar gyfer beth roedd angen help arnyn nhw.

Pa help rwyt ti angen?



Y 3 opsiwn a ddewiswyd amlaf oedd: "Mwy o lefydd i gadw'n heini" (46%), "Syniadau ar sut i'ch helpu i fwyta'n iach" (46%) a "Agor mwy o leoedd i'n helpu ni fod yn iach" (43%)

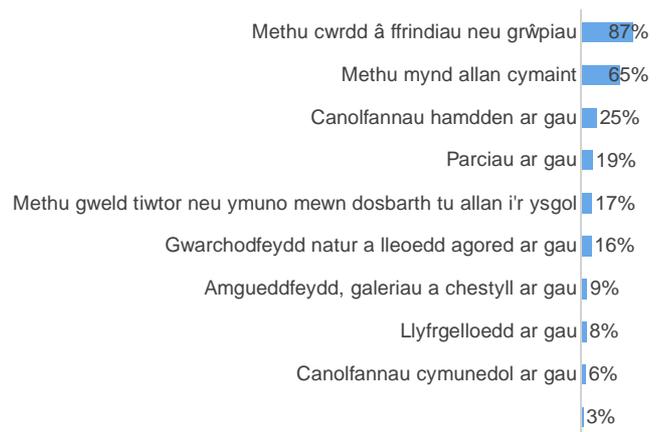
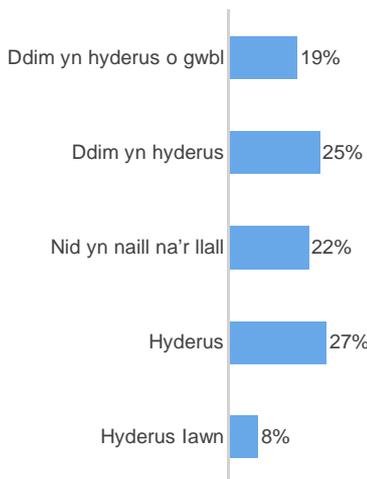
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r ymatebwyr sydd angen help i fwyta'n iach a chadw'n gorfforol actif yn ystod y cyfyngiadau symud (327)

Gofynnwyd i'r bobl ifanc pa mor hyderus roedden nhw'n teimlo am eu dysgu yn ystod y cyfnod yma. Dywedodd 8% eu bod nhw'n teimlo'n hyderus iawn, tra dywedodd 19% eu bod nhw ddim yn teimlo'n hyderus o gwbl. Mae hyn yn cynrychioli sgôr cymedrig o 2.8 lle mae 1 yn golygu ddim yn hyderus o gwbl a 5 yn golygu hyderus iawn.

Gofynnwyd i'r bobl ifanc pa newidiadau sydd wedi effeithio fwyaf ar eu dysgu tu allan i'r ysgol. Yr ateb mwyaf cyffredin oedd "Methu cwrdd gyda ffrindiau neu grŵpiau" a ddewiswyd gan 87% o'r bobl ifanc. Dilynwyd hynny gan "Methu mynd allan cymaint" (65%)

Pa mor hyderus wyt ti'n teimlo am dy ddysgu yn ystod y cyfnod yma?

Pa newidiadau sydd wedi effeithio fwyaf ar dy ddysgu tu allan i'r ysgol?

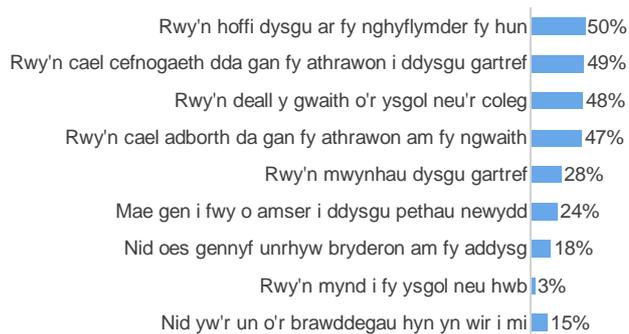


Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (874)

Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r bobl ifanc sydd fel arfer yn mynd i'r ysgol/coleg/britysgol neu i gyfnod hyfforddiant neu brentisiaeth (834)

Dangoswyd rhestr o frawddegau cadarnhaol a negyddol i'r bobl ifanc a gofynnwyd iddyn nhw ddewis pa rai oedd yn wir iddyn nhw.

Pa rai o'r brawddegau canlynol sy'n wir i ti?

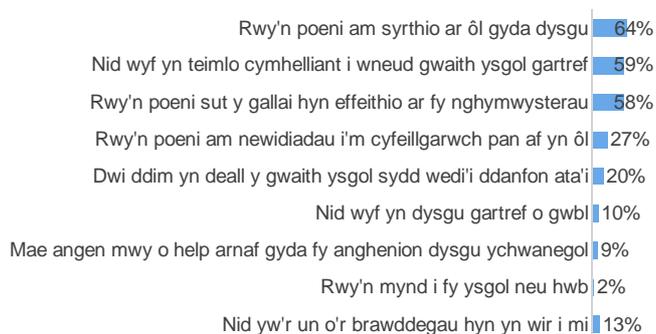


Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (880)

Y 3 opsiwn a ddewiswyd amlaf oedd: "Rwy'n hoffi dysgu ar fy nghyflymder fy hun" (50%), "Rwy'n cael cefnogaeth dda gan fy athrawon i ddysgu gartref" (49%) a "Rwy'n deall y gwaith o'r ysgol neu'r coleg" (48%).

Dywedodd 15% o'r bobl ifanc nad oedd dim o'r brawddegau hyn yn wir iddyn nhw.

Pa rai o'r brawddegau canlynol sy'n wir i ti?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (856)

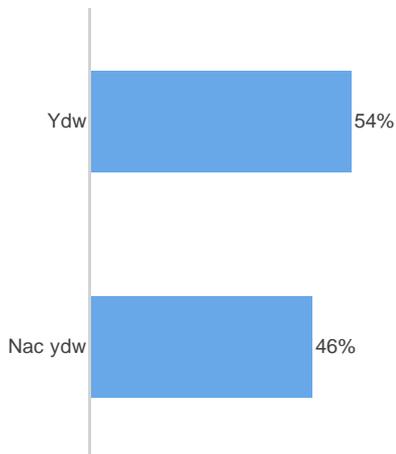
Y 3 opsiwn a ddewiswyd amlaf oedd: "Rwy'n poeni am syrthio ar ôl gyda dysgu" (64%), "Nid wyf yn teimlo cymhelliant i wneud gwaith ysgol gartref" (59%) a "Rwy'n poeni sut y gallai hyn effeithio ar fy nghymwysterau" (58%).

Dywedodd 13% o'r bobl ifanc nad oedd dim o'r brawddegau hyn yn wir iddyn nhw.

Blwyddyn 11

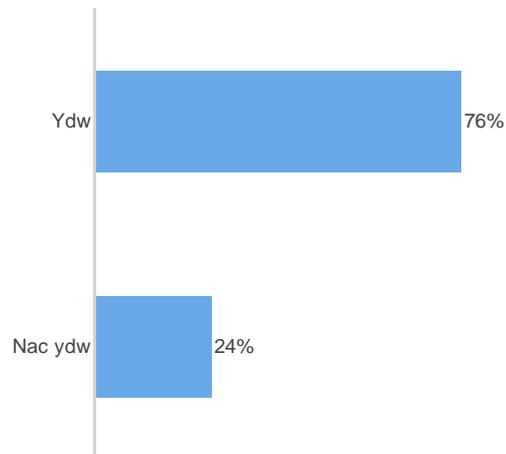
Roedd 54% o'r grŵp o bobl ifanc a ddewiswyd yn 15 neu'n 16 oed, ac yn dweud eu bod nhw ym Mlwyddyn 11. Gofynnwyd i'r bobl ifanc hyn oedden nhw wedi penderfynu beth a ble roedden nhw eisiau astudio ym mis Medi 2021. Dywedodd 76% eu bod nhw wedi penderfynu beth a ble i astudio ym mis Medi 2021.

Wyt ti ym Mlwyddyn 11?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r pobl ifanc 15 neu 16 oed (290)

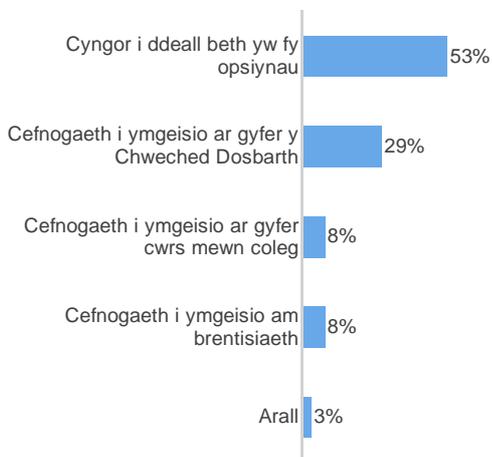
Wyt ti wedi penderfynu beth a ble rwyd ti eisiau astudio ym mis Medi 2021?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r pobl ifanc ym mlwyddyn 11 (157)

Gofynnwyd i'r bobl ifanc sy'n meddwl aros mewn addysg beth fyddai'n eu cefnogi nhw i benderfynu. Dywedodd 53% "Cyngor i ddeall beth yw fy opsiynau".

Os wyt ti'n meddwl am aros mewn addysg, beth fyddai'n dy gefnogi di i benderfynu?

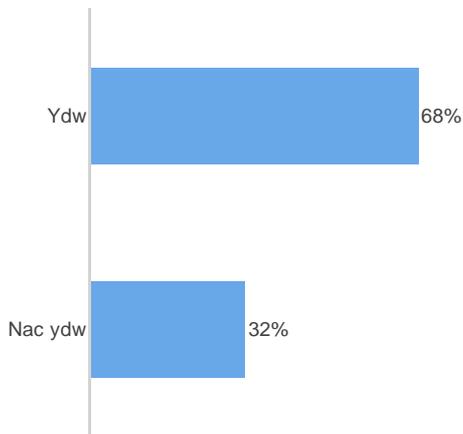


Sylfaen: Yr holl bobl ifanc sydd ddim mewn addysg ac sydd heb benderfynu beth i'w astudio a ble ym mis Medi 2020 (38)

Blwyddyn 13

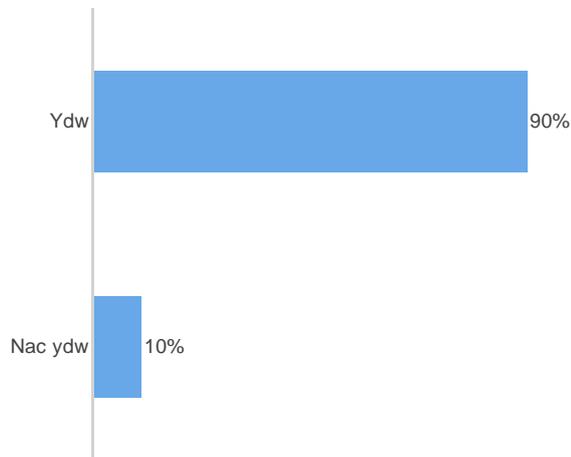
Roedd 68% o'r grŵp o bobl ifanc a ddewiswyd yn 17 neu'n 18 oed ac ym Mlwyddyn 13 neu ail flwyddyn lefel A. Gofynnwyd i'r bobl ifanc hyn oedden nhw wedi penderfynu a ydyn nhw eisiau mynd ymlaen â'u haddysg neu eu hyfforddiant ym mis Medi 2021. Dywedodd 90% eu bod nhw wedi penderfynu.

Wyt ti ym Mlwyddyn 13 neu ail flwyddyn lefel A?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r bobl ifanc 17 neu 18 oed sydd fel arfer yn mynd i'r ysgol/coleg/brifysgol neu i gyfnod hyfforddiant neu brentisiaeth neu sy'n cael eu haddysgu gartre (113)

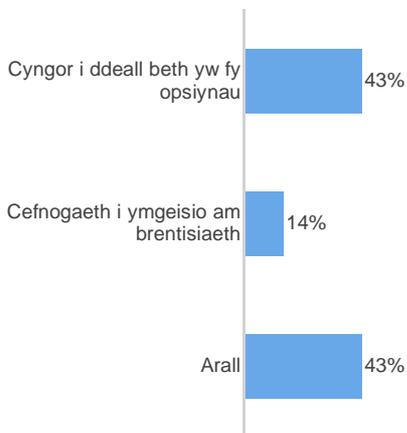
Wyt ti wedi penderfynu wyt ti eisiau mynd ymlaen â'th addysg neu dy hyfforddiant ym mis Medi 2021?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r bobl ifanc ym mlwyddyn 13 neu ail flwyddyn eu lefel A (77)

Gofynnwyd i'r bobl ifanc sy'n ystyried aros mewn addysg pa gefnogaeth roedd arnyn nhw ei hangen i'w helpu i benderfynu.

Os wyt ti'n ystyried aros mewn addysg, pa gefnogaeth rwyt ti angen i'th helpu i benderfynu?



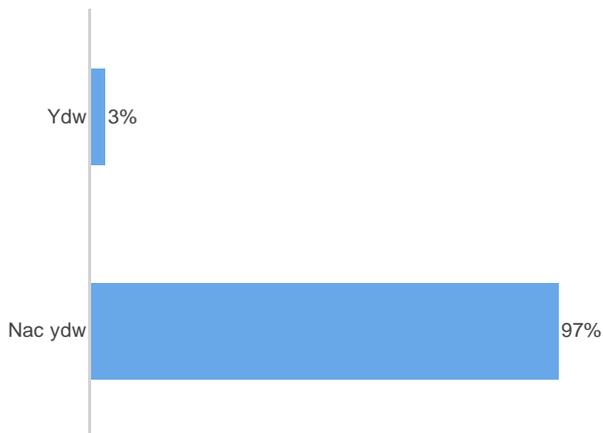
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r bobl ifanc sydd heb benderfynu ydyn nhw eisiau parhau â'u haddysg neu eu hyfforddiant ym mis Medi 2020 (7)

Prentisiaeth neu gyfnod fel hyfforddai

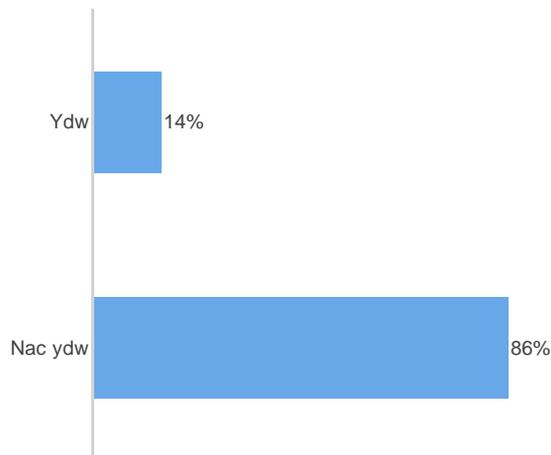
Mae 3% o'r grŵp o bobl ifanc a ddewiswyd yn gwneud prentisiaeth neu gyfnod fel hyfforddai. Gofynnwyd i'r bobl ifanc hyn oedden nhw wedi derbyn hyfforddiant, adnoddau neu gefnogaeth ar-lein i'w helpu i barhau i ddysgu ar gyfer eu prentisiaeth neu eu cyfnod fel hyfforddai yn ystod y mis diwethaf. Dywedodd 14% eu bod.

Wyt ti'n gwneud prentisiaeth neu gyfnod fel hyfforddai?

Wyt ti wedi cael hyfforddiant, adnoddau neu gefnogaeth ar-lein i'th helpu i barhau i ddysgu ar gyfer dy brentisiaeth neu dy raglen hyfforddai yn ystod y mis diwethaf?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r bobl ifanc 16-18 oed sydd fel arfer yn mynd i'r ysgol/coleg/brifysgol neu i gyfnod hyfforddiant neu brentisiaeth, neu sy'n cael eu haddysg gartre 253)



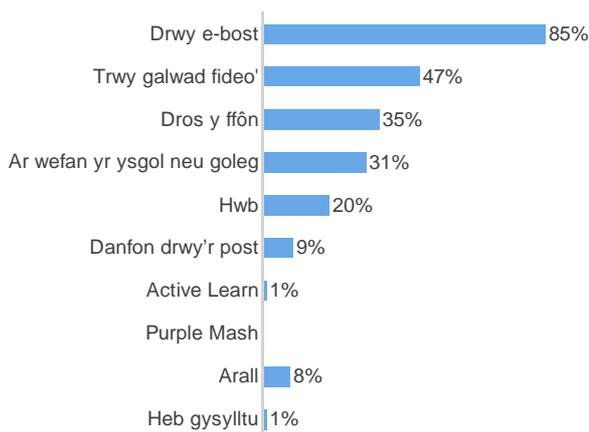
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r bobl ifanc sy'n dilyn prentisiaeth neu gyfnod hyfforddiant (7)

Erthygl 12: Mae gen ti hawl i gael gwrandawriad ac i gael dy gymryd o ddifri



Gofynnwyd i'r bobl ifanc am y cyswllt gan yr ysgol.

Sut mae'r ysgol yn cysylltu â thi neu'r teulu i roi gwybodaeth i chi?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r bobl ifanc sydd fel arfer yn mynd i'r ysgol/coleg/brifysgol neu i gyfnod hyfforddiant neu brentisiaeth (880)

Y ffyrdd mwyaf cyffredin i ysgolion gysylltu oedd:

- "Drwy e-bost" (85%),
- "Trwy galwad fideo'" (47%)
- "Dros y ffôn" (35%).

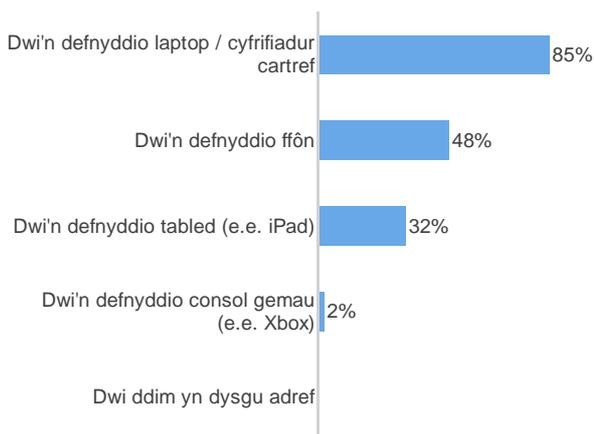
Dywedodd 1% o'r bobl ifanc fod eu hysgol heb gysylltu.

Dyfeisiau digidol

Holwyd y bobl ifanc am y dyfeisiau digidol maen nhw'n defnyddio i ddysgu gartre a hefyd am eu cysylltiad â'r rhyngwrwyd gartre. Dywedodd 85% "Dwi'n defnyddio laptop / cyfrifiadur cartref", a dilynwyd hynny gan 48% a ddywedodd "Dwi'n defnyddio ffôn". Dywedodd eu bod nhw ddim yn defnyddio unrhyw ddyfeisiau digidol.

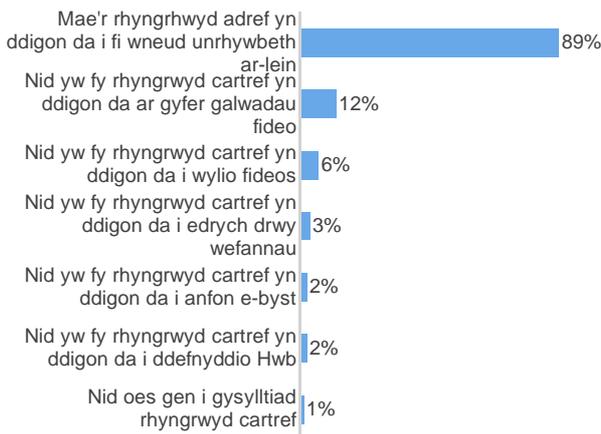
O ran cysylltiad â'r rhyngwrwyd, dywedodd 89% "Mae'r rhyngwrwyd adref yn ddigon da i fi wneud unrhywbeth ar-lein", dilynwyd hynny gan 12% a ddywedodd "Nid yw fy rhyngwrwyd cartref yn ddigon da ar gyfer galwadau fideo". Dywedodd 1% nad oedd ganddyn nhw gysylltiad â'r rhyngwrwyd gartre.

Pa ddyfeisiau digidol rwyt ti'n defnyddio i ddysgu gartre?



Sylfaen: Y grŵp o bobl ifanc a ddewisir o blith pobl ifanc sydd yn mynd i'r ysgol / coleg / brifysgol / o dan hyfforddiant / brentisiaeth (894)

Ydy dy gysylltiad â'r rhyngwrwyd yn dy stopio rhag gwneud unrhyw rai o'r gweithgareddau eraill hyn?



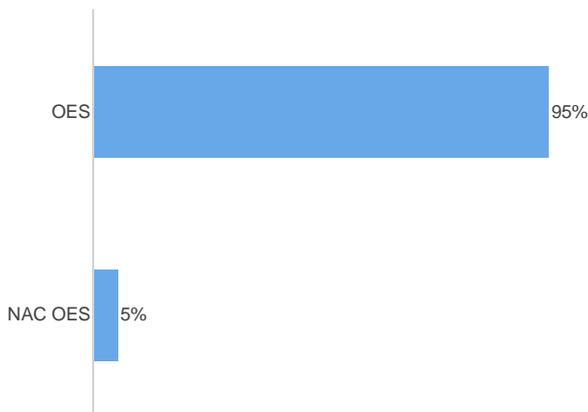
Sylfaen: Y grŵp o bobl ifanc a ddewisir o blith pobl ifanc sydd yn mynd i'r ysgol / coleg / brifysgol / o dan hyfforddiant / brentisiaeth (862)

Offer

Dywedodd 5% o'r bobl ifanc fod ganddyn nhw ddim yr offer angenrheidiol i ddysgu gartre.

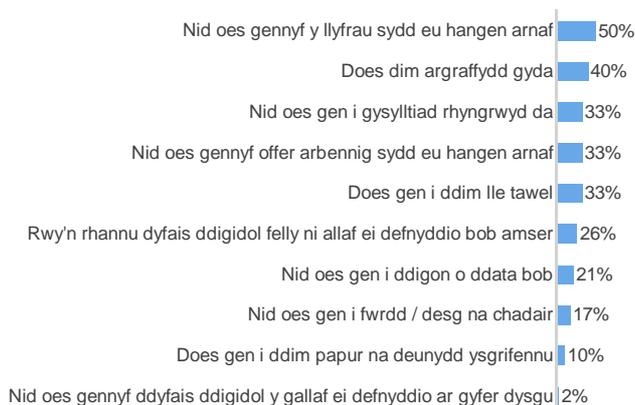
Yna holwyd y bobl ifanc hyn am eu hanghenion o ran offer. Yr ateb mwyaf cyffredin oedd "Nid oes gennyf y llyfrau sydd eu hangen arnaf" (50%).

Oes gen ti'r offer angenrheidiol i ddysgu gartre?



Sylfaen: Y grŵp o bobl ifanc a ddewisir o blith plant sydd yn mynd i'r ysgol / coleg / brifysgol / o dan hyfforddiant / brentisiaeth (895)

Pa frawddegau am offer sy'n wir i ti?



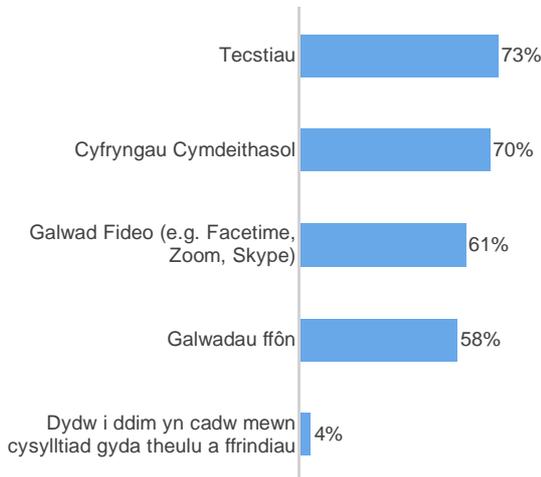
Sylfaen: Y grŵp o bobl ifanc a ddewisir o blith plant sydd yn mynd i'r ysgol / coleg / brifysgol / o dan hyfforddiant / brentisiaeth (42)

Erthygl 15: Mae gen ti hawl i gwrdd â ffrindiau ac ymuno â grwpiau



Gofynnwyd i'r bobl ifanc sut roedden nhw'n cadw mewn cysylltiad â theulu a ffrindiau. Dywedodd 73% o'r grŵp o bobl ifanc a ddewiswyd eu bod nhw'n cadw mewn cysylltiad â theulu a ffrindiau trwy "Tecstiau", a dilynwyd hynny gan "Cyfryngau Cymdeithasol" (70%). Dywedodd 4% eu bod nhw ddim yn cadw mewn cysylltiad â theulu na ffrindiau.

Sut rwyd ti'n cadw mewn cysylltiad â theulu a ffrindiau?



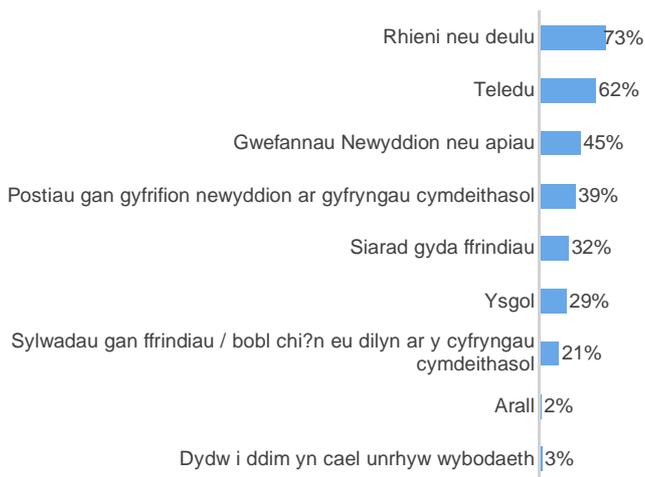
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (899)

Erthygl 17: Mae gen ti hawl i gael gwybodaeth onest rwyd ti'n gallu ei deall o'r cyfryngau, cyhyd â bod hynny'n ddiogel.



Gofynnwyd i'r bobl ifanc ble roedden nhw'n cael eu gwybodaeth am y Coronafeirws.

Ble rwyd ti'n cael dy wybodaeth am y Coronafeirws?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (898)

Dywedodd 73% o'r grŵp o bobl ifanc a ddewiswyd eu bod nhw'n cael eu gwybodaeth am y Coronafeirws o "Rhieni neu deulu". Dilynwyd hynny gan "Teledu" (62%) a "Gwefannau Newyddion neu apiau" (45%)

Dywedodd 3% eu bod nhw ddim yn cael unrhyw wybodaeth.

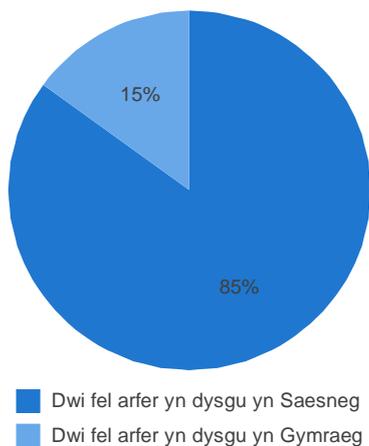
Erthygl 30: Mae gen ti hawl i siarad dy iaith dy hun a dilyn ffordd dy deulu o fyw



Dywedodd 85% o'r grŵp o bobl ifanc a ddewiswyd eu bod nhw fel arfer yn dysgu yn Saesneg, tra dywedodd 15% eu bod nhw fel arfer yn dysgu yn Gymraeg.

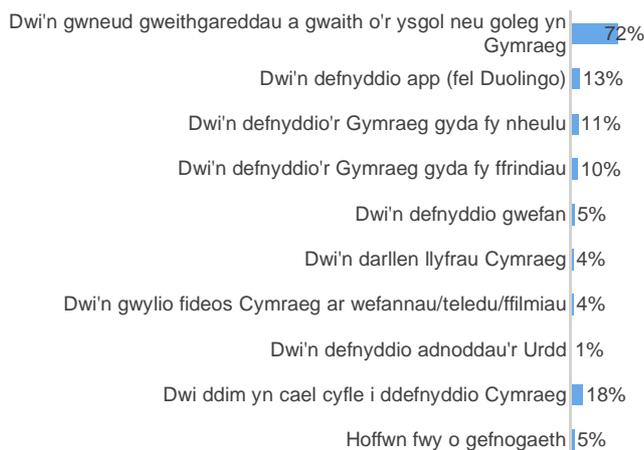
Gofynnwyd i'r bobl ifanc sy'n dysgu Cymraeg pa gyfleoedd maen nhw'n cael i ddefnyddio Cymraeg ar hyn o bryd. Dywedodd 18% eu bod nhw ddim yn cael cyfleoedd i ddefnyddio'u Cymraeg. Yn achos y rhai sy'n defnyddio'u Cymraeg, y dewis mwyaf poblogaidd oedd "Dwi'n gwneud gweithgareddau a gwaith o'r ysgol neu goleg yn Gymraeg" (72%). Dywedodd 5% o'r bobl ifanc y bydden nhw'n hoffi mwy o gefnogaeth.

Ym mha iaith rwyt ti'n dysgu fel arfer?



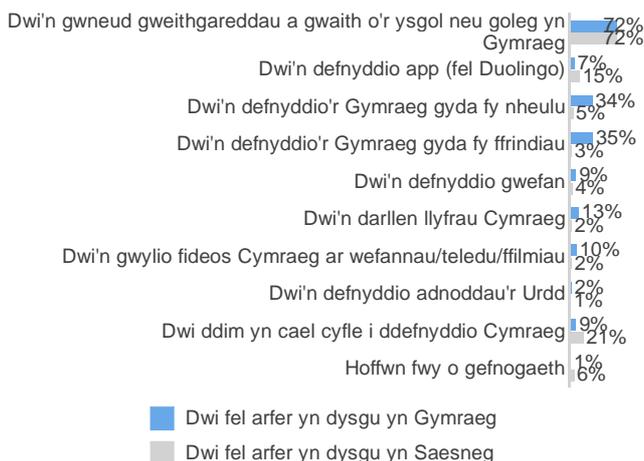
Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (898)

Pa gyfleoedd rwyt ti'n cael i ddefnyddio Cymraeg ar hyn o bryd?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r bobl ifanc sydd fel arfer yn dysgu trwy gyfrwng y Gymraeg neu sy'n dysgu Cymraeg (608)

Pa gyfleoedd rwyt ti'n cael i ddefnyddio Cymraeg ar hyn o bryd?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd o'r bobl ifanc sydd fel arfer yn dysgu trwy gyfrwng y Gymraeg neu sy'n dysgu Cymraeg (608)

Mae'r siart ar y chwith yn dangos y cyfleoedd mae pobl ifanc wedi cael i ddefnyddio Cymraeg yn achos y rhai sydd fel arfer yn dysgu yn Saesneg o gymharu â'r rhai sydd fel arfer yn dysgu yn Gymraeg.

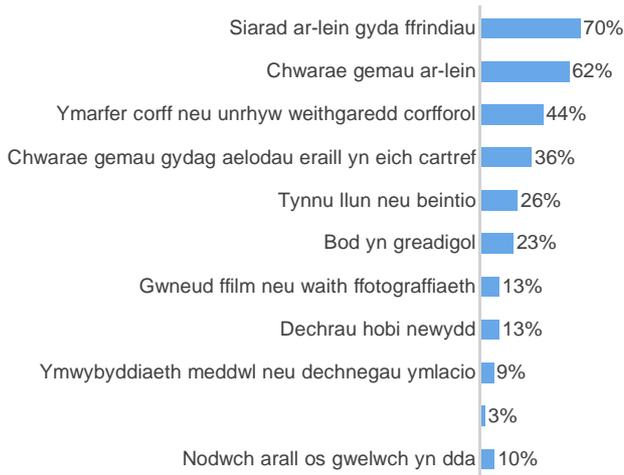
Erthygl 31: Mae gen ti hawl i ymlacio a chwarae



Gofynnwyd i'r bobl ifanc sut maen nhw wedi bod yn ymlacio wrth gadw pellter cymdeithasol. Y prif ateb oedd "Siarad ar-lein gyda ffrindiau" (70%).

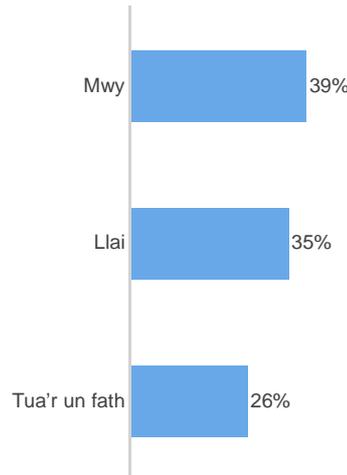
Gofynnwyd i'r bobl ifanc ydyn nhw'n ymlacio mwy neu lai ers i'r ysgolion a'r colegau symud i ddysgu ar-lein y tymor yma. Dywedodd 39% eu bod nhw'n ymlacio mwy, dywedodd 35% eu bod nhw'n ymlacio llai, a dywedodd 26% tua'r un faint.

Ym mha ffyrdd rwyt ti wedi bod yn ymlacio wrth gadw pellter cymdeithasol?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (892)

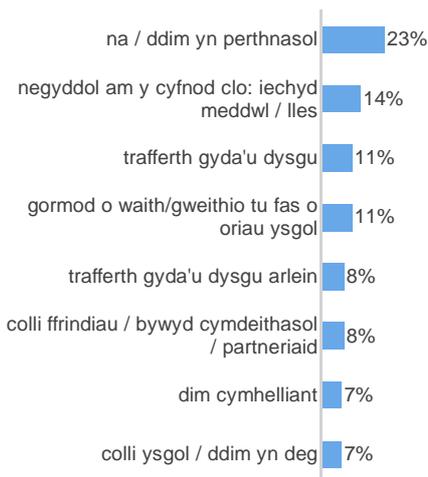
Wyt ti'n ymlacio'n fwy neu'n llai aml ers i ysgolion symud i ddysgu ar-lein y tymor yma?



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (897)

Yna gwahoddwyd y bobl ifanc i wneud unrhyw sylwadau eraill. Mae'r atebion i'r cwestiwn hwn wedi cael eu codio, a rhestrwyd y themâu mwyaf poblogaidd isod.

Oes yna unrhyw beth arall hoffet ti ddweud wrthyn ni am dy brofiadau yn y cyfnod yma? (wedi'u codio)



Sylfaen: Y grŵp o bobl ifanc a ddewiswyd (285)

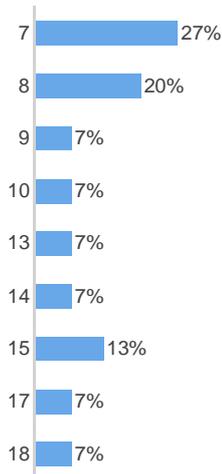
Adran Pedwar: Arolwg Hygyrch

Mae'r adroddiad yma'n dod o ganlyniadau'r arolwg hygyrch. Cafodd yr arolwg yma ei gwblhau gan gyfanswm o 333 o ymatebwyr ledled Cymru. Derbyniwyd cyfanswm o 17 o ymatebion gan Bro Morgannwg.

Amdanaf fi

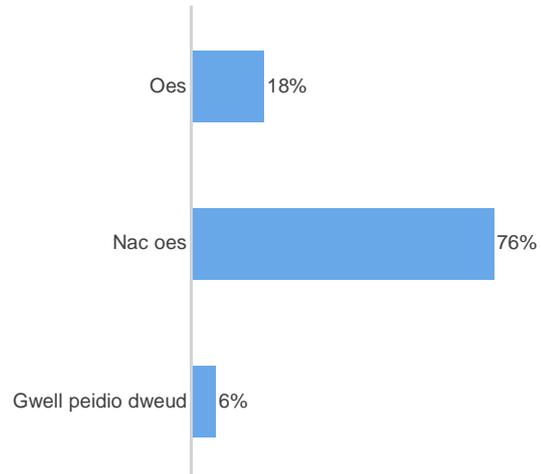
Mae'r siartiau isod yn dangos proffil y grŵp dethol o blant a ymatebodd i'r holiadur hygyrch.

Oed



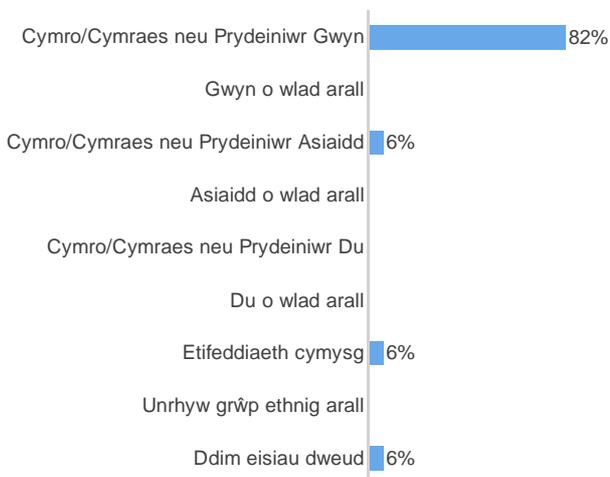
Sylfaen: Y grŵp o blant a ddewiswyd (15)

Anabled



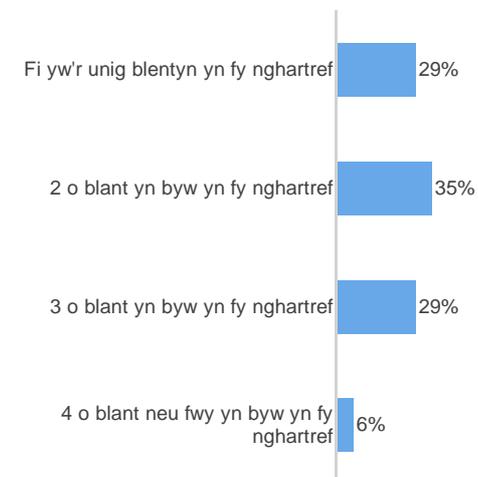
Sylfaen: Y grŵp o blant a ddewiswyd (17)

Ethnigrwydd



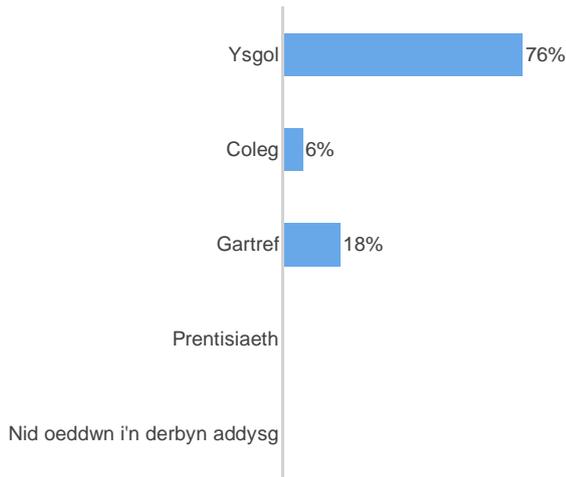
Sylfaen: Y grŵp o blant a ddewiswyd (17)

Gan gynnwys ti, faint o blant sy'n byw yn dy gartref?



Sylfaen: Y grŵp o blant a ddewiswyd (17)

Cyn aros gartre oherwydd y Coronafeirws, ble roeddet ti'n mynd i gael addysg?



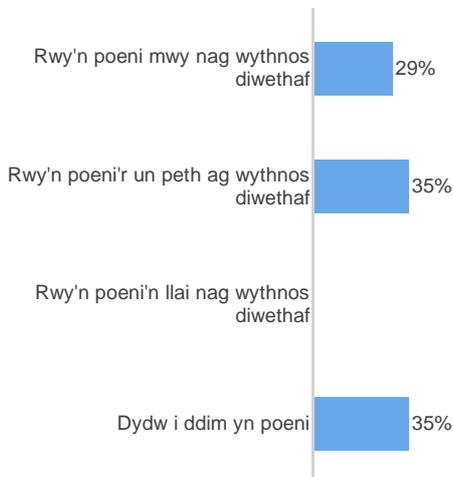
Sylfaen: Y grŵp o blant a ddewiswyd (17)

Teimladau am y Coronafeirws

Gofynnwyd i'r plant pa mor bryderus roedden nhw'n teimlo am y Coronafeirws heddiw.

Dywedodd 29% o'r grŵp o blant a ddewiswyd eu bod nhw'n pryderu mwy am y Coronafeirws na'r wythnos ddiwetha, dywedodd 35% eu bod nhw'n teimlo'r un fath â'r wythnos ddiwetha, a dywedodd 0% eu bod nhw'n pryderu llai na'r wythnos ddiwetha. Dywedodd 35% o'r grŵp o blant a ddewiswyd eu bod nhw ddim yn teimlo'n bryderus.

Sut wyt ti'n teimlo am y Coronafeirws heddi?



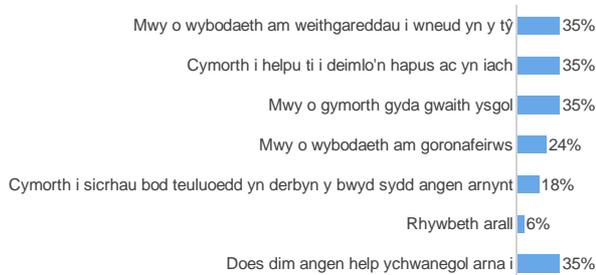
Sylfaen: Y grŵp o blant a ddewiswyd (17)

Erthygl 3: Dylai oedolion bob amser wneud beth sydd orau i ti



Gofynnwyd i'r plant pa help ychwanegol roedd arnyn nhw ei angen yn y cyfnod yma. Dywedodd 35% o'r grŵp o blant a ddewiswyd fod dim angen help arnyn nhw.

Pa help ychwanegol rwyt ti'n meddwl bod arnat ti ei angen yn y cyfnod yma?



Sylfaen: Y grŵp o blant a ddewiswyd (17)

Yn achos y rhai a fyddai'n hoffi cael help, y 3 eitem a ddewiswyd amlaf oedd:

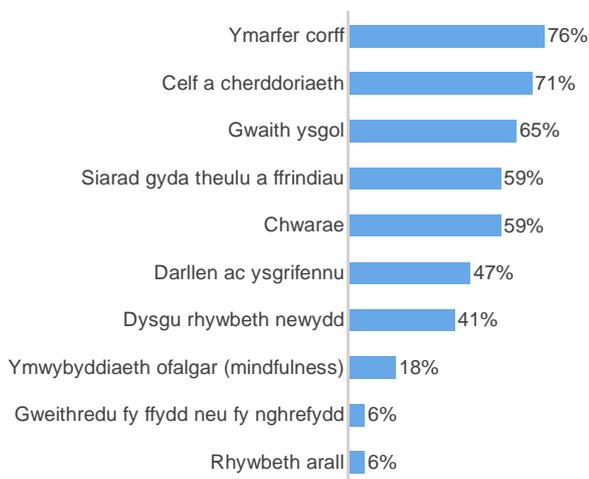
- Mwy o wybodaeth am weithgareddau i wneud yn y tŷ (35%)
- Cymorth i helpu ti i deimlo'n hapus ac yn iach (35%)
- Mwy o gymorth gyda gwaith ysgol (35%)

Erthygl 6: Mae gen ti hawl i fywyd, i dyfu i fyny ac i gyflawni hyd eithaf dy botensial



Gofynnwyd i'r plant beth oedden nhw wedi bod yn gwneud i gadw corff a meddwl iach.

Beth wyt ti wedi bod yn ei wneud i gadw corff a meddwl iach?



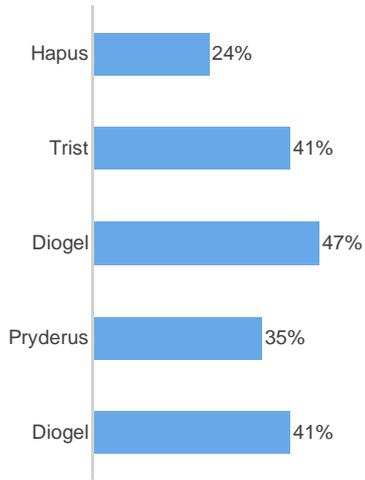
Sylfaen: Y grŵp o blant a ddewiswyd (17)

Gofynnwyd i'r plant beth oedden nhw wedi bod yn ei wneud i gadw corff a meddwl iach. Y 3 phrif weithgaredd a ddewiswyd oedd:

- Ymarfer corff (76%)
- Celf a cherddoriaeth (71%)
- Gwaith ysgol (65%)

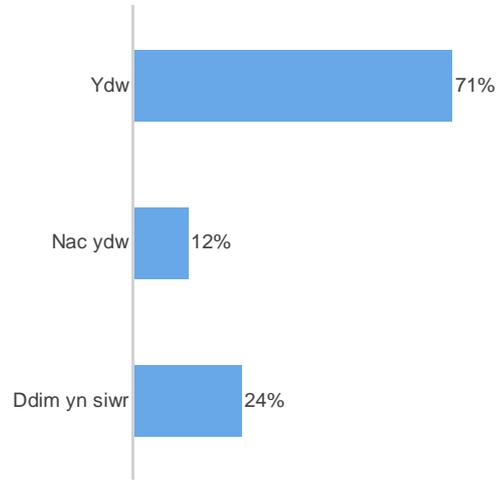
Gofynnwyd i'r plant sut roedden nhw wedi bod yn teimlo yn ystod argyfwng y Coronafeirws. Dywedodd 24% o'r grŵp o blant a ddewiswyd eu bod wedi teimlo'n hapus, tra dywedodd 41% eu bod wedi teimlo'n drist. Dywedodd 47% eu bod nhw wedi teimlo'n ddiogel a dywedodd 35% eu bod nhw wedi teimlo'n bryderus. Dywedodd 41% o'r bobl ifanc eu bod nhw wedi bod yn teimlo'n unig.

Sut wyt ti wedi bod yn teimlo yn ystod argyfwng y Coronafeirws?



Sylfaen: Y grŵp o blant a ddewiswyd (17)

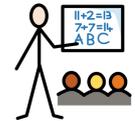
Wyt ti'n gwybod sut i gael help os bydd angen cefnogaeth arnat ti i deimlo'n hapus ac yn iach?



Sylfaen: Y grŵp o blant a ddewiswyd (17)

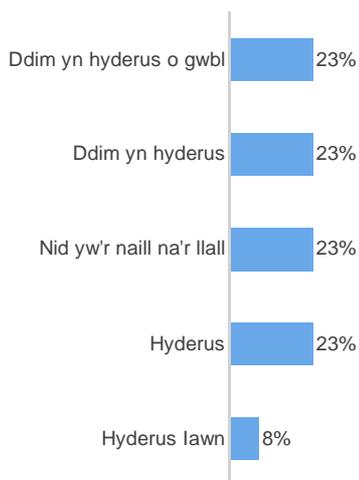
Dywedodd 71% o'r grŵp o blant a ddewiswyd eu bod yn gwybod ble i gael help os oedd angen cefnogaeth arny'n nhw i deimlo'n hapus ac yn iach, dywedodd 12% eu bod nhw ddim yn gwybod ble i gael help, ac roedd 24% yn ansicr.

Erthygl 28: Mae gen ti hawl i gael addysg.



Holwyd y plant pa mor hyderus roedden nhw'n teimlo am eu dysgu yn y cyfnod yma. Dywedodd 8% eu bod nhw'n teimlo'n hyderus iawn, tra dywedodd 23% eu bod nhw ddim yn teimlo'n hyderus o gwbl. Mae hyn yn cynrychioli sgôr cymedrig cyffredinol o 2.7, lle mae 1 yn golygu dim hyder o gwbl a 5 yn cynrychioli hyderus iawn.

Pa mor hyderus wyt ti'n teimlo am dy ddysgu yn y cyfnod yma?



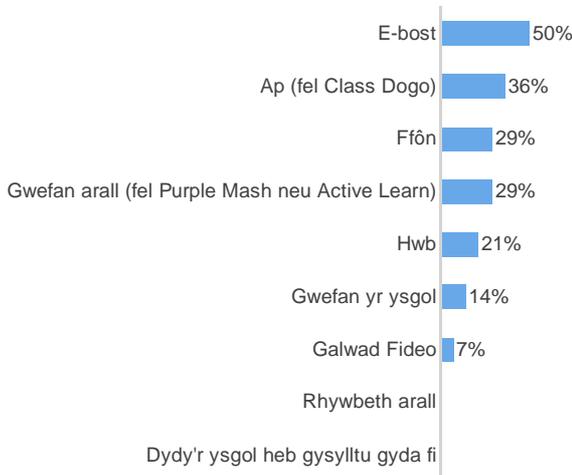
Sylfaen: Y grŵp o blant a ddewiswyd (13)

Erthygl 12: Mae gen ti hawl i gael gwrandawriad ac i gael dy gymryd o ddifri



Holwyd pobl ifanc am y cyswllt gan yr ysgol.

Sut mae dy ysgol yn cysylltu â thi neu'r teulu i roi gwybodaeth i chi?



Sylfaen: Y grŵp o blant a ddewiswyd (14)

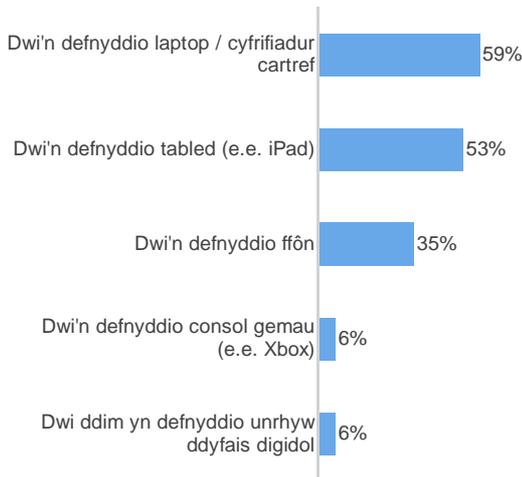
Y dulliau cyswllt mwyaf cyffredin i'r ysgol oedd "E-bost" (50%) gyda "Ap (fel Class Dogo)" (36%) yn dilyn, a "Ffôn" (29%).

Dywedodd 0% o'r plant fod eu hysgol heb gysylltu â nhw.

Dyfeisiau digidol

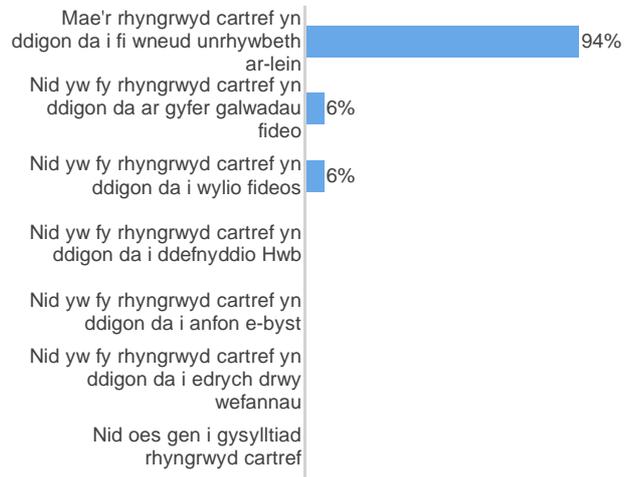
Holwyd plant am eu mynediad at ddyfeisiau digidol a'u cysylltiad â'r rhyngwrwyd gartre. Yr ateb mwyaf cyffredin oedd "Dwi'n defnyddio laptop / cyfrifiadur cartref" (59%).

Pa ddyfeisiau digidol rwyt ti'n defnyddio i ddysgu gartre?



Sylfaen: Y grŵp o blant a ddewiswyd (17)

Rydyn ni eisiau gwybod am dy gysylltiad â'r rhyngwrwyd gartre.



Sylfaen: Y grŵp o blant a ddewiswyd (17)

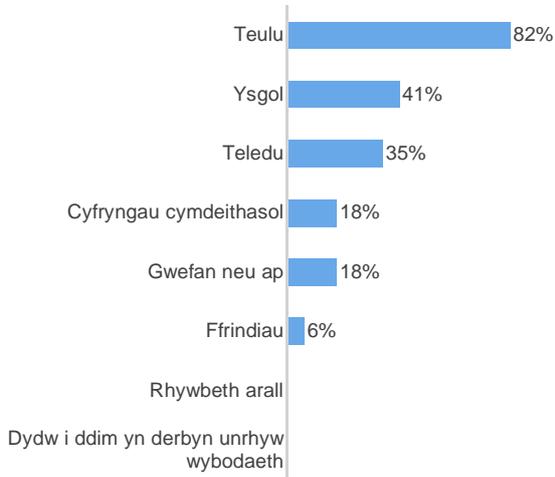
Dywedodd 94% o'r plant fod eu rhyngwrwyd gartre yn ddigon da, tra dywedodd - fod dim cysylltiad rhyngwrwyd ganddyn nhw gartre. Dywedodd 6% o'r plant fod eu rhyngwrwyd ddim yn ddigon da ar gyfer galwadau fideo.

Erthygl 17: Mae gen ti hawl i wybodaeth onest rwy't ti'n gallu ei deall o'r cyfryngau, cyhyd â bod hynny'n ddiogel.



Gofynnwyd i'r plant ble roedden nhw'n cael gwybodaeth am y Coronafeirws.

Ble rwy't ti'n cael dy wybodaeth am y Coronafeirws?



Sylfaen: Y grŵp o blant a ddewiswyd (17)

Dywedodd 82% o'r grŵp o blant a ddewiswyd eu bod nhw'n cael eu gwybodaeth am y Coronafeirws o "Teulu". Roedd hynny'n cael ei ddilyn gan "Ysgol" (41%) a "Teledu" (35%)

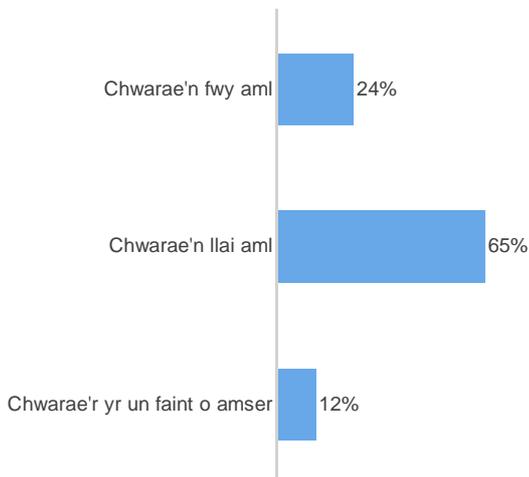
Dywedodd 0% eu bod nhw ddim yn cael unrhyw wybodaeth.

Erthygl 31: Mae gen ti hawl i ymlacio a chwarae



Gofynnwyd i'r plant oedden nhw'n chwarae mwy neu lai ers i'r ysgolion gau ar 20 Mawrth.

Wyt ti'n chwarae'n fwy neu'n llai aml ers gorfod aros gartre?

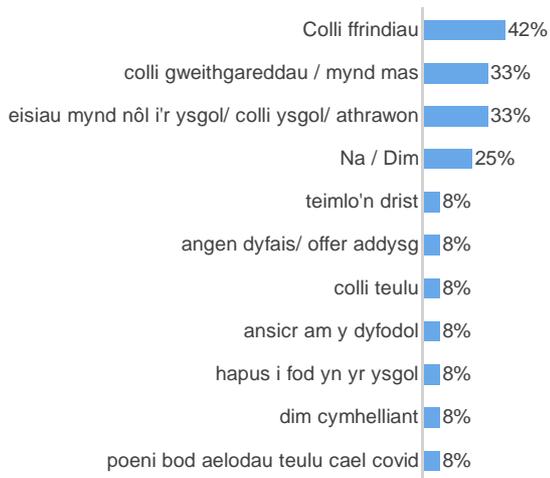


Sylfaen: Y grŵp o blant a ddewiswyd (17)

Dywedodd 24% o'r grŵp o blant a ddewiswyd eu bod nhw'n chwarae'n amlach, dywedodd 65% eu bod nhw'n chwarae llai, a dywedodd 12% eu bod nhw'n chwarae tua'r un faint.

Yna cafodd y plant eu gwahodd i wneud unrhyw sylwadau eraill. Mae'r atebion i'r cwestiwn yma wedi cael eu codio ac mae'r themâu mwyaf poblogaidd wedi'u rhestru isod.

Oes yna unrhyw beth arall rwyt ti eisiau dweud wrthyn ni? (wedi'u codio)



Sylfaen: Y grŵp o blant a ddewiswyd (12)

Corona Virus and Me: Vale of Glamorgan Survey Results

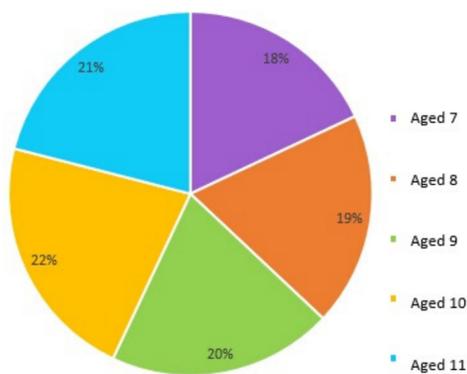


Appendix 3

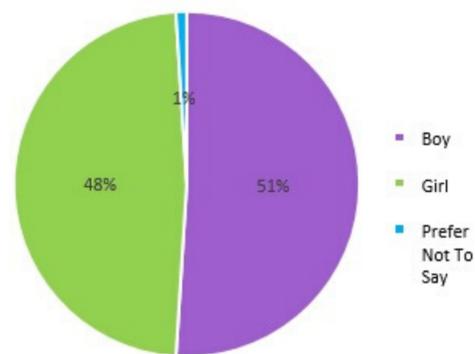
Comisiynydd Plant Cymru
Children's Commissioner for Wales

1036 – Total responses in the Vale of Glamorgan.
522 were 7-11 year olds
*16 opted for picture survey

Ages



Gender



96% of children said the biggest affect to their learning has not been able to meet their friends or groups.



77% of Year 6 pupils indicated that their biggest concern is not being able to say goodbye and 73% of them were concerned about not being able to visit their secondary school before September.



64% of children are either confident or very confident about their learning during this corona virus time.



52% of children are playing more since schools closed in March 2020.

Children said the following about how they have been feeling during the corona virus crisis:

	91% feel safe most of the time.
	65% feel happy most of the time.
	12% feel worried most of the time.
	9% feel sad most of the time.

'In May 2020 23,000 children and young people in Wales took part in the nationwide Coronavirus and me consultation, led by the Children's Commissioner for Wales.

These results have been shared by the Children's Commissioner for Wales with local authorities and this publication shows the responses from the Vale of Glamorgan'.

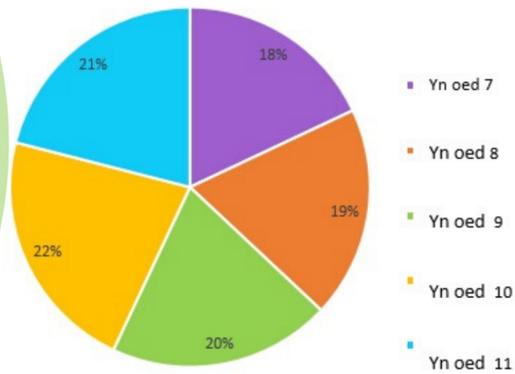
Y Coronafeirws a Fi: Bro Morgannwg Canlyniadau Arolwg



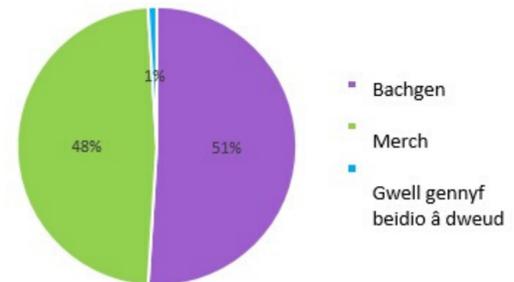
1036 Cyfanswm yr ymatebion ym Mro Morgannwg.
Roedd **522** yn blant 7-11 oed

*Dewisodd 16 arolwg â lluniau

Oedran



Rhyw



Dyweddodd 96% o blant mai'r effaith fwyaf ar eu dysgu oedd methu â chwrdd â'u ffrindiau neu eu grŵp.



Dyweddodd 77% o ddisgyblion blwyddyn 6 mai eu pryder mwyaf oedd methu â dweud hwyl fawr. Dywedodd 73% o ddisgyblion blwyddyn 6 eu bod yn pryderu na allent ymweld â'u hysgol uwchradd cyn mis Medi.



Mae 64% o blant naill ai'n hyderus neu'n hyderus iawn ynglŷn â'u dysgu yn ystod ycyfnod hwn.



Mae 52% o blant yn chwarae mwy ers i'r ysgol gau ym mis Mawrth 2020.

O ran sut roedd plant yn teimlo'n ystod yr argyfwng coronafeirws, dywedodd:

	91% eu bod yn teimlo'n ddiogel y rhan fwyaf o'r amser.
	65% eu bod yn teimlo'n hapus y rhan fwyaf o'r amser.
	12% eu bod yn teimlo'n bryderus y rhan fwyaf o'r amser.
	9% eu bod yn teimlo'n drist y rhan fwyaf o'r amser.

'Ym mis Mai 2020 cymerodd 23,000 o blant a phobl ifanc yng Nghymru ran yn yr ymgynghoriad cenedlaethol ar y Coronafeirws a fi, dan arweiniad Comisiynydd Plant Cymru.

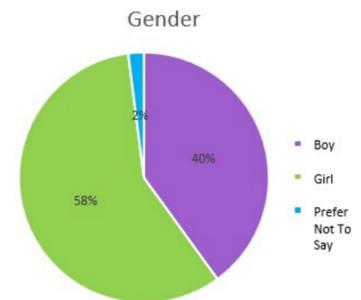
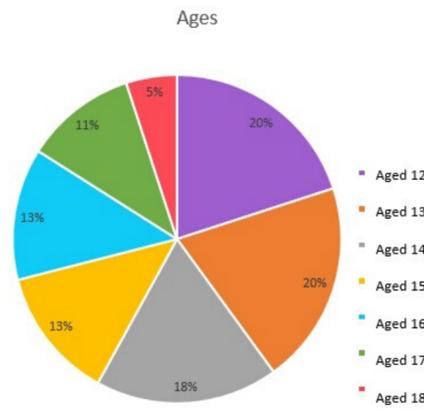
Rhannwyd y canlyniadau hyn gan Gomisiynydd Plant Cymru ag awdurdodau lleol ac mae'r cyhoeddiad hwn yn dangos yr ymatebion a gafwyd gan Fro Morgannwg.'

Corona Virus and Me: Vale of Glamorgan Survey Results



1036 – Total responses in the Vale of Glamorgan.
514 were 12-18 year olds

*14 opted for picture survey



83% of young people said that not being able to meet friends or groups has affected their learning outside school the most.



61% of young people are relaxing more and said that talking to friends online is their preferred choice.



55% of young people are worried about how this will affect exams whilst 52% stated they were worried about falling behind.



48% of 12-18 year olds don't feel motivated to do school work.

Young people said the following about how they felt during the corona virus crisis:

	79% feel safe most of the time.
	53% feel happy most of the time.
	14% feel sad most of the time.
	12% feel worried most of the time.

'In May 2020 23,000 children and young people in Wales took part in the nationwide Coronavirus and me consultation, led by the Children's Commissioner for Wales.

These results have been shared by the Children's Commissioner for Wales with local authorities and this publication shows the responses from the Vale of Glamorgan'.

1036 Cyfanswm yr ymatebion

ym

Mro Morgannwg.

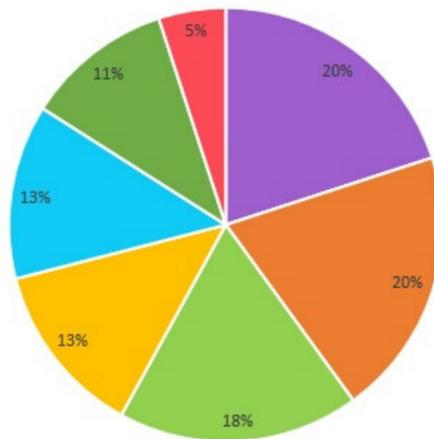
Roedd 514 yn bobl ifanc 12-18

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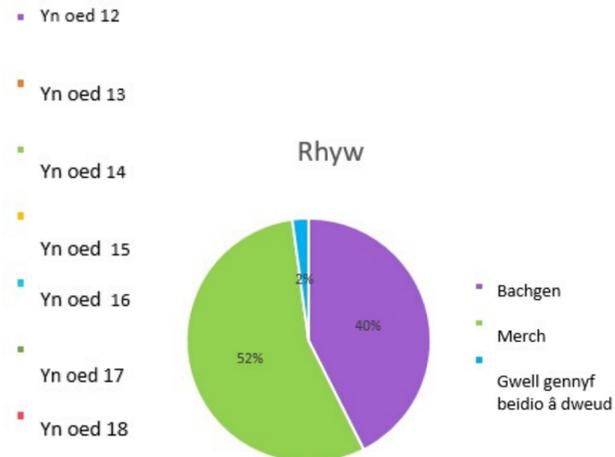
*Dewisodd 14 arolwg â lluniau



Oedran



Rhyw



Y Coronafeirws a Fi: Bro Morgannwg Canlyniadau Arolwg



Dywedodd 83% o bobl ifanc fod methu â chwrdd â ffrindiau neu grwpiau wedi effeithio fwyaf ar eu dysgu y tu allan i'r ysgol.



Mae 61% o bobl ifanc yn ymlacio'n fwy ac yn dweud mai siarad â ffrindiau ar-lein yw'r dewis sydd orau ganddynt.



Roedd 55% o bobl ifanc yn poeni am sut y bydd hyn yn effeithio ar arholiadau a dywedodd 52% eu bod yn poeni am ddisgyn ar ei hôl hi.



Nid yw 48% o bobl ifanc 12-18 oed yn teimlo wedi'u cymhellu i wneud gwaith ysgol.

O ran sut roedd pobl ifanc yn teimlo'n ystod yr argyfwng coronafeirws, dywedodd:

	79% eu bod yn teimlo'n ddiogel y rhan fwyaf o'r amser.
	53% eu bod yn teimlo'n hapus y rhan fwyaf o'r amser.
	14% eu bod yn teimlo'n drist y rhan fwyaf o'r amser.
	12% eu bod yn teimlo'n bryderus y rhan fwyaf o'r amser.

'Ym mis Mai 2020 cymerodd 23,000 o blant a phobl ifanc yng Nghymru ran yn yr ymgynghoriad cenedlaethol ar y Coronafeirws a fi, dan arweiniad Comisiynydd Plant Cymru.

Rhannwyd y canlyniadau hyn gan Gomisiynydd Plant Cymru ag awdurdodau lleol ac mae'r cyhoeddiad hwn yn dangos yr ymatebion a gafwyd gan Fro Morgannwg.'

Coronavirus and Me

2021 Vale of Glamorgan Results

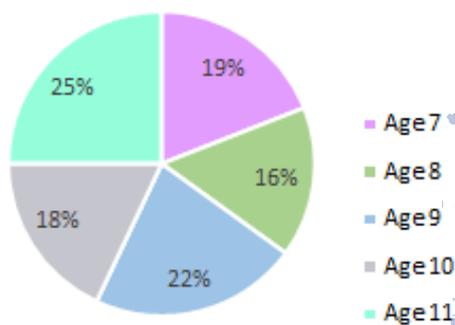


Appendix 4
Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

In January 2021, 19,737 children and young people in Wales took part in a second nationwide Coronavirus and Me consultation, led by the Children's Commissioner for Wales. The results have been shared by the Children's Commissioner for Wales with local authorities and this publication shows the responses from the Vale of Glamorgan.

About You:

- **1245** - Total responses in the Vale
- **327** were 7-11 year olds
- **17** opted for accessible surveys



Children said the following about how they have been feeling during the Coronavirus crisis:

	87% feel safe most of the time
	57% feel happy most of the time
	20% feel lonely most of the time
	14% feel worried most of the time
	12% feel sad most of the time

What you told us



To keep a healthy body and mind, children said they did the following:

- 77% outdoor exercise (walking, running, cycling)
- 71% doing activities from school
- 69% speaking with family



47% of children are either confident or very confident about their learning during this time.

Changes that have affected learning outside school the most:

- 93% not being able to meet friends or groups
- 60% not being able to go outside as much
- 50% leisure centres being closed



71% of children said they were using a laptop or home computer for learning at home with 89% stating that their internet was good enough for them to do anything they need online. 45% said they had to share devices so couldn't always use it.



43% of children said they are playing more often since they have needed to stay home because of coronavirus.



@vysvale / valeyouthservice@valeofglamorgan.gov.uk



Y Coronafeirws a Fi

Canlyniadau Bro Morgannwg 2021

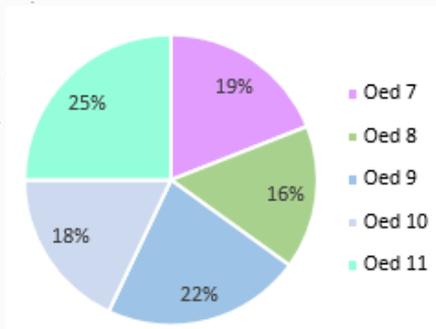


Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

Ym mis Ionawr 2021 cymerodd 19,737 o blant a phobl ifanc yng Nghymru ran yn yr ymgynghoriad cenedlaethol 'Y Coronafeirws a Fi', dan arweiniad Comisiynydd Plant Cymru. Mae Comisiynydd Plant Cymru wedi rhannu'r canlyniadau gydag awdurdodau lleol ac mae'r cyhoeddiad hwn yn dangos yr ymatebion gan Fro Morgannwg.

Amdanoch chi:

- **1245** - Cyfanswm yr ymatebion yn y Fro
- Roedd **327** yn blant 7-11 oed
- Dewisodd **17** arolygon hygrych



O ran sut roedd plant yn teimlo'n ystod yr argyfwng coronafeirws, dywedodd:

	87% eu bod yn teimlo'n ddiogel y rhan fwyaf o'r amser
	57% eu bod yn teimlo'n hapus y rhan fwyaf o'r amser
	20% eu bod yn teimlo'n unig y rhan fwyaf o'r amser
	14% eu bod yn teimlo'n bryderus y rhan fwyaf o'r amser
	12% eu bod yn teimlo'n drist y rhan fwyaf o'r amser

Yr hyn a ddywedoch wrthym

Er mwyn cadw corff a meddwl iach, dywedodd y plant eu bod yn gwneud y canlynol:



- 77% ymarfer corff awyr agored (cerdded, rhedeg, beicio)
- 71% yn gwneud gweithgareddau o'r ysgol
- 69% yn siarad â theulu

Mae 47% o blant naill ai'n hyderus neu'n hyderus iawn ynglŷn â'u dysgu yn ystod y cyfnod hwn.



Newidiadau sydd wedi effeithio fwyaf ar ddysgu y tu allan i'r ysgol:

- 93% ddim yn gallu cwrdd â ffrindiau neu grwpiau
- 60% ddim yn gallu mynd allan gymaint
- 50% o ganolfannau hamdden ar gau



Dywedodd 71% o blant eu bod yn defnyddio gliniadur neu gyfrifiadur cartref ar gyfer dysgu gartref gydag 89% yn dweud bod eu rhyngwyd yn ddigon da iddynt wneud unrhyw beth sydd ei angen arnynt ar-lein. Dywedodd 45% fod yn rhaid iddynt rannu dyfeisiau felly ni allent ei ddefnyddio bob amser.



Dywedodd 43% o blant eu bod yn chwarae'n amlach ers iddyn nhw fod angen aros adref oherwydd y coronafeirws.



@vysvale / valeyouthservice@valeofglamorgan.gov.uk



Coronavirus and Me

2021 Vale of Glamorgan Results

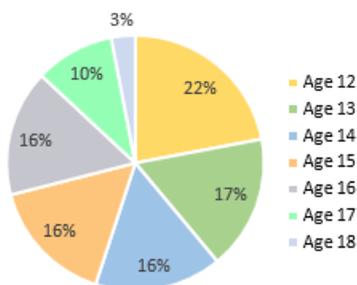


Comisiynydd
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About You:

- **1245** - Total responses in the Vale
- **901** were 12-18 year olds
- **17** opted for accessible surveys



Young people said the following about how they have been feeling during the Coronavirus crisis:

	69% feel safe most of the time
	37% feel happy most of the time
	29% feel lonely most of the time
	20% feel worried most of the time
	22% feel sad most of the time

What you told us

To keep a healthy body and mind, young people said they did the following:

- 64% speaking with friends
- 60% doing schoolwork
- 60% using social media to stay in touch

39% said they need help to eat healthy food and stay physically active during lockdown.

Young people also stated they needed extra help with the following:

- 29% support to help feeling happy and well
- 23% support to go online to do school or college work
- 18% more info on things to do when staying at home

35% of young people are either confident or very confident about their learning during this time.

Young people said the following sentences were true for them:

- 64% "I'm worried about falling behind with learning"
- 59% "I don't feel motivated to do schoolwork at home"
- 58% "I'm worried about how this could affect my qualifications"

85% of young people said they were using a laptop or home computer for learning at home whilst 48% use a phone. 89% stated that the internet at home was good enough for anything they need to do online. However 50% said they don't have the books they need to learn at home and 40% said they don't have a printer.

39% of young people said they are relaxing more since schools and colleges had moved to online learning. When asked how they have been relaxing, young people said the following:

- 70% talking online with friends
- 62% online gaming
- 44% exercise or physical activities

Y Coronafeirws a Fi

Canlyniadau Bro Morgannwg 2021

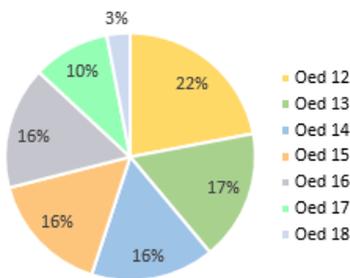


Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

Ym mis Ionawr 2021 cymerodd 19,737 o blant a phobl ifanc yng Nghymru ran yn yr ymgynghoriad cenedlaethol 'Y Coronafeirws a Fi', dan arweiniad Comisiynydd Plant Cymru. Mae Comisiynydd Plant Cymru wedi rhannu'r canlyniadau gydag awdurdodau lleol ac mae'r cyhoeddiad hwn yn dangos yr ymatebion gan Fro Morgannwg.

Amdanoch chi:

- **1245** - Cyfanswm yr ymatebion yn y Fro
- Roedd **901** yn blant 12-18 oed
- Dewisodd **17** arolygon hygyrch



0 ran sut roedd pobl ifanc yn teimlo'n ystod yr argyfwng coronafeirws, dywedodd:

	69% eu bod yn teimlo'n ddiogel y rhan fwyaf o'r amser
	37% eu bod yn teimlo'n hapus y rhan fwyaf o'r amser
	29% eu bod yn teimlo'n unig y rhan fwyaf o'r amser
	20% eu bod yn teimlo'n bryderus y rhan fwyaf o'r amser
	22% eu bod yn teimlo'n drist y rhan fwyaf o'r amser

Yr hyn a ddywedoch wrthym

Er mwyn cadw corff a meddwl iach, dywedodd pobl ifanc eu bod yn gwneud y canlynol:

- 64% yn siarad â ffrindiau
- 60% yn gwneud gwaith ysgol
- 60% yn defnyddio'r cyfryngau cymdeithasol

Dywedodd 39% fod angen help arnynt i fwyta bwyd iach ac aros yn gorfforol egniol yn ystod y cyfyngiadau symud.

Dywedodd pobl ifanc hefyd fod angen help ychwanegol arnynt gyda'r canlynol:

- 29% cymorth i helpu i deimlo'n hapus ac yn iach
- 23% cymorth i fynd ar-lein i wneud gwaith ysgol neu goleg
- 18% mwy o wybodaeth am bethau i'w gwneud wrth aros gartref

Mae 35% o bobl ifanc naill ai'n hyderus neu'n hyderus iawn ynglŷn â'u dysgu yn ystod y cyfnod hwn. Dywedodd pobl ifanc fod y brawddegau canlynol yn wir amdanynt:

- 64% "Rwy'n poeni am fod ar ei hól hi gyda dysgu"
- 59% "Dydw i ddim yn teimlo cymhelliant i wneud gwaith ysgol gartref"
- 58% "Rwy'n poeni am sut y gallai hyn effeithio ar fy nghymwysterau"

Dywedodd 85% o bobl ifanc eu bod yn defnyddio gliniadur neu gyfrifiadur cartref i ddysgu gartref tra bod 48% yn defnyddio ffôn. Dywedodd 89% fod y rhyngwrdd gartref yn ddigon da ar gyfer unrhyw beth y mae angen iddynt ei wneud ar-lein. Fodd bynnag, dywedodd 50% nad oes ganddynt y llyfrau y mae angen iddynt eu dysgu gartref a dywedodd 40% nad oes ganddynt argraffydd.

Dywedodd 39% o bobl ifanc eu bod yn ymlacio mwy ers i ysgolion a cholegau symud i ddysgu ar-lein yn ystod y tymor hwn Pan ofynnwyd iddynt sut y maent wedi bod yn ymlacio wrth gadw pellter cymdeithasol, dywedodd:

- 70% eu bod yn siarad ar-lein gyda ffrindiau
- 62% eu bod yn chwarae gemau ar-lein
- 44% eu bod yn gwneud ymarfer corff neu weithgareddau corfforol

Vale of Glamorgan Social, Emotional and Mental Health Action Plan 2019-2022

The key emerging challenge for schools is the increasing number of children and young people who are displaying very complex social, emotional and mental health difficulties. (Appendix 1) These difficulties are having a significant impact on their ability to learn and to interact positively with adults and peers. As a consequence, there are an increasing number of children and young people who are difficult to include in mainstream settings. This is resulting in increasing levels of exclusion, increasing requests for specialist services and specialist placements, increasing numbers of children and young people being educated other than at school (EOTAS), more pupils accessing out of school provision (OOST), and higher number of parents opting to educate their children at home (EHE).

It is also evident that children are displaying these difficulties at a much younger age which is placing increased pressure on early years and primary school settings. As a consequence, the LA has seen a rise in exclusions in primary schools. On closer analysis, it is evident that these increases often result from multiple exclusions of the same small number of pupils. This would suggest that current approaches to meeting the needs of these vulnerable learners in schools, and current support available to their schools, are unable to impact positively on those children and young people with the most complex difficulties.

All children and young people with Additional Learning Needs (ALN) require a graduated response which seeks to support the young person to enable them to thrive despite their difficulties. However, unlike other areas of ALN where the overriding ethos is one of acceptance, care and support, this ethos can be more difficult to maintain where the ALN relates to social, emotional and mental health difficulties, particularly if this leads to challenging behaviours that impact on the wellbeing of other pupils and school staff. In these circumstances a punitive response has been used by many schools, based on the assumption that the behaviours are being chosen voluntarily by the pupil and that punishment will lead them to choose to behave differently.

In light of the Welsh Adverse Childhood Experiences (ACEs) study (Appendix 2) new research into the psychology and neuroscience of attachment (Appendix 3) and of mental health and ill-health (Appendix 4), it's now imperative that we recognise the influence of pupils' personal experiences on their learning and achievement, understand behaviours as adaptive and as a form of communication and change our approach to meeting their needs.

Studies on Adverse Childhood Experiences clearly identify a growing group of children and young people who have or are experiencing significant adversity in their home lives. These experiences are traumatic for the child or young person and are the leading determinant of the most common forms of physical illness, mental illnesses and early death. They can have a pervasive effect on brain development, particularly in the absence of at least one secure, emotionally available adult at home.

Children learn to feel secure by having their needs met by their caregivers repeatedly throughout their day and every day. When caregivers are regularly and persistently unable to attend and attune to their children and provide a safe and stimulating environment, children experience toxic stress. The developing brain suffers and children develop adaptive responses to getting their needs met and relate to others in an anxious, avoidant, angry/ambivalent or disorganised way. These adaptive, behavioural responses are described as attachment difficulties and persist even in the absence of threats in the school environment as the child's brain has been wired for survival rather than learning

Prevalence of insecure attachments is high and a significant factor behind many of the internalised (mental health) and externalised (relational/behavioural) difficulties we observe at school. Children whose early experience is in a household with a number of identified ACES have a much higher chance of developing attachment difficulties but insecure attachments may occur within non-vulnerable children as well.

Developmental Trauma (DT) is increasingly being used as a way of conceptualising and describing the emotional distress and altered brain development experienced by individuals exposed to early and chronic trauma, amplified in the absence of a consistent emotionally available adult. It is not a formal diagnostic category but the Developmental Trauma lens is helpful for children with a range of regulatory, social function, emotional, behavioural and cognitive difficulties who do not meet criteria for any medical diagnosis that would better explain their difficulties. DT and insecure attachments also put pupils at significant risk of developing mental health difficulties.

Research shows that 'protective factors,' namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviours, learning difficulties, long term mental, physical and societal ill-health. Children can recover and develop resilience through building and strengthening new connections in the brain, we can help this happen at school. There is an urgent need for all our schools to work within an evidence based, psychologically informed framework that incorporates an understanding of Developmental Trauma, ACES, Attachment and the neuroscience of mental health and ill health (Appendix 5).

Priority 1: Develop a universal school approach to wellbeing and mentally healthy schools						
Reason: To improve the wellbeing and engagement of all pupils and staff						
Lead responsibility: David Davies				Link professionals: Chris Britten, Ysgol y Deri, Emma Carver, Ysgol y Deri, Caroline Newman, Gladstone Primary School,		
Action	Who?	Budget/ Resources & source (EIG/PDG/main/grant)	Timescale	Expected change/impact	Potential Evidence source	RAG Status
<p>Activity 1</p> <p>Support schools to develop a wellbeing curriculum based on developing resilience and positive mental health.</p> <p>Fully utilise Wellbeing element of new curriculum in Wales</p>	CSC and Cluster development groups	WG curriculum development funding	Sep 2019 - Sep 2022	<p>Pupils understand:</p> <p>Key elements of mental health and ill health, resilience and effective relational interventions</p> <p>In order to:</p> <p>Make informed decisions about how to treat their bodies, minds, relationships and providing them with wealth of healthy options. Have positive relationships and manage conflict well. Key parenting tools for psychologically-healthy relating to children in order to prevent inter-generational transfer of misery, abuse, neglect and other ACEs.</p>	Health and wellbeing AoLE implementation plans Annual wellbeing data Schools' SIP and SER	
<p>Activity 2</p> <p>Identify a training programme for school leaders. July 2019</p> <p>All school leaders complete 2-day Trauma and Mental Health Informed</p>	Headteacher Steering Group	Centrally funded	Sep 2019 - July 2020	Senior leaders commit to developing a new approach to behaviour and mentally healthy school cultures.	TIS course evaluations Relationship policies	

(TMH-I) Senior Leaders Training in 3 cohorts: October 2019/ November 2019/ January 2020	Emma Carver			Understand the key models that underpin the TIS approach in order to embed key principles and skill sets within their settings and fully support and engage school staff.		
<p style="text-align: center;">Activity 3</p> <p>Deliver a training programme for all education staff. All secondary schools identify a half day or twilight INSET for all staff to attend Whole Staff TIS training. Sep 2019 – Sep 2021 Primary school clusters identify shared half day or twilight INSET for all staff to attend Whole Staff TIS training. Sep 2019 – Sep 2021</p>	VoG headteachers Emma Carver	Centrally funded	Sep 2019 - Sep 2022	<p>All staff aware of the neuroscience and psychology of child and adolescent health and ill health and what Trauma and Mental Health-Informed schools do. All staff adjust their expectations and relationships around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress and mental ill health.</p>	TIS evaluations Staff questionnaire	
<p style="text-align: center;">Activity 4</p> <p>Develop a network of wellbeing leads in all schools, trained in Trauma and Mental Health-informed practice. All schools to identify a wellbeing lead who is trained to respond effectively to vulnerable children, including those who have experienced developmental trauma or have mental health difficulties: 10-day TIS Practitioner Diploma courses, venue YYD:</p>	VoG headteachers Emma Carver	PDG	Sep 2019 - Sep 2022	<p>All schools use Motional assessments, develop and implement PRRR interventions for more complex pupils and identify pupils with most severe need for outreach support. Senior Leaders support wellbeing leads and recognise vulnerability to secondary</p>	TIS evaluations Motional assessments and data Reviewed PRRR intervention plans Clinical supervision bookings	

Sep 2019 – Jan 2020 Feb 2020 – July 2020 March 2020 – Sep 2020 Sep 2020 – Jan 2021				trauma. Organise termly clinical supervision for leads from outside own setting		
Activity 4 Key texts and resources to expand staff learning identified and shared with all schools:	Engagement Service Emma Carver	School	September 19 - September 2021	Improved understanding of behaviour as communication in schools Reduction in exclusions	Attendance data Exclusion data	
Activity 5 Work with schools to become relationship based, Trauma and Mental Health-informed (TMH-I) settings having achieved Trauma Informed Schools (TIS UK) accreditation.	Engagement Service Caroline Newman Emma Carver	PDG/LAC	September 19 - September 2021	Staff and pupils experience improved wellbeing at school Relationship policies in place Behaviour policies and practices adapted to be trauma informed with move away from traditional behaviourist approaches. Improved attendance Reduced number of exclusions	TMH-I Schools implementation Check List / accreditation. Attendance data exclusion data Annual wellbeing data Pupil questionnaire Staff questionnaire Schools' SIP and SER	
Activity 6 Develop links with pre-school providers to improve early identification of need and support transition arrangements from early years providers to schools.	Flying start	TBC	September 19 - September 2021	Early intervention and support for parents resulting in better regulated children coming into nursery and reception	Reduced demand on high level interventions	
Activity 7 Support schools to utilise SELFIE data to identify vulnerable pupils and systemic areas of strength and those requiring further development	EPS and Selfie Officer	Centrally funded Welsh Government Grant Funding	Dec19 Sep 2021	Identification of individual pupils in need of support. Improved whole school systems for improving wellbeing and mental health.	Survey data reporting improved pupil wellbeing	

Evaluation 1 December 2019	
Evaluation 2 March 2020	
Evaluation 3 June 2020	

Priority 2: Ensure quality and sufficiency of provision for children and young people experiencing social emotional and mental health difficulties

Reason: To address the mismatch between the needs of these pupils and what schools currently offer, changing the trajectory of vulnerable children's lives

Lead responsibility: David Davies

Link professionals: Chris Britten, Emma Carver, Ysgol y Deri, Gill Toon EPS, Caroline Newman, Jenny Hunt, Jenny Burns,

Action	Who?	Budget/ Resources & source (EIG/PDG/main/grant)	Timescale	Expected change/impact	Evidence source	RAG Status
<p>Activity 1 Further develop outreach services to provide specialist advice, support and training for pupils communicating via challenging engagement or non-engagement at Nursery or Primary School. Merger of existing Autism and Pre-diagnosis Outreach Service with specialist teacher and LSAs from BIT team September 2019.</p>	Emma Carver Chris Britten Jenny Hunt/ Jenny Burns	Existing	From Sep 2019	Outreach available for schools supporting pupils struggling across numerous different domains of functioning, including those who do not meet criteria for any particular diagnostic category. This will include	Annual Outreach survey Outreach register Pupil wellbeing data Exclusion data	

YYD autism and TMH-I trained specialist teacher from Gladstone SRB redeployed. 4 Resilience Workers based with the team for 18 months. This service will be known as Engagement Outreach Service				those impacted by Developmental Trauma and experiencing mental health difficulties. Reduced exclusions Reduced requests for specialist placements Improved Wellbeing of vulnerable pupils	Requests for specialist placements and statutory assessment	
Activity 1a TMH-I Practitioner Diploma training for all outreach staff in 2 cohorts Autism immersion training for existing BIT staff	Emma Carver	Existing	Sep2019-Jan 2020 Feb 2020 – July 2020 Tba Sep 2020	Capacity and effectiveness of the team will improve when all Outreach staff have trained and qualified as TMH-I practitioners.	Exclusion data Service surveys Service data	
Activity 1b Existing BIT LSAs to withdraw from direct 1:1 support in mainstream schools and provide action modelling, support and interventions through the Engagement Outreach Service	Outreach Service	Existing	From Jan 2020	Workforce developed in line with priority 1	Exclusion data Service surveys Service data	
Activity 2 Develop therapeutic capacity via therapy availability, specialist workshops and INSET training for mainstream schools	YYD	Panel funding and Engagement Outreach Service existing resource YYD Welsh Government grant funding	From Jan 2020	All schools build knowledge and skills universally Specialist provision available where need identified	Exclusion data Service surveys Service data	
Activity 3 Increase access to specialist assessments and interventions for pupils in all school settings to support	Engagement	Panel funding Welsh Government grant Funding	From Jan 2020	Reduced exclusions Reduced requests for SRB placements	Exclusion data Service surveys	

<p>the continued inclusion of the most complex pupils in their home schools. A core team of 2 complex needs specialists will work full time, linked to the Engagement Outreach service, all other staff will work across YYD and mainstream schools. Make specialist assessments and deliver a range of therapies and interventions within pupils' home schools. Referrals will be made through the Engagement Outreach Service. These may include: Sensory attachment interventions Psychotherapy or Specialist counselling DDP Music/Play/Pet therapy Yoga/Mindfulness Launchpad interventions Functional Behavioural Analysis</p>	Outreach Service YYD			Improved pupil wellbeing Improved pupil attainment	Service data	
<p>Activity 4 Develop additional trauma and mental health specialist settings. Ensure existing provisions for pupils experiencing social emotional and mental health difficulties are TMH-informed.</p>	David Davies Chris Britten Caroline Newman High ST Y Daith	Existing	From Jan 2020	A continuum of support for mainstream schools developed	Exclusion data Service surveys Service data	
<p>Evaluation 1 December 2019</p>						

<p>Evaluation 2 March 2020</p>	
<p>Evaluation 3 June 2020</p>	

Appendix

1. Pupil mental ill health:

Mind over matter A report on the step change needed in emotional and mental health support for children and young people in Wales April 2018

<https://www.assembly.wales/laid%20documents/cr-ld11522/cr-ld11522-e.pdf>

The Government's Green Paper on mental health: failing a generation, HC642, 9th May 2018

<https://publications.parliament.uk/pa/cm201719/cmselect/cmhealth/642/64202.htm>

Together for Children and Young People Framework for Action

<http://www.wales.nhs.uk/documents/Framework%20For%20Action.pdf>

Together for Mental Health: A Strategy for Mental Health and Wellbeing in Wales

<https://gweddill.gov.wales/topics/health/nhswales/mental-health-services/policy/strategy/?lang=en>

Staff mental ill health: TES Feb 2017 poll on teacher wellbeing

<https://www.tes.com/news/nearly-half-teachers-struggling-mental-health-suggests-survey>

“nearly half of all teachers are struggling with mental health issues...many on medication because of the stress of the job. Over 50% of teachers say the job is causing them severe stress and 76% say the stress is having repercussions on their life and health.”

2.The Adverse Childhood Experiences study (ACE study) is one of the biggest Public Health studies of all time:

The effect of multiple adverse childhood experiences on health: A systematic review and meta-analysis, The Lancet 2017

[https://www.thelancet.com/pdfs/journals/lanpub/PIIS2468-2667\(17\)30118-4.pdf](https://www.thelancet.com/pdfs/journals/lanpub/PIIS2468-2667(17)30118-4.pdf)

Results from the first Welsh Adverse Childhood Experiences (ACES) study, 2016, confirm that within our local population ACES are a leading determinant of the most common forms of physical illness, mental illness and early death. ACE Reports 1/2/3

<http://www.wales.nhs.uk/sitesplus/888/page/88504ACE>

However, ACE scores should not be used as a gateway to TMH-I services; in a system that isn't resilient a child with an ACE score of 1 is significant.

3. Attachment theory has been used for over 25 years to understand the emotional and psychological health of children and their adaptive, behavioural responses. Recent neuroscience research into the importance of secure attachments to overall brain development is now internationally accepted as robust enough to use in our practice with children and families. Neuroscience deals with the structure and function of the brain and nervous system, it has shown that regulatory, processing and social function disorders can develop as a direct result of insecure attachments and Toxic Stress. It has also shown that children can recover and develop resilience through building new connections in their brains due to neuroplasticity, provided they feel safe and secure physically and psychologically, have access to at least one emotionally available adult and are supported to express and reflect on what has happened.

The neuroscience of attachment - key messages Professor Jeremy Holmes

<https://vimeo.com/88343229>

4.The neuroscientist Jaak Panksepp identified the neural networks for seven genetically ingrained emotion systems in the brain and coined the phrase “affective neuroscience.” A balance of these systems underpins mental health, an imbalance underpins mental ill-health. If we are aware of the emotion system profile of each child it can be used to target effective interventions regardless of diagnostic labels. The Motionnal assessment tool allows us to do this and monitor the impact of interventions.

5. Evidence based Framework

The TMH-I framework and has already been successfully implemented across Cornwall with good outcomes.

Gladstone Primary School has piloted TMH-I training and implementation framework and is developing as a TMH-I informed school. 5 staff are trained as TMH-I practitioners, this is joint award from Trauma informed Schools UK, The Centre for Child Mental Health and The Institute for Arts in Therapy and Education.

Ysgol y Deri and the Early Intervention Base have an additional 5 TMH-I practitioners and are beginning to use the framework within the school, EIB and Pre-Diagnosis Outreach Service.

28 staff from the Barry schools cluster started TISUK practitioner training in April 2019.

PRRR Protect, Relate, Regulate, Reflect TISUK evidence-based interventions for recovery and change

Motional <https://motional.io/> provides an easy-to-use online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and Dr Margot Sunderland's extensive research, studies and expertise in executive functional skills. It records ACE and Protective Factor scores, and gives staff a whole-brain picture of students' mental health and wellbeing. Motional can be used by all staff across a setting, without the need for specific training. However, in order to best support the development of a mentally healthy environment for children and young people, it is strongly recommended that Motional is used alongside Trauma Informed Schools UK's training.

Vale of Glamorgan

Tactical Team

Vulnerable Children

Leads: David Davies, Morwen Hudson, Rachel Evans

5th May 2020

Overview

In response to the arrangements put in place by the Corporate Management Team for tactical groups in key areas of the Council's work, a Vulnerable Children Tactical Group has been established.

This paper describes the arrangements put in place across Education and Children and Young People Services to respond to the challenges of the current pandemic and to ensure our continuing support and oversight of vulnerable children.

The arrangements are embedded across both Directorates and operational dialogue/activity remains in place.

It is intended that the lead officers meet virtually on a fortnightly basis for the foreseeable future to review how the arrangements are working and to address any areas of concern.

Our reports to Corporate Management Team will be by exception where there is a change in circumstances or a matter for escalation. In the absence of reporting, Corporate Management Team can be confident the arrangements set out below are working effectively.

Education

Schools are expected to ensure that all children have some form of contact with their teacher(s) every week and schools should maintain their own records to ensure children are safe and supported, both in terms of provision and opportunities but also any other wellbeing needs.

For the most vulnerable children, we have encouraged schools to consider the following in particular:

- children who are on the child protection register
- children who are looked after
- children with care and support plans
- children where there are known and pre-existing concerns around substance misuse or anti-social behaviour and possible criminality (e.g. YOS involvement)
- children with statements of special educational needs
- children with known mental health needs and have been accessing school-based or external support which may no longer be accessible
- children in homes where domestic violence has been identified
- children with other needs pertaining to families who may be considered vulnerable for linguistic, social, etc reasons

We have also asked schools to consider the possible risk to children who might not normally meet any formal threshold of concern.

As a local authority, we have established a comprehensive list of children we know meet the formal thresholds of concern in mainstream schools, but are aware that schools, as professionals, may also identify additional children. We are maintaining weekly records of contact with these children and inform schools the outcomes of required multi-agency support. Both schools and other local authority teams who support these children are expected to maintain a log of contacts made with all pupils on an on-going basis, in addition to any logs being kept of those pupils who are attending hub provision. All schools are asked to complete and submit a weekly return using a RAG rating which then allows us to provide additional support or engage the support of other agencies as appropriate. The measures we have put in place ensure that our most vulnerable pupils' needs are risk assessed on an on-going basis.

For children and young people attending our most specialist provision at Ysgol Y Deri, all of whom have statements of SEN, comprehensive monitoring processes are in place, as follows:

- the school has identified all vulnerable pupils and members of the Senior Leadership Team (SLT) have a weekly video conference to discuss any safeguarding concerns.
- The school is open to children of key workers and those pupils who, in agreement with social services, are in danger or whose families may not cope with them. The school also offers respite sessions for families who need it.
- Provision is reviewed at least weekly but often more frequently e.g. the school brought in 3 children over Easter who had crises (they were not scheduled to

attend). Class teachers escalate any concerns raised by their families to SLT who then follow a rigorous protocol.

- All families are contacted at least once a week, many every day from the class teacher. The teachers send video message and video lessons, as well as online learning through TEAMS.
- Virtual multi-disciplinary groups have been established so that there is a consistent approach/messages from different services (OT/Clinical Psychology/Social Services etc.) Letters have been sent to parents who haven't responded to weekly check ins.
- As appropriate, teachers and behaviour team members telephone parents on a regular basis. This provides advice on strategies for behaviour and check in with students.
- Some pupils are continuing their learning through video lessons, some weekly, some several times a week.
- For those pupils who do not want to do online lessons, paper-based resources are sent out.
- Digital devices have been provided to those pupils who need them, who may otherwise be digitally excluded.
- An onsite SLT meeting with Health and Social Services is held once a week to discuss Child Protection and other contact or concerns. This is updated on a live document. Then school has a video conference every week to review all pupils for whom there are concerns.
- The school is set up as a health hub:
 - a. Consultants hold clinics at the school.
 - b. Health needs are supported by physio clinics, telephone support from Occupational Health Therapists, Speech and Language Therapists and other therapists.
 - c. There is a manned line for parents to call if they have health concerns and these are triaged by nurses.
 - d. Staff are in contact with clinical psychology services for advice and contact requests for parents.
- Mental health needs are met by all emotionally available adults having regular contact with pupils who need them by email, phone or video.
- The Engagement Service continue to offer support to families of pupils with Autistic Spectrum Disorder and Social, Emotional, Mental Health needs by phone and are sending out resources.
- There is a structure in place to support the wellbeing of staff, especially those who are alone, vulnerable or at risk.
- Information is available on social media that parents access frequently. This includes the latest resources and online learning and activities from commercial companies that are now free.
- Some staff are training in TISUK online sessions to provide live streaming to students who need to speak to their emotional available adult.
- Other agency information (for example social services, psychology, Barnardo's) is distributed to parents either via school website, email, social media and letter.
- Families eligible for Free School Meals are in receipt of vouchers.
- The school is running a food bank system for families who are in financial difficulty.

Education officers are working closely with both schools and Children and Young People Services to ensure our most vulnerable children are able to access support at our hubs where appropriate. This has been arranged on an individual basis, depending on the needs of the children and their families. It is acknowledged that not attending childcare provision can in itself be a concern, but the advice on social isolation and self-distancing means that for most children, this is the best option. However, we are also mindful that we do not want vulnerable learners to disappear from our collective “radar” at this point in time.

Children and Young People Services (CYPS)

All teams in Children and Young People Services are working, but from home. This includes all frontline statutory teams normally based in the Dock Office, the Youth Offending Service, Flying Start and Families First.

Arrangements to receive, assess and respond to referrals are unchanged. Support for children and their families known to CYPS remains in place, but in line with Government and Health advice, we are seeking to undertake this remotely as far as possible.

All children and young people known to CYPS, whether in receipt of care and support, on the child protection register, involved with the Youth Offending Service, looked after or leaving care will have had, or are in progress of having, an individual Vale of Glamorgan CYPS COVID-19 risk management plan developed.

This plan considers safeguarding risks and the wellbeing of children and young people where we would normally be offering support via face to face visits. Where possible other ways of working i.e. telephone calls/video calls/conferencing etc, will be used to support children and young people, balancing the safeguarding risk with the risk of spreading the COVID-19 virus.

Our first position is that face to face activities will be minimised (including statutory child protection, youth offending and children looked after visits, reviews etc) and only undertaken where the risk to the child or young person outweighs the risk of potential virus spread.

Multi-agency contact remains fully operational. If partners or extended family members can help build a picture of a child or young person’s safety they will be asked to contribute to the COVID-19 risk management plan.

If visits are required, workers will undertake an assessment for the use of Personal Protective Equipment (PPE) where a 2-metre distance cannot be maintained as described in line one of table 4 of the Government guidance. Given the dynamic nature of risk and vulnerability, the plan will be reviewed regularly.

We are aware that for some of the children known to us, their home environments; whether with family or in placement, will be stable and for others less so. We are

doing everything we can to maintain a child's home environment and identifying how we offer additional support where stability may be affected.

Our Education colleagues and those in Flying Start have responded promptly with a childcare offer for school aged children and those under 5 which includes a provision for our most vulnerable families. Take up has been low which is consistent with Government and Health advice that the best place for children is at home if it is safe to be so, but we are ensuring we maintain a continuing dialogue so that those children and families who would benefit from this childcare offer, are able to access it, either fully or partially as need dictates. In recent weeks, the take up has increased and this is expected to continue in line with increasing pressures at home as the period of lockdown continues. We will continue to work together across our Directorates to respond to this demand.

Our experience over recent weeks has been an increasing demand at the edge of care and we have accommodated a higher number of children than is usual for us. This has included a sibling group of four and an increasing demand for teenage placements. This has not been easy at a time when our ability to offer support to families is compromised and our placement availability restricted. We are however continuing to explore all opportunities to increase our placement capacity and to determine how best we deliver support at this time.

Our Conference Chairs/Independent Reviewing Officers are also continuing to have oversight of children on the child protection register/looked after and maintaining a dialogue with those involved so that conferences/reviews are still taking place using conference calling or virtual meeting platforms.

The situation is of course evolving but we are seeing a workforce who have stepped up to the challenge, have strong communication channels in place and excellent relationships with partners; pulling together to respond to the current situation.

David Davies, Morwen Hudson, Rachel Evans

Overview Report for Summer Provision for Vulnerable Children and Children and Young People with Disabilities

Background

As a result of the COVID-19 situation with children being unable to attend school in the usual way, a large number of the families receiving support from Children and Young People Services were identified as requiring respite support over the Summer holiday period linked to pressures within families associated with the challenges of lockdown. In response, the Vulnerable Child Tactical Group was created which consisted of representatives from Social Services, Learning & Skills directorates and the Healthy Living Team. This group co-ordinated the delivery of a programme of activities to cater for the needs of the identified families.

Welsh Government announced funding would be made available to local authorities to support childcare and play opportunities for vulnerable children during the school holidays. As there was limited funding available Welsh Government identified a priority order to target the support as follows:

- i. Children on the child protection register
- ii. Looked after children, where there is risk of placement breakdown
- iii. Children receiving care and support (but not looked after or on the child protection register)
- iv. Children with a statement of special needs
- v. Other looked after children

The funding could only be used to develop new provision, extend existing provision or fund childcare places. It could not be used to fund existing provision/costs usually incurred. Families were offered provision in one of the following settings:

- Up to 2 days per week over the 6 week period in existing childcare settings
- Up to 2 days per week over a four week period at the new Vale Play Pavilion
- Up to 2 days per week at the Families First Holiday Club (for disabled children) over a four week period - 3 days per week were existing provision funded through Families First, an additional days provision per week was added to the programme funded through Welsh Government additional funding
- Up to 2 days per week at Teenscheme (for disabled young people) over a 5 week period – this is existing provision funded through Families First

Provision was offered to children and young people aged 4 – 14 years (up to 18 years for disabled young people) in the setting most appropriate to their needs and taking into account proximity to their home address. The provision time differed dependent on the setting, ranging from 10–3pm to 8-6pm.

All provision took into account guidance and regulations linked to both CIW registration and COVID 19. All policies and procedures were rewritten to take into account COVID-19.

Statistics Across the Settings

131 children and young people attended provision across the summer holiday period.

Table 1: Attendance Statistics & Cost to Deliver

Setting	No of children attending	Total no of participations / spaces attended	No of spaces allocated	No of sessions missed	Cost to Deliver from WG Covid pot
Childcare settings (new provision over 6 weeks)	30	251	360	109	£9502
Vale Play Pavilion (16 days new provision over 4 weeks)	35 booked to attend 29 attended	221	244	23 (by 8 children)	£7773.23
Families First Holiday Club (12 days existing, 4 days new provision over 4 weeks)	53	488	416 (increased when realised more could be catered for)	12 (but sessions were re-allocated to others)	£10,259.26
Teenscheme (10 days existing provision over 5 weeks)	19			4 (but sessions were re-allocated to others)	Funded via FF

Table 2: Status of Referred Participants

Setting	Children on the child protection register	Looked after children, where there is risk of placement breakdown	Children receiving care and support (but not looked after or on the child protection register)	Children with Special Education Needs	Other looked after children	Other children	Total vulnerable children
Childcare settings	4	10	12	0	0	4	30
Vale Play Pavilion	5	0	13	11	12	0	29
Families First Holiday Club	9	0	30	51	0	2	53
Teenscheme	1	0	12	15	0	0	17

Childcare Settings – Organised by the Children and Young People’s Partnership Team

Number attended: 30 children

Number of participations: 251

Number of days: 251 over 6 weeks

Cost to deliver: £9502

Children were provided with up to two days of provision per week across the 6 weeks of the summer holiday within the following existing childcare settings. Additional sessions were provided to identified children where appropriate.

- Bramblehedge Holiday club: Romilly School, Barry
- Fun Foundations: Cowbridge
- Bear Pak: Penarth
- St Aubins Holiday Club: Barry
- Passport to Play: Rhoose

Vale Play Pavilion – Organised by the Healthy Living Team (Play & Sports Development)

Number attended: 29 children

Number of participations: 221

Number of days: 16 days

Cost to deliver: £7773.23

A new setting was created at Bryn Y Don Sports Pavilion, Dinas Powys to provide additional childcare provision in the Eastern Vale and also to cater for identified children. As a new provision being delivered for more than 2 hours, Care Inspectorate for Wales registration had to be obtained. All children were provided with a packed lunch each day.

Impact and Feedback

- 100% of the feedback forms received from both the child and parent/carer indicated that the children enjoyed attending the scheme. All of the children liked the playworkers, the venue and the activities available.
- A range of benefits have been highlighted for both the children and their families which include:

Children:

- access to activities – range of activities; having fun; made things for parents
- change in environment – a break from being at home after so long in lockdown
- socialisation - making new friends; mixing with others; developed confidence to mix;
- developed independence and responsibility
- lots of fresh air and exercise

“I like the teachers and children”

“Personally I like to have different options to do and play with and it had that here”

“I would like it to be open in another half term”

Families:

- parents have time to spend with other children
- able to catch up with jobs around the house
- having some respite after dealing with traumatic experience (loss of parent)
- gave parent/carer some ‘me time’

“Having some respite after everything we’ve been through in the last 5 months with losing their mummy at such a young age. Can’t think of anything to improve but will say my grandchildren have never been so happy to go there and loved it, be sorry not to see them next week! A huge thank you to all the staff”.

“He has really enjoyed the playscheme. It has given him some independence and responsibility by not having someone that he knows”.

“It gives her confidence with meeting new people, gives me time to run and do my bits and pieces”.

“It has been a difficult time with a family member passing, it has been really helpful in keeping a routine”.

Play Staff:

- saw a marked improvement in the confidence and emotional wellbeing of children, with many friendships made and new opportunities experienced.
- staff able to build a relationship with the children and vice versa. Children became comfortable with staff and felt able to talk about different things. Staff were also able to identify potential areas for concern and report these back to the respective Social Worker where relevant.
- found it rewarding as could see the positive impact the sessions were having not only on the children but the families as a whole.

Social Workers:

- 100% indicated that the Vale Play Pavilion provided suitable support for the service area
- identified a range of benefits including respite for carers, preventing placement breakdown, providing support during a difficult time for families; providing the opportunity for children to have lunch; building confidence and reducing anxiety amongst children; providing the opportunity for children to have fun, make friends and experience new things; providing positive experiences for the children to engage with adults.

“The grandmother of 2 young children was really pleased with the support and service that was provided and enabled her to rest after a fall and also attend physio. This meant that she was able to rest while enabling the children to continue to reside in their home. The children were excited and happy when talking about the experiences that they had had at the Play Pavilion. The grandmother reported that the staff were all very nice. The staff were very fast in putting the facility into place at the time that it was required and most effective.”

“The two children I referred (one of whom has additional learning needs) thoroughly enjoyed the time they spent there”.

“The carer reported that the young person who attended really enjoyed the play sessions and that she appeared to make friends easily where this can be a difficulty in her school setting and was happy to attend each day”.

“1 family I referred in said that whilst they understood the setting included vulnerable children they felt that some of the behaviour of some of the children had a negative impact on their children and didn't send them after 2 sessions. However, the benefits of the play provision for another family I referred in were very positive, both children thoroughly enjoyed the activities on offer, they looked forward to seeing the staff members who were always positive, friendly, energetic and welcoming. They look forward to attending any future activities with the play team. Thank you”.

Families First Holiday Club – Organised by the Healthy Living Team (Play Development)

Number attended: 53 children in total (34 benefitting from WG funding provision)

Number of participations: 488 (108 from WG funding provision)

Number of days: 16 days (4 days from WG funding provision) Cost to deliver: £10,259.26

An additional 4 days provision were added to the usual 12 days delivered to children with disabilities aged 4 – 11 years. The funding was also used to increase staffing numbers on the 12 existing days of provision. The provision was delivered at Ysgol Y Deri in partnership with the school staff. The service included 1:1 support; personal care and assistance with medical needs where required. Transportation was provided for some children who would not have been able to attend the provision without the assistance of transport.

Impact and Feedback

- 100% of the feedback forms indicated that the child enjoyed attending the scheme.
- A range of benefits have been highlighted for both the children and their families which include:

Children:

- access to activities - different activities to those usually undertaken; activities they enjoy; activities unable to do at home with parents e.g. bike riding and playground due to specialist equipment available; reduce boredom at home
- change in environment – a break from being at home after so long in lockdown
- socialisation - getting back into a social environment; making new friends
- safe space to play
- reintroducing structure and routine back into daily lives
- helping to re-familiarise with school environment - transition back to school; seeing teachers and friends;
- 'he likes to come as he is with people like him and is not constantly being judged for being different'

Families:

- parents have time to spend with other children
- allows parents to work from home knowing child is being looked after
- reassurance their child is having fun whilst being looked after by people who understand their needs
- able to catch up with jobs around the house and shopping
- having the opportunity to rest; quality time as a couple; recharge batteries

Staff:

- the additional space made available at Ysgol Y Deri compared to previous schemes meant that the children could be grouped into 'bubbles' with other children with similar needs and interests. This meant activities could be more targeted (e.g. whilst some children like lego, it cannot be used in the larger group setting as some children use it as a projectile).
- The bubble scenario and additional space also assisted with behaviour management as children could be placed in 'bubbles' to suit their needs e.g. children who do not cope well with large noises could be located in rooms away from children who enjoyed noises. It was

recognised that this did reduce the number of behaviour issues arising and as a result children felt more comfortable.

"My son has thoroughly enjoyed his first holiday club and talked non-stop about what he did. He grew attached to some playleaders and talk of them fondly (this is all new to us) so thank you for helping my son and bringing out the real him and best of him".

"Thank you for running the club. I know I wouldn't cope without it during the holidays. It 'saves' us as a family. I am truly grateful 😊".

"My child always has a great time here. The staff are amazing".

*"Thank you so much! Massive thank you to Jo for always supporting both me and my son. Playscheme has been a godsend and *** has loved it like always. Thanks to all the girls for always being understanding".*

*"*** has come home everyday saying he has enjoyed it. He loves being able to play outside and explore and he has had lots of opportunities to do this".*

"Staff very well organised, good communication. Thank you all xxx"

Teenscheme – Organised by Vale People First

Number attended: 19 children

Number of days: 10 days

This is an existing scheme that was delivered to children with disabilities aged 12-18 years at Rhoose Community Centre. The service included 1:1/2:1 support; personal care and assistance with medical needs where required.

Impact and Feedback

- 100% of the feedback forms indicated they were happy with the service, that their family is supported when their child accesses Teenscheme and that Teenscheme has a positive effect on their family's lifestyle.
- A range of benefits have been highlighted for both the children and their families which include:

"..takes away a lot of the stress .. to know they are in a safe and fun environment .. I have been very impressed at the way things have been address during the whole Covid-19 outbreak ... and never once did I ever worry about safety or risk as .. they had everything covered".

"Brilliant, Supportive, Caring. Most of all son enjoys the company and learning skills".

"Thanks to the Team. They understand my child and we trust him in their care".

"Always there for us. Don't know what I would have done, as it's helped us both".

"Teenscheme maintained excellent contact with young people and parents during lockdown which was really appreciated by families. Positive feedback from parents of the young people who went this summer".

“Teenscheme were able to respond at short notice to one referral which supported the young person who had been home for an extended time due to Covid restrictions around education to have opportunities to socialise with his peers in a safe environment.”

“One parent of a child that did not attend due to isolating fed back that Teenscheme had sent crafts for the young person to do at home which they were grateful for”.

Areas to Consider if Replicating Provision in the Future

- There were a large number of ‘no-shows’ to provision.
- Due to the vulnerabilities of some of the children at the Vale Play Pavilion, there were instances where children required 1:1 support. The risk assessments in place for COVID-19 meant there was a higher ratio of staff to children than normal, which made it possible to provide this more intensive support where needed.
- The Families First Holiday Club had access to more space at Ysgol Y Deri than in previous schemes. This made it easier to place the children into groups based on their needs and also assisted with behaviour management.
- The ‘bubble’ approach adopted meant that additional staff were required. However, it became evident that the bubble format could support more children per day which led to increased participation figures, particularly at the Families First Holiday Club.

Vulnerable Children Tactical Group
September 2020