

The Children's Commissioner's School Survey

1. Introduction

The Children's Commissioner for England, Dame Rachel de Souza, has a statutory duty to represent the views and interests of children in England to Government.

This survey of all schools and colleges in England aims to drive improvements in the support available to children. It asks about the support your school offers to pupils and their families, your staff roles and responsibilities, and the characteristics and vulnerabilities of your pupils.

The Commissioner has statutory powers under [Section 2F of the Children Act 2004](#) to collect data relating to children and **all public sector organisations in England are required to provide data requested by the Commissioner**. This request is not subject to the same exemptions as a Freedom of Information request, for more information visit our [Frequently Asked Questions](#) page.

Each school should respond **once only**. Multi-academy Trusts should ensure that each of their schools respond. Results from this survey will be published in a non-identifiable format by the Children's Commissioner's office. **Your school's name will not be published and raw data will not be shared beyond the office**. For more information and to see our privacy notice visit [our website](#).

You do not have to complete the answers in one go - save your progress and return to complete the survey later by clicking '**Save and Continue Later**' below. This will email you a link to share with colleagues to help assemble your answers.

The deadline to complete this statutory data collection is the **20th December 2024**.

2. About your school

1. What is the name of your school?

Start typing in the box below and your school should be suggested.

2. If you could not select your school in the question above, please type the name of your school in the text box below.

3. Is your school willing to be contacted by the Children's Commissioner's office regarding future participation events, such as roundtables, focus groups and interviews?

If so, please provide the email address of the headteacher:

5. Did your school or MAT employ the following full-time equivalent (FTE) roles or staff members in Summer Term 2024?

Select all that apply.

| | Yes, <u>more than one</u> full-time equivalent <u>across our MAT</u> | Yes, <u>one or fewer</u> full-time equivalent <u>across our MAT</u> | Yes, <u>more than one</u> full-time equivalent <u>at our school</u> | Yes, <u>one or fewer</u> full-time equivalent <u>at our school</u> | No, externally-provided services are delivered in our school | No, we signpost to external services not delivered in our school | No, we don't have this, but we want to | No, we don't have this, and we don't want to | I don't know |
|---|--|---|---|--|--|--|--|--|--------------------------|
| A family liaison/support officer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A Police Community Support Officer (PCSO) or Safer Schools Police Officer (SSO) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A social worker | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member for supporting UASC (see definition below) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member for supporting young carers (e.g. Young carers champion) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A youth worker | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. The next question is about your Special Educational Needs Coordinator (SENCo), Designated Safeguarding Lead (DSL) and Mental Health Lead.

Which of the following applied to your school in Summer Term 2024?

- One member of staff acts as our SENCo, DSL and Mental Health Lead
- Two members of staff cover these three roles
- Three separate staff members cover each of these roles
- We do not have one or more of these roles

Definitions:

An **unaccompanied asylum seeking child (UASC)** is a person who is under 18 years of age when the asylum application is submitted, is applying for asylum in their own right; and is separated from both parents and is not being cared for by an adult who in law or by custom has responsibility to do so.

Youth work is a form of informal, voluntary education which brings young people together and seeks to support their personal, social, emotional and educational development.

4. School resources

7. Did your school have the following resources on-site as of Summer Term 2024?

Select all that apply.

| | Yes, run by the school | Yes, run by an external provider (e.g., the local authority, a charity) | No, but we want this | No, but we don't want this | I don't know |
|---|--------------------------|---|--------------------------|----------------------------|--------------------------|
| A room for children's wellbeing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An outdoor space for children to play or learn in | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enrichment activities: art, drama, music | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Enrichment activities: sport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Holiday activities provided free of charge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social and emotional wellbeing interventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student participation (e.g. student council) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. Did your school have the following resources on-site as of Summer Term 2024?

Select all that apply.

| | Yes, run by the school | Yes, run by an external provider (e.g., the local authority, a charity) | No, but we want this | No, but we don't want this | I don't know |
|--|--------------------------|---|--------------------------|----------------------------|--------------------------|
| A family hub or children's centre | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A nursery | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A sexual health clinic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A vaccination clinic | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An internal Alternative Provision (AP) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Breakfast provision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Free food provision for families e.g., a food bank | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wrap-around childcare | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Barriers to providing support

9. Which of the following, if any, are barriers to providing additional support to pupils in your school?

Select all that apply.

- Parent and carer engagement
- Pupil engagement
- Availability of funding
- Short-term funding
- Availability of local services
- Insufficient information about local services
- Quality of relationships with local services
- Policy at MAT-level
- Policy at national-level
- Size of school premises
- Suitability of school premises
- Overall staff capacity
- Senior leadership capacity
- None of these
- Other (please specify):

6. Support for children with Special Educational Needs or Disabilities (SEND)

11. In the 2023/24 academic year, how did your school deal with the following types of reasonable adjustments for pupils with Special Educational Needs (SEND)?

| | We were able to make this adjustment | We were unable to make this adjustment | This adjustment was not required | Don't know |
|--|--------------------------------------|--|----------------------------------|--------------------------|
| Access to mental health counselling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Access to physical therapies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Access to extra teaching assistant support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adaptation of resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adapted behavioural sanctions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adapted timetable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Alternative pathways | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exam or assessment support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mentoring | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pass for time out of lesson (including toilet pass and breaks) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Removal from specific subjects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Safety and action plans | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specific equipment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specific spaces outside of classrooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Uniform adaptations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. In the 2023/24 academic year, for which reasons, if any, was your school unable to meet the requirements of an EHCP?

Select all that apply.

- Behaviour policies and procedures
- Funding did not match need
- Lack of specialist staffing
- Lack of suitable/accessible facilities
- Lack of supervision during time out of lessons
- Structure of the school day
- None of the above
- Other (please specify):

Definitions:

Alternative pathways are educational study programmes offered by independent organisations to young people aged 14-19, and are often called alternative provision or pathways.

Safety and action plans would include any plan developed to be shared with teachers and other staff to keep children safe and to address any difficulties which may arise as a result of their SEND needs.

Additional teaching assistant support may include in-class targeted support to differentiate or deliver lesson content, support behaviour and wellbeing, or implement coping strategies, or to deliver interventions outside of the classroom

7. Contact with the Local Authority Designated Officer (LADO)

13. In the 2023/24 academic year, how many referrals did you make to the Local Authority Designated Officer (LADO)?

If you do not know the exact number, please provide an estimate. If you cannot provide an estimate, please write 'don't know'. If zero, write 0.

14. In the 2023/24 academic year, how many pre-referral conversations did you have with the Local Authority Designated Officer (LADO)?

This is the cases included in the question above and any that did not progress to a referral. If you do not know the exact number, please provide an estimate. If you cannot provide an estimate, please write 'don't know'. If zero, write 0.

8. Policing in schools

15. How many, if any, incidents or concerns involving your pupils led to the school contacting the following in the 2023/24 academic year?

If you do not know the exact figure, please provide an estimate. If you cannot provide an estimate, please write 'don't know'. If zero, write 0.

Police Community Support Officer (PCSO) or Safer Schools Police Officer (SSO)

The police (other than PCSOs or SSOs)

16. Of these, what were the reasons?

Select all that apply. If multiple reasons apply to one concern or incident, select all reasons. See below for a list of definitions.

| | On school site | Outside school site | Online | Unknown location |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Theft | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Drugs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Weapons or dangerous objects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vandalism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Child criminal exploitation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Violence or threat of violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Child sexual abuse or child sexual exploitation by adults | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Child-on-child sexual abuse or harassment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hate crime | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

17. How many times, if any, did your school follow lockdown procedures due to a security risk in the 2023/24 academic year?

If you cannot provide an estimate, please type 'don't know'. If zero, write 0.

Definitions:

Incident or concerns may include cases where the pupil(s) have been the victim of a crime , involved in criminal activity, or suspected of criminal activity. Do not include any incidents or concerns involving parents or staff where pupils were not involved.

Child sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, non-contact activities, such as the production of sexual images, and can take place online.

Hate crimes are any crime where the offender demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity

Lockdown procedures usually mean that pupils are kept in classrooms and gates, doors and windows are secured, and are set off if there is a perceived threat to pupils, staff or the school itself.

9. School policies and procedures

18. Which of the following best describes how pupils are allowed to use mobile phones while at school?

Please select one option that most accurately describes the rules on mobile phones at your school. If the rules vary by year group, please select the option that most accurately describes the rules for the majority of your pupils.

- Pupils can use their mobile phone at any time in school
- Pupils are only allowed to use their mobile phone during break and lunch time
- Pupils are only allowed to use their mobile phone when a teacher says they can during lessons
- Pupils can bring their mobile phone to school but it must be kept out of sight, and they are not allowed to use it
- Pupils hand their mobile phones in or leave it in a secure place that they cannot access during the school day
- Pupils are not allowed to bring their mobile phone on to school grounds
- Other (please specify):

19. Which of the following groups, if any, do you make exceptions for in your school's approach to mobile phones?

Select all that apply.

- Children who are young carers
- Children who speak English as an additional language
- Children with medical needs (such as diabetes)
- Children with mental health difficulties
- Children with special educational needs
- Exceptional circumstances (such as parental illness)
- None of these
- Other (please specify):

10. Understanding your pupils

20. To the best of your knowledge, how many of your pupils in Summer Term 2024...

If you do not know the exact number, please provide an estimate. If zero, write 0. See below for a list of definitions.

...were on roll in your school?

...were receiving Free School Meals (FSM)?

...were on waiting lists for mental health support (including CAMHS)?

...were unaccompanied asylum-seeking children?

...were young carers?

...were unable to attend school, or full-time school, due to treatment for serious or complex illnesses?

...were living in formal or informal kinship care?

...were living in unsuitable accommodation?

...had a parent or carer in prison?

...vaped or used e-cigarettes?

...had experienced the bereavement of someone important to them?

We will be taking information on other characteristics of your pupils, including social care involvement, from other data sources.

21. For each of the above, is each value the actual number or an estimate?

| | Actual number | An estimate | I can't provide an estimate |
|--|--------------------------|--------------------------|-----------------------------|
| Pupils on school roll | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils receiving Free School Meals (FSM) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils on waiting lists for mental health support (including CAMHS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Unaccompanied asylum-seeking children | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Young carers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils unable to attend school, or full-time school, due to treatment for serious or complex illnesses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils living in formal or informal kinship care | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils living in unsuitable accommodation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils with a parent or carer in prison | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils who vape or use e-cigarettes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pupils who have experienced the bereavement of someone important to them | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Definitions:

The number of pupils 'on school roll' is defined as the number of pupils registered to be attending a specific school. The roll is the list of students who are expected to be, and should be, present in school.

Pupils receiving Free School Meals (FSM). This may or may not be the same number as the number of your pupils who are *eligible* for FSM. FSMs are a statutory benefit available to school-aged children from families who receive other qualifying benefits and who have been through the relevant registration process.

An unaccompanied asylum seeking child (UASC) is a person who is under 18 years of age when the asylum application is submitted, is applying for asylum in their own right; and is separated from both parents and is not being cared for by an adult who in law or by custom has responsibility to do so.

Young carers are children who regularly provide emotional and/or practical support and assistance for a family member.

Kinship care is any situation where a child is being raised by a family member or friend who is not their parent. It is sometimes called family and friends care.

Unsuitable accommodation includes temporary accommodation, hotels, B&Bs, and overcrowded homes, homes with cold, damp and/or mould issues, or other poor-quality housing.

11. Final page: Improving children's lives

22. Which of the following are the most concerning issues in your school? Select up to four.

- Attainment
- Attendance
- Behaviour
- Careers and support for post-16
- Curriculum
- Experiences and progress of children on Pupil Premium
- Experiences and progress of children with EHCPs/on SEND support
- Funding of wider services for children
- Racism
- School funding
- School infrastructure, including access to facilities and technology
- Sexism and misogyny
- Staffing
- Supporting equality and diversity

23. Which of the following are the most concerning issues for children in your local area? Select up to four.

- CAMHS
- Child safety in the local area
- Child safety online
- Children's Social Care
- Community cohesion
- Early help services
- Local housing
- Poverty
- Transport
- Young people's aspirations

24. Is there anything else you would like to tell the Children's Commissioner?

25. Final question - which staff members have contributed answers?

Select all that apply.

- Headteacher
- Deputy Headteacher
- Assistant Headteacher
- Designated Safeguarding Lead
- Other leadership role
- Other (please specify):