Education Support

Teacher Wellbeing Index 2024

This is our eighth year of the Teacher Wellbeing Index.

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This vital research provides an evidence base for the experiences of education staff in the UK. It strengthens our policy work, and helps us call for change at a Government level.

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Teacher Wellbeing Index 2024

Notes on the methodology

All differences found in this Index always refer to a percentage point increase or decrease. Where a percentage point increase or decrease is statistically significant, this is marked with a ⬩. If no ⬩ is shown, the percentage point change is indicative.

Full details on the methodology, including the research aims and links to Education Support's previous Teacher Wellbeing Index reports, can be found in Appendix A.

Contents

Foreword

It is a rare and welcome pleasure to spot flashes of good news in this year's Index. If this were a recipe book, the entire quantity of good news would be no more than a pinch. Nonetheless, these small, statistically significant movements bring much-needed hope.

It would be foolish to get carried away. Until we have another year of improved data we won't know if this represents a one-off finding, or a trend with momentum. The possibility that this may be the moment when the tide turns is an appealing prospect. Could this be the beginning of better? Either way, a decisive policy response to improve the wellbeing and retention of education staff remains much needed.

The stakes are high. Improving the experience of working in schools and colleges will undoubtedly improve staff retention. This in turn will make it easier, and actually credible, to sell the profession to the next generation of educators. Since we are losing around 10 per cent of the workforce each year, and failing to recruit at a sustainable replacement rate, the potential prize is invaluable. The future of high quality education systems across the UK will be built on successful workforce strategies, or not at all. This year's change won't be palpable on the ground, but if we can sustain this improvement for three, four, five years... the workforce will feel very different.

In the meantime, we still see disturbingly high rates of stress, anxiety, depression and burnout across the education workforce. This year's report shines a light on the impact of pupil and parent behaviour on staff morale and mental health. We also explore how staff mental health is affected when they feel their pupils and young people are unsupported by wider public services. The extent of that impact is startling and points to societal dynamics that go way beyond our schools and colleges.

> There was a **44%** increase in those intending to leave the teaching profession in England between 2021–2022 and 2022–2023
>
> (NFER, 2024)[1]

1. McLean, D, Worth, J and Smith, A (2024). *"Teacher Labour Market in England: Annual Report 2024". Slough: NFER. https://www.nfer.ac.uk/publications/teacher-labour-market-in-england-annual-report-2024/*

The mental health and wellbeing challenges in the workforce are chronic, and require urgent action. Children who were born during the isolation of the pandemic are now entering schools. More than ever, our children and young people need the very best quality of presence and attention that we are capable of offering them. We must make poor teacher wellbeing unacceptable.

We must build on our small successes and continue to establish a new standard for educator wellbeing. By improving the health of our workforce, we give our children and young people the best classroom experience and the greatest opportunity in life.

School and college leaders cannot continue this mission alone, however. They need the support, guidance, and – crucially – funds from central Government to maintain the positive momentum.

Sinéad Mc Brearty
Chief Executive Officer

Key findings

1. The challenges in 2024

78%
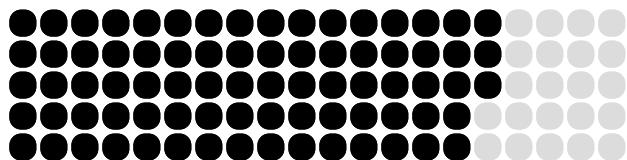
of all staff are **stressed**

84% of senior leaders | **78%** of school teachers

50%
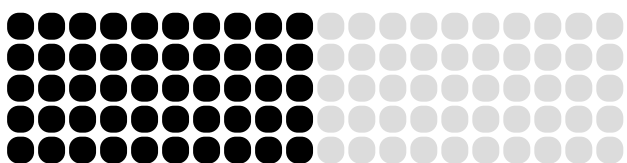
of all staff consider **their organisation's culture has a negative effect on staff's mental health and wellbeing**

38%
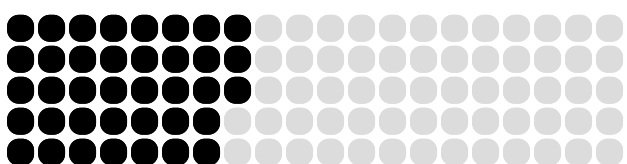
of all staff say their organisations **do not support employees who have mental health and wellbeing problems well**

34% of senior leaders | **40%** of school teachers

2. Mental health of education staff

77%*
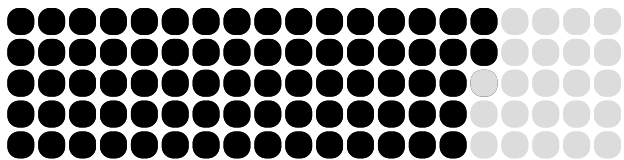
of all staff **experienced physical, psych-ological or behavioural symptoms due to their work**

79% of senior leaders | **79%** of school teachers

35%
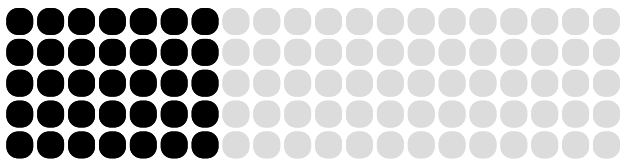
of all staff have **experienced a mental health issue in the past academic year**

33% of senior leaders | **36%** of school teachers

45%
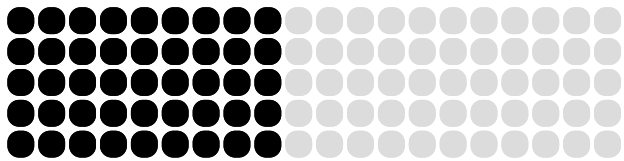
of staff reported that they felt (or someone else suggested to them) **that the symptoms they experienced** (from a list) in the last year **could be signs of anxiety. 31% of the population of Great Britain has high anxiety** (ONS)

43.90

Staff wellbeing score

Lower than the national population scores for:

England	51.40
Wales	48.20
Scotland	47.00

35%

of the same group **thought their symptoms could be signs of burnout**

39% of senior leaders | **35%** of school teachers

28%

of the same group thought **their symptoms could be signs of depression. 15% of the population of Great Britain has moderate to severe symptoms of depression** (ONS)

Excludes respondents who preferred not to answer the question

3. Changing behaviour: pupils and parents

Pupil and student behaviour compared to the last academic year

57%
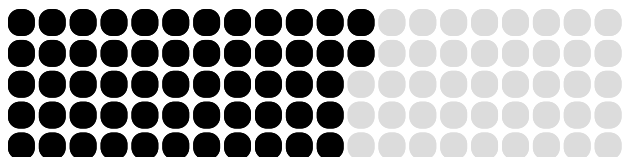
of all staff feel **pupils and students have become more disruptive** in lessons

63%
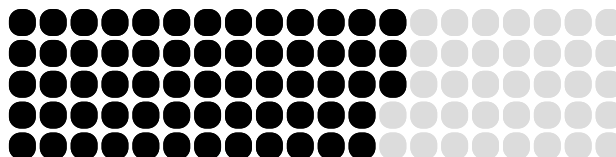
of all staff feel **they have experienced more incidents of challenging pupil and student behaviour**

51%
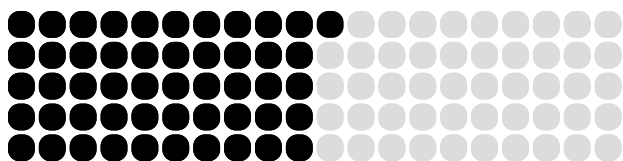
of all staff feel pupils and students have become **more verbally abusive**

29%

of all staff feel pupils and students have become **more physically abusive**

82%
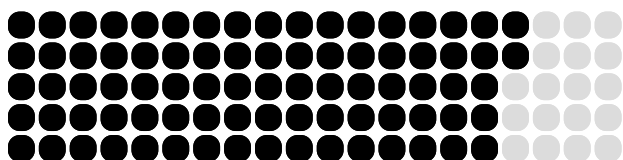
of teachers and education staff who told us challenging behaviours by pupils and students have increased this academic year report **their mental health and wellbeing has been negatively affected by this**

Parent and guardian behaviour compared to the last academic year

43%
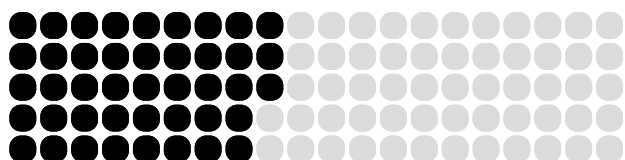
of all staff feel **vexatious complaints* from parents and guardians have increased**

56% of senior leaders | **40%** of school teachers

33%
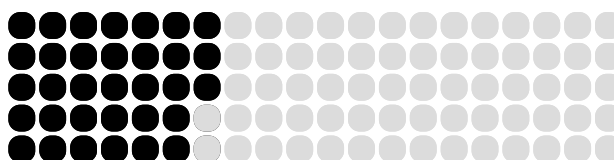
of all staff feel **parents and guardians are more verbally abusive**

6%
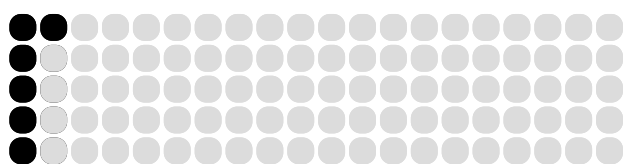
of all staff feel **parents and guardians have become more physically abusive**

70%
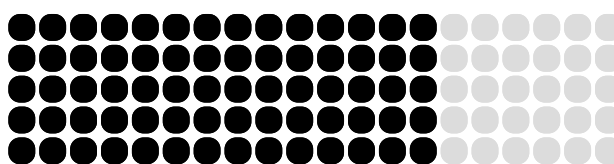
of teachers and education staff who told us challenging behaviours from parents and guardians have increased this academic year report **their mental health and wellbeing has been negatively affected by this**

*Vexatious complaints are complaints pursued without sufficient grounds, to cause annoyance, embarrassment or harassment.

4. Support from public bodies

The support that public bodies offer to staff working in education for the pupils and students. Public bodies include the Child and Adolescent Mental Health Services (CAMHS), social services, the NHS etc.

26%
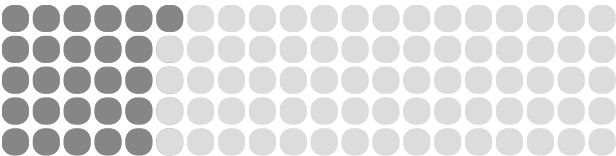
of those who liaise with public bodies in their role feel public bodies are able to offer **considerable or some support to their pupils and students**

69%

of those who liaise with public bodies in their role feel that they receive **little or no support** from public bodies for their pupils and students

Of those who report public bodies offering support to their pupils and students:

35%

feel this **positively affects their mental health and wellbeing**

40%

feel this **positively affects their self-efficacy** (or the extent to which staff feel they can do their jobs)

57%

feel this **positively affects the mental health and wellbeing of their pupils and students**

Of those who report public bodies offering no support to their pupils and students:

66%

feel this **negatively affects their mental health and wellbeing**

66%

feel this **negatively affects their ability to switch off from work**

71%

feel this **negatively affects their job satisfaction**

Section 1

The challenges
in 2024

1. Stress at work

Stress levels remain the same as in 2023

78% of education staff are **stressed (unchanged since 2023)**

2023

n. 1 (All sample sizes for each chart (known as 'n' numbers) can be found at the back of the section. n. 1 refers to note 1, and so on).
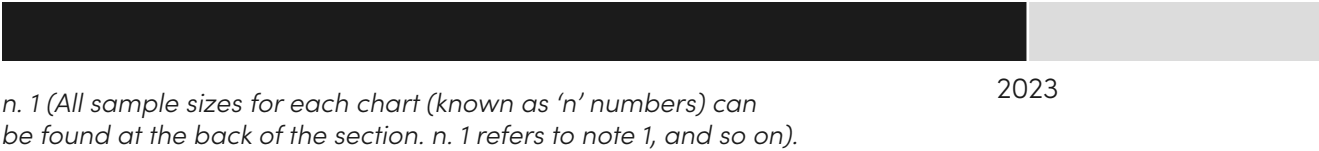
Stress levels by job role

Senior leaders	School teachers	Support staff
84% **−5%**♦ ↘	**78%** **No change**	**61%** **−2%** ↘
2023	2023	2023

n. 2
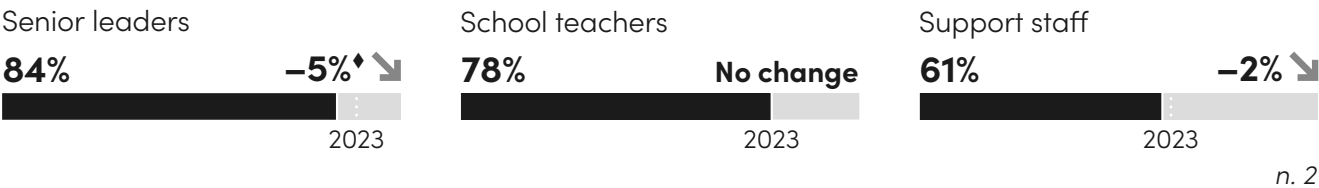
Stress levels by education phase

Primary schools — **86%**   **No change**
2023

Secondary schools — **80%**   **-3%** ↘
2023

Early years — **78%**   **-3%** ↘
2023

Further education colleges — **65%**   **1%** ↗
2023

Sixth form colleges — **64%**   **5%** ↗
2023

Vocational/adult education* — **77%**   **26%**♦ ↗
2023

n. 3
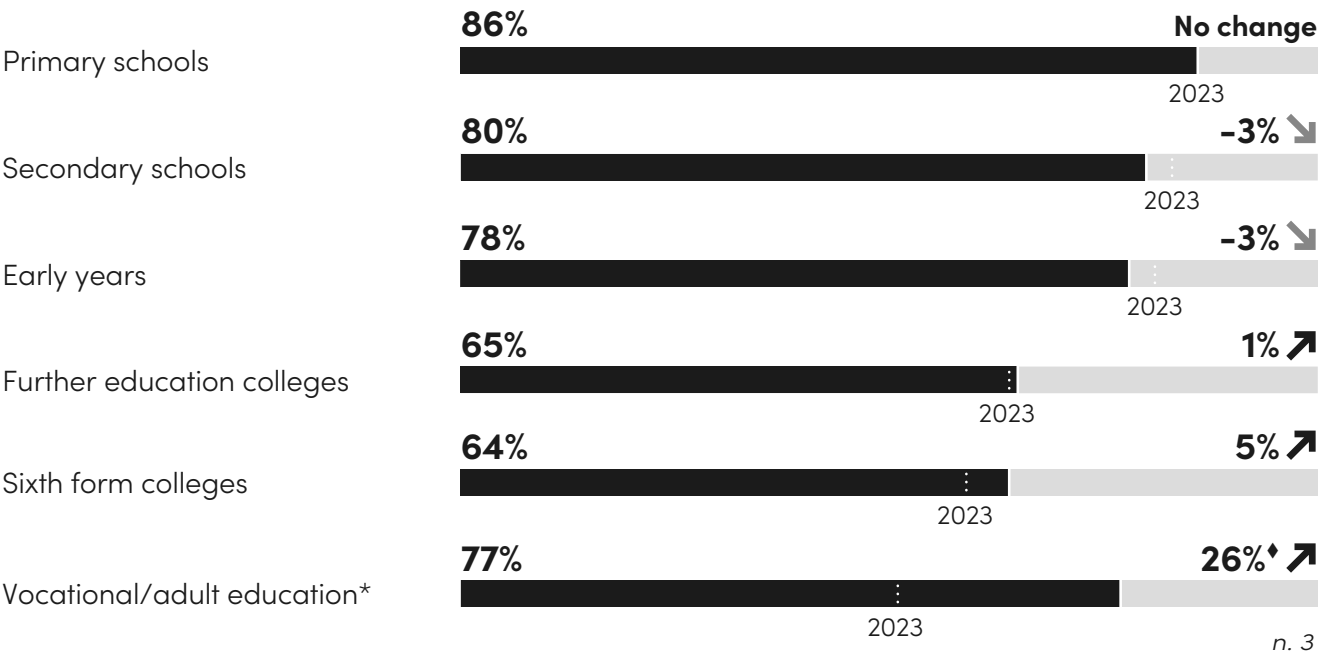
> In 2022/23 **stress, depression** or **anxiety** accounted for **49%** of all work-related ill health (HSE, 2023)[1]

♦*Symbol denotes statistically significant increase or decrease. Where no symbol is shown, the percentage point change is indicative.*

*Due to the small dataset for vocational and adult education staff, this finding can only be treated as indicative.

Footnotes, as indicated by a small superscript number[1], can be found at the back of the section following the notes.

2. Work culture and mental health

There is a slight increase in the number of staff reporting their organisational culture has a positive effect on their wellbeing. The biggest improvement is among school teachers.

27%

of education staff feel their institution's organisational culture has a **positive** effect on staff mental health and wellbeing

5%♦ on 2023 ↗

50%

of education staff feel their institution's organisational culture has a **negative** effect on staff mental health and wellbeing

↘ **−5%♦ on 2023**

By job role

Senior leaders

28%   **−3%** ↘

2023

School teachers

26%   **5%♦** ↗

2023

Support staff

28%   **3%** ↗

2023

By job role

Senior leaders

50%   **−5%** ↘

2023

School teachers

51%   **−8%♦** ↘

2023

Support staff

43%   **2%** ↗

2023

n. 4

In 2024 the Department for Education has reported that a significantly higher proportion of teachers and leaders consider their job impacts more negatively on their personal life and wellbeing compared to 2022 (**73**% agree their job does not leave time for a personal life, and **63**% say their job negatively affects their mental health) (DfE, 2024).[2]

How a positive organisational culture affects staff mental health and wellbeing

We asked teachers and education staff, who told us their organisational culture has a positive effect on their mental health, what the most important aspects are.

Good leadership
- Senior leaders: 56%
- School teachers: 45%
- Support staff*: 33%

Good staff relationships
- Senior leaders: 51%
- School teachers: 60%
- Support staff*: 56%

Staff feel supported
- Senior leaders: 47%
- School teachers: 42%
- Support staff*: 49%

Staff experience a good level of trust and autonomy
- Senior leaders: 47%
- School teachers: 37%
- Support staff*: 21%

Staff feel appreciated
- Senior leaders: 42%
- School teachers: 40%
- Support staff*: 38%

Good staff and pupil relationships
- Senior leaders: 39%
- School teachers: 36%
- Support staff*: 18%

The school or college makes a meaningful difference to its pupils or students
- Senior leaders: 38%
- School teachers: 31%
- Support staff*: 28%

The school or college lives its values
- Senior leaders: 34%
- School teachers: 18%
- Support staff*: 12%

Staff have a good work-life balance
- Senior leaders: 28%
- School teachers: 27%
- Support staff*: 18%

Good line management practice
- Senior leaders: 22%
- School teachers: 24%
- Support staff*: 35%

Good pupil or student behaviour
- Senior leaders: 21%
- School teachers: 17%
- Support staff*: 4%

Legend:
- Senior leaders
- School teachers
- Support staff*

n. 5

Only sources with more than 20% of responses by senior leaders have been shown above.

*Due to the small dataset for support staff, these findings can only be treated as indicative.

How a negative organisational culture affects staff mental health and wellbeing

We asked teachers and education staff, who told us their organisational culture has a negative effect on their mental health, what the most important aspects are.

Staff have a poor level of workload
- 55%
- 49%
- 42%

Staff have a poor work-life balance
- 54%
- 45%
- 38%

Staff do not feel appreciated
- 44%
- 55%
- 64%

Poor pupil or student behaviour
- 43%
- 45%
- 21%

Staff do not feel supported
- 35%
- 51%
- 57%

The school or college is poorly resourced
- 31%
- 34%
- 29%

Poor leadership
- 31%
- 37%
- 36%

Staff experience a poor level of trust and autonomy
- 25%
- 28%
- 21%

Poor line management practice
- 19%
- 24%
- 34%

The school or college does not live its values
- 10%
- 10%
- 21%

● Senior leaders
● School teachers
● Support staff

Only sources with more than 20% of responses have been shown

n. 6
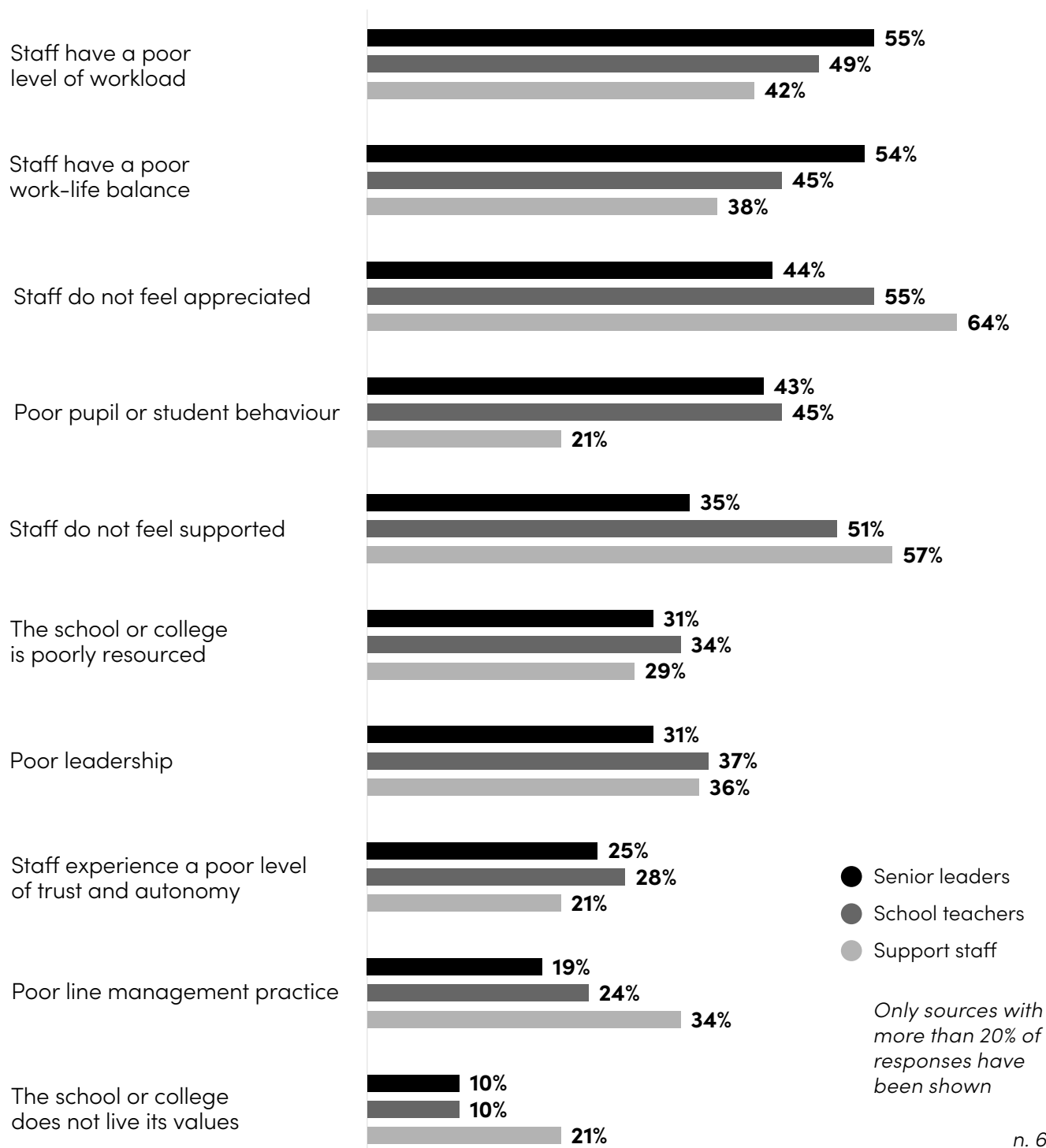
Staff who felt their organisation had a negative culture experienced more symptoms of poor mental health than those with a positive organisational culture (57% compared to 22%) *n. 7*

3. Support at work

We asked staff how well they thought their organisation supports employees who experience problems with mental health and wellbeing. There is an increase in those feeling well supported, with support staff seeing the biggest positive change.

54%

of education staff feel that employees who experience problems with their mental health and wellbeing are **well supported** by their organisation

7%♦ on 2023 ↗

38%

feel that employees who experience problems with their mental health and wellbeing are **not well supported** by their organisation

↘ **−7%*♦ on 2023**

By job role

Senior leaders

60%　　　　　　　　　　**9%♦** ↗

2023

School teachers

50%　　　　　　　　　　**7%♦** ↗

2023

Support staff

60%　　　　　　　　　　**10%♦** ↗

2023

By job role

Senior leaders

34%　　　　　　　　　　**−10%♦** ↘

2023

School teachers

40%　　　　　　　　　　**−9%♦** ↘

2023

Support staff

34%　　　　　　　　　　**−4%** ↘

2023

n. 8

Staff in **Northern Ireland** are most likely to report that their organisation supports employees who experience problems with their mental health and wellbeing well — the highest of the four UK countries

n.9

* Difference due to rounding

Sample profile

n.1   *2024 Base: All education staff (n = 3,025).*

n.2   *2024 Base: All education staff (n = 3,025), Senior leaders (n = 838), School teachers (n = 1,904),*
        Support staff (n = 171).

n.3   *2024 Base: Primary schools (n = 1,204), Secondary schools (n = 1,323),*
        Early years (n = 118), Sixth form colleges (n = 78), Further Education colleges (n = 184),
        Vocational and Adult education (n = 47).

n.4   *2024 Base: All education staff (n = 3,025), Senior leaders (n = 838), School teachers (n = 1,904),*
        Support staff (n = 171).

n.5   *All education staff who indicated their organisational culture had a positive effect on their wellbeing*
        (n = 792), Senior leaders (n = 230), School teachers (n = 492), Support staff (n = 45).

n.6   *2024 Base: All education staff who indicated their organisational culture had a negative effect on*
        their wellbeing (n = 1,535), Senior leaders (n = 431), School teachers (n = 967), Support staff (n = 78).

n.7   *2024 Base: Negative culture and poor mental health (n = 1,296),*
        positive culture and poor mental health (n = 505).

n.8   *2024 Base: All education staff (n = 3,025), Senior leaders (n = 838), School teachers (n = 1,904),*
        Support staff (n = 171).

n.9   *2024 Base: All education staff (n = 3,025), England (n = 2,569, 54% well supported,*
        37% not well supported), Scotland (n = 243, 39% well supported, 50% not well supported),
        Wales (n = 120, 54% well supported, 33% not well supported), Northern Ireland (n = 93,
        58% well supported, 35% not well supported).

Footnotes

1.   *HSE (2023). "Health and Safety Executive – Work-related stress, depression or anxiety statistics in Great Britain, 2023".*
         23 November 2023. Available at https://www.hse.gov.uk/statistics/assets/docs/stress.pdf

2.   *DfE (2024). "Working lives of teachers and leaders: wave 2 summary report". 27 September 2024. https://www.gov.uk/*
         government/publications/working-lives-of-teachers-and-leaders-wave-2/working-lives-of-teachers-and-leaders-wave-2-
         summary-report

Section 2

Mental health of education staff

1. Mental health issues experienced in the past academic year

We asked all teachers and education staff if they had experienced a mental health issue in the past academic year.

35%♦ of teachers and education staff told us they **had experienced mental health issues in the past academic year (4%♦ decrease on 2023)**

2023

Mental health issues experienced by job role
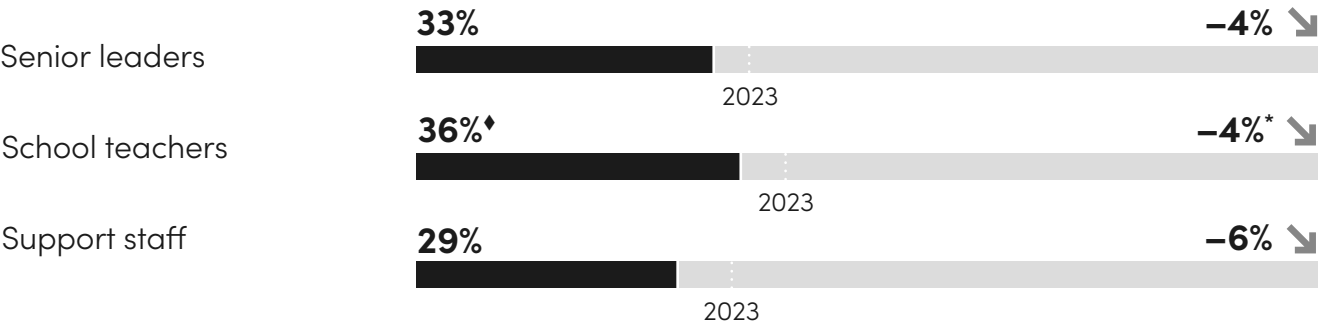
Senior leaders   **33%**   **–4%** ↘
2023

School teachers   **36%♦**   **–4%*** ↘
2023

Support staff   **29%**   **–6%** ↘
2023

♦Symbol denotes statistically significant increase or decrease. Where no symbol is shown, the percentage point change is indicative.

*Due to the small dataset for vocational and adult education staff, this finding can only be treated as indicative.

2. Symptoms of poor mental health experienced in the last year

46% experienced **insomnia or difficulty sleeping (2% increase on 2023)**

2023

Large increases were found among these symptoms

44% Irritability or mood swings   8%♦↗

2023

39% Tearfulness   9%♦↗

2023

38% Difficulty concentrating   8%♦↗

2023

34% Forgetfulness   9%♦↗
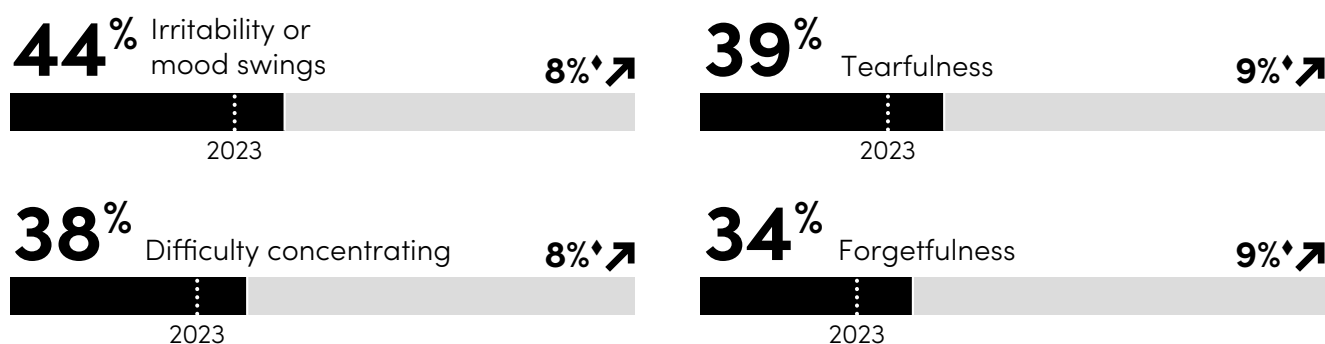
2023

Other symptoms compared between 2024 and 2023

Over-eating

35%   4%♦↗

2023

Recurring headaches/migraines

33%   6%♦↗

2023

Muscle tension

28%   3%♦↗

2023

Dizziness

18%   7%♦↗

2023

Changes to appetite

18%   3%♦↗

2023

Panic attacks

16%   –1%↘

2023

High blood pressure

15%   **No change**

2023

Under-eating

11%   2%♦↗

2023

None of these

20%   –4%♦↘
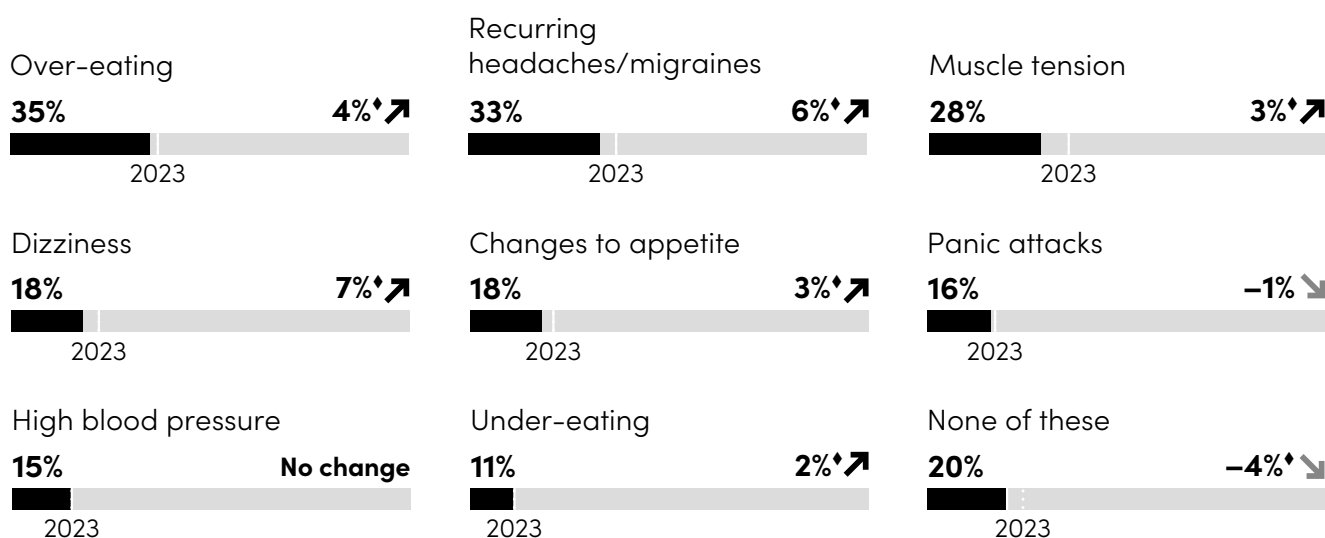
2023

n. 2

Staff said to us they had experienced many symptoms associated with poor mental health. The results are broadly similar to those found in 2023. The most common symptom reported is insomnia, or difficulty sleeping.

Note: This question asks all respondents in the 2024 survey for their perceptions relating to both 2024 and 2023 as opposed to using data from 2023.

Symptoms of poor mental health by job role

Insomnia, difficulty sleeping
- Senior leaders: **50%**
- School teachers: **45%**
- Support staff: **44%**

Irritability, mood swings
- Senior leaders: **46%**
- School teachers: **43%**
- Support staff: **44%**

Difficulty concentrating
- Senior leaders: **40%**
- School teachers: **38%**
- Support staff: **38%**

Over-eating
- Senior leaders: **39%**
- School teachers: **33%**
- Support staff: **31%**

Tearfulness
- Senior leaders: **37%**
- School teachers: **41%**
- Support staff: **33%**

Recurring headaches or migraines
- Senior leaders: **35%**
- School teachers: **33%**
- Support staff: **32%**

Forgetfulness
- Senior leaders: **34%**
- School teachers: **35%**
- Support staff: **25%**

Muscle tension
- Senior leaders: **30%**
- School teachers: **27%**
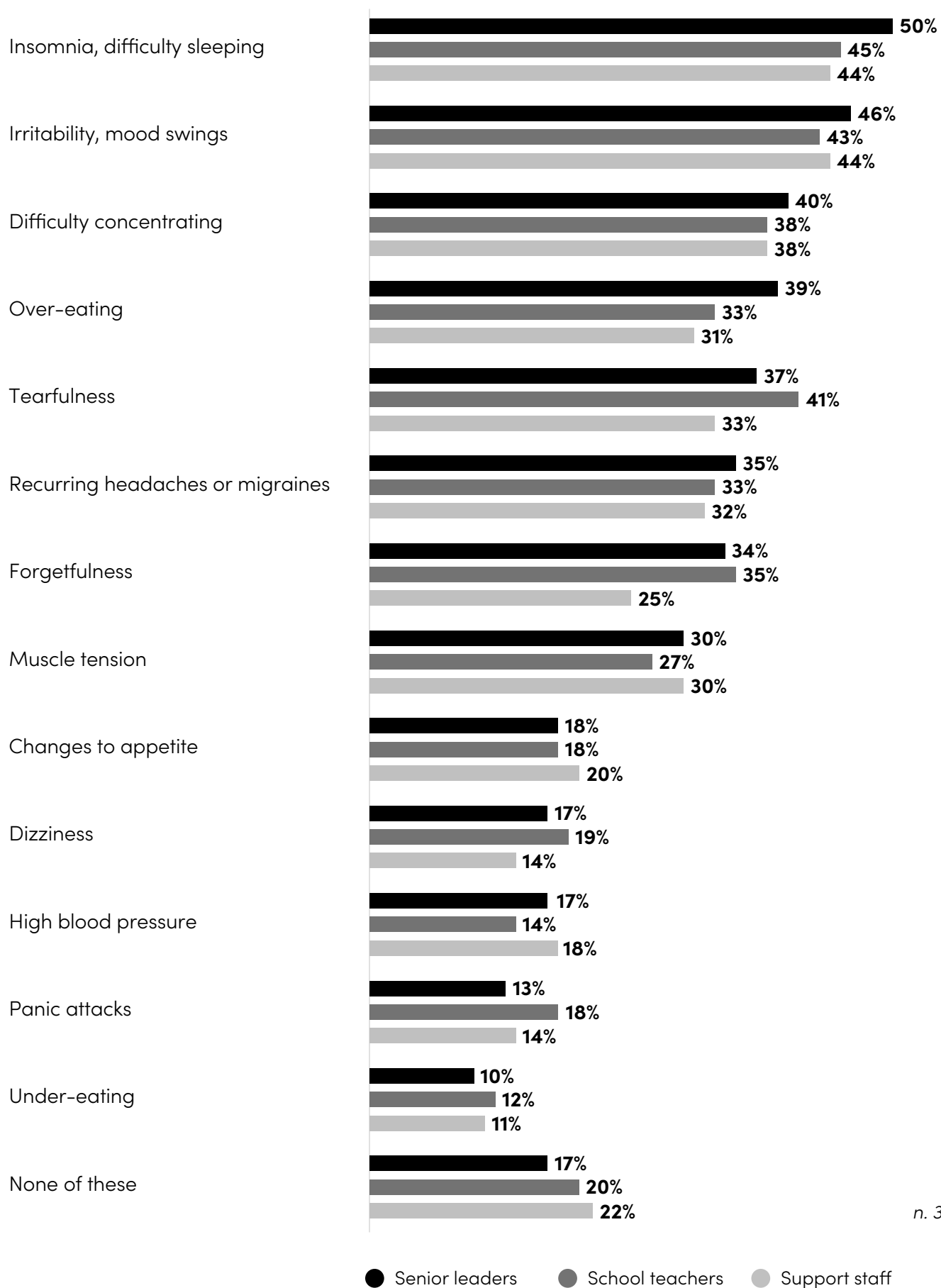- Support staff: **30%**

Changes to appetite
- Senior leaders: **18%**
- School teachers: **18%**
- Support staff: **20%**

Dizziness
- Senior leaders: **17%**
- School teachers: **19%**
- Support staff: **14%**

High blood pressure
- Senior leaders: **17%**
- School teachers: **14%**
- Support staff: **18%**

Panic attacks
- Senior leaders: **13%**
- School teachers: **18%**
- Support staff: **14%**

Under-eating
- Senior leaders: **10%**
- School teachers: **12%**
- Support staff: **11%**

None of these
- Senior leaders: **17%**
- School teachers: **20%**
- Support staff: **22%**

n. 3

● Senior leaders   ● School teachers   ● Support staff
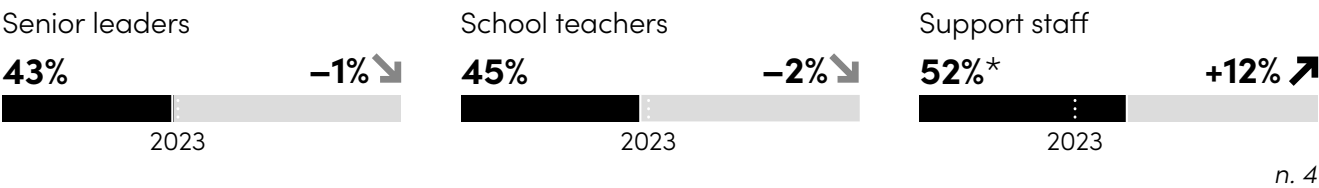
3. What do the symptoms mean?

We asked staff who reported experiencing symptoms in the past two years if they felt (or it was suggested to them by others) that the symptoms they experienced were signs of anxiety, exhaustion, burnout, depression or acute stress.

Anxiety

Staff working in education experienced high levels of anxiety when compared to the general population of Great Britain

45% of those who reported experiencing symptoms felt (or it was suggested to them by others) that the symptoms they experienced were signs of **anxiety**

31% of adults in the general population of Great Britain self-reported high levels of anxiety according to the Office for National Statistics in 2024[1]

The signs of anxiety were highest among support staff

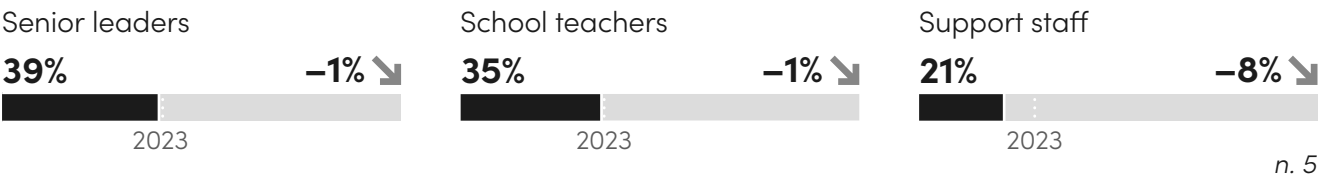| Senior leaders	School teachers	Support staff
43% −1% ↘	**45%** −2% ↘	**52%*** +12% ↗
2023	2023	2023

n. 4

Burnout

35% of those with symptoms felt (or it was suggested to them by others) that the symptoms they experienced were signs of **burnout (no change on 2023)**

2023

The signs of burnout were highest among senior leaders

| Senior leaders	School teachers	Support staff
39% −1% ↘	**35%** −1% ↘	**21%** −8% ↘
2023	2023	2023

n. 5

*Difference due to rounding

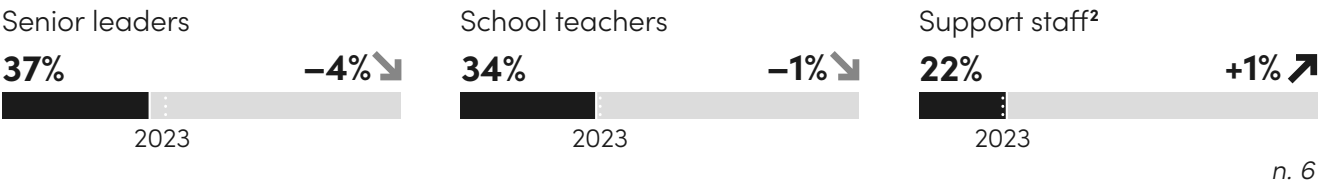*Footnotes, as indicated by a small superscript number[1], can be found at the back of the section following the notes.*

Exhaustion

34% of those with symptoms felt (or it was suggested to them by others) that the symptoms they experienced were signs of **exhaustion (no change on 2023 levels)**

2023
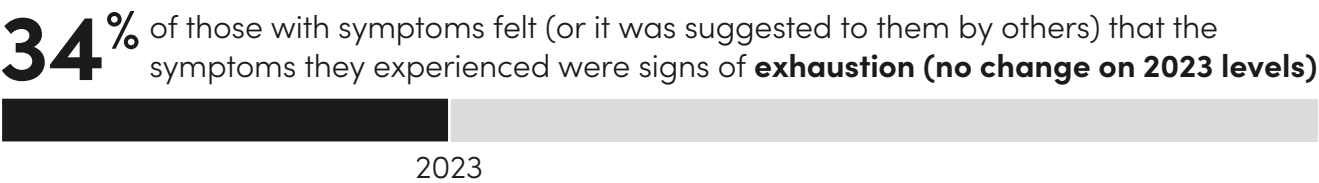
The signs of exhaustion were highest among senior leaders

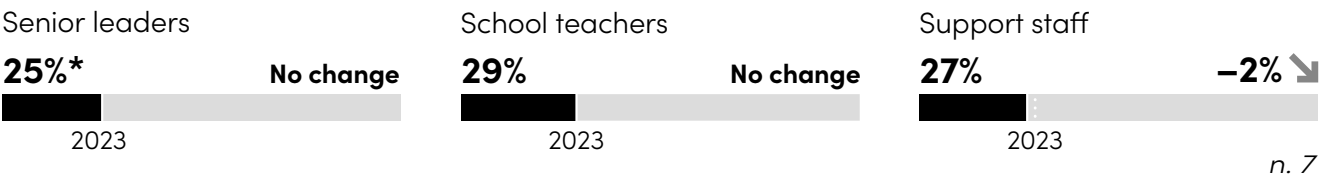| Senior leaders	School teachers	Support staff[2]
37% **−4%** ↘	**34%** **−1%** ↘	**22%** **+1%** ↗
2023	2023	2023

n. 6

Depression

Staff working in education experienced high levels of depression when compared to the general population of Great Britain
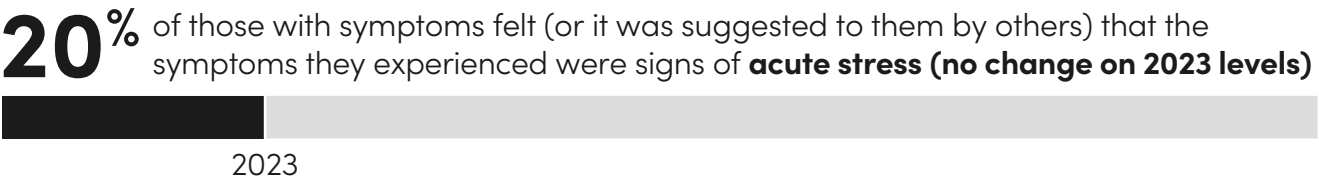
28%

of those who reported experiencing symptoms felt (or it was suggested to them) that the symptoms they experienced were signs of **depression**

16%

of adults in the general population self-reported experiencing depressive symptoms according to the Office for National Statistics in 2022[3]

The signs of depression were highest among school teachers

Senior leaders	School teachers	Support staff
25%* **No change**	**29%** **No change**	**27%** **−2%** ↘
2023	2023	2023

n. 7

*Difference due to rounding

Acute stress

20% of those with symptoms felt (or it was suggested to them by others) that the symptoms they experienced were signs of **acute stress (no change on 2023 levels)**

2023

The signs of acute stress were highest among senior leaders

Senior leaders	School teachers	Support staff
24% No change	**19%** −2% ↘	**15%** 3% ↗
2023	2023	2023

n. 8

4. Symptoms of poor mental health due to work

77% of all staff **experienced at least one behavioural, psychological or physical symptom linked to their work (3%♦* decrease on 2023)**

2023
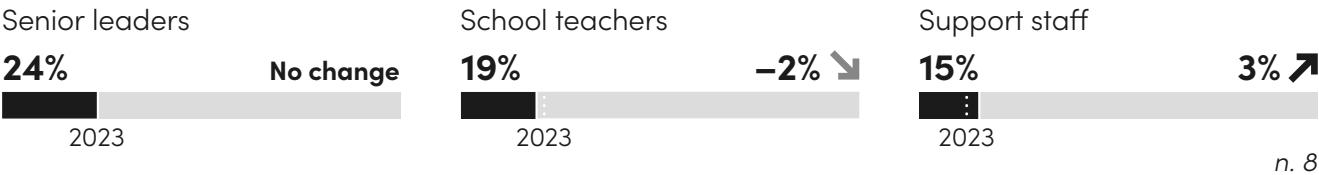
Symptoms of poor mental health due to work by job role

Senior leaders	School teachers	Support staff
79%♦ −5% ↘	**79%♦** −3% ↘	**67%** −4% ↘
2023	2023	2023
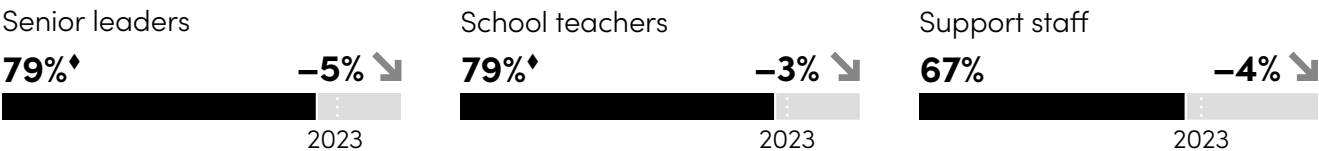
Behavioural symptoms

(eg changes to appetite, irritability, procrastination, mood swings)

56%♦

−3% from 2023
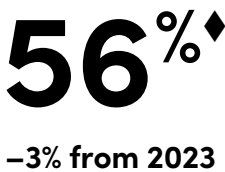
Psychological symptoms

(eg depression, anxiety, panic attacks)

50%

−2% from 2023

Physical symptoms

(eg raised blood pressure, muscle tension, sweating, dizziness, headaches or migraines)

51%♦

−4% from 2023   *n. 9*
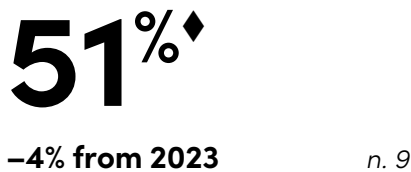
Difference due to rounding

5. Wellbeing scores

We use an established questionnaire to determine the wellbeing score for teachers and education staff. It is called the Warwick–Edinburgh Mental Wellbeing Scale (WEMWBS). To understand more about this go to Appendix C.

Those with scores between **41** and **45** should be considered at high risk of psychological distress and increased risk of depression.

Scores **below 40 suggest an individual could be at risk of major depression** and should be advised to seek help (Taggart et al, 2015)[4].

43.90	**34.94%**
is the overall wellbeing score of the education workforce **+0.26* increase on 2023**	of education staff had a WEMWBS score of 40 or below, which indicates they could be at risk of major depression

This wellbeing score is **0.26 points higher than in 2023** and **lower than the score recorded in 2022**.

Teacher Wellbeing Index WEMWBS scores through the years 2019–2024
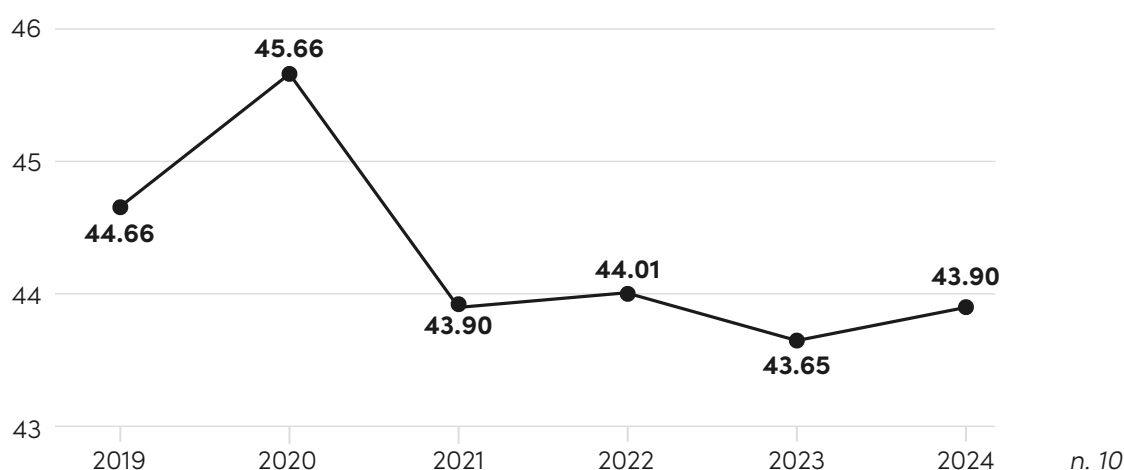

The full WEMWBS scores for 2024 and 2023 can be found in Appendix C.

*Difference due to rounding

## Comparisons with published wellbeing data for the UK adult population

The governments of England[5], Scotland[6] and Wales[7] measure the wellbeing of their adult populations using WEMWBS scores. WEMWBS is not currently used as a measure of wellbeing by the government of Northern Ireland. When the scores from the Teacher Wellbeing Index are compared with the most recent national scores, they are found to be much lower.

● National WEMWBS scores

● Teacher Wellbeing Index WEMWBS scores

Scotland 47.00 42.64

England 51.40 43.92

Wales 48.20 43.77

n. 11
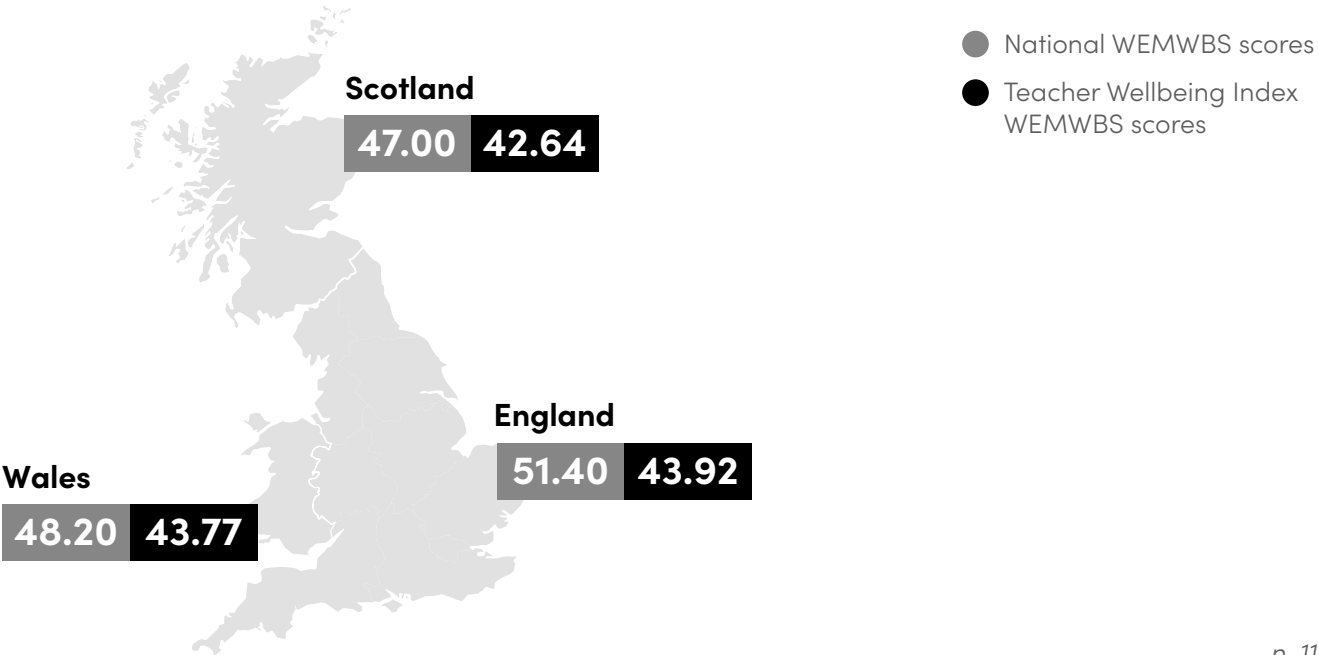
Comparison by job role

Senior leader and school teacher wellbeing scores have slightly improved in the last year, whilst support staff wellbeing scores have slightly decreased.

Teacher Wellbeing Index WEMWBS scores through the years 2019–2024 by job role

— Senior leaders   — School teachers   — Support staff   *n. 12*
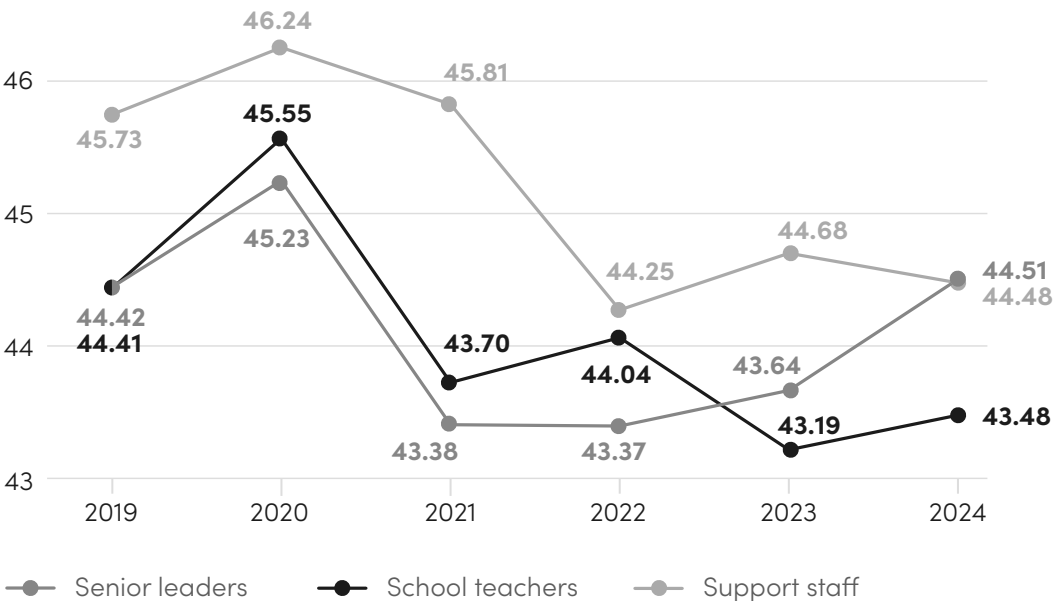
Sample profile

n.1–n.9 excludes those staff who did not give an answer

n.1   2024 Base: All education staff (n = 2,897), Senior leaders (n = 802), School teachers (n = 1,820), Support staff (n = 167)

n.2   2024 Base: All education staff in the last year (n = 2,550), in the last two years (n = 2,192)

n.3   2024 Base: All education staff who reported symptoms in the last two years (n = 2,550), Senior leaders (n = 707), School teachers (n = 1,602), Support staff (n = 146)

n.4   2024 Base: All education staff who reported symptoms in the last two years (n = 1,684), Senior leaders (n = 507), School teachers (n = 1,028), Support staff (n = 86)

n.5   2024 Base: All education staff who reported symptoms in the last two years (n = 1,684), Senior leaders (n = 507), School teachers (n = 1,028), Support staff (n = 86)

n.6   2024 Base: All education staff who reported symptoms in the last two years (n = 1,684), Senior leaders (n = 507), School teachers (n = 1,028), Support staff (n = 86)

n.7   2024 Base: All education staff who reported symptoms in the last two years (n = 1,684), Senior leaders (n = 507), School teachers (n = 1,028), Support staff (n = 86)

n.8   2024 Base: All education staff who reported symptoms in the last two years (n = 1,684), Senior leaders (n = 507), School teachers (n = 1,028), Support staff (n = 86)

n.9   2024 Base: All education staff (n = 2,911), Senior leaders (n = 816), School teachers (n = 1,819), Support staff (n = 168)

n.10 2024 Base: All education staff (n = 3,025)
2023 Base: All education staff (n = 3,004)
2022 Base: All education staff (n = 3,082)
2021 Base: All education staff (n = 3,354)
2020 Base: All education staff (n = 3,034)
2019 Base: All education staff (n = 3,019)

n.11 2024 Base: England (n = 2,569), Scotland (n = 243). Wales (n = 120)

n.12 2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)
2023 Base: Senior leaders (n = 769), School teachers (n = 1,901), Support staff (n = 245)
2022 Base: Senior leaders (n = 707), School teachers (n = 2,039), Support staff (n = 215)
2021 Base: Senior leaders (n = 776), School teachers (n = 2,251), Support staff (n = 225)
2020 Base: Senior leaders (n = 749), School teachers (n = 2,010), Support staff (n = 184)
2019 Base: Senior leaders (n = 545), School teachers (n = 1,842), Support staff (n = 474)

Footnotes

1. *ONS (2024). "Opinions and Lifestyle Survey - Public opinions and social trends, Great Britain: personal well-being and loneliness". 5 to 28 July 2024. Office for National Statistics. Release date 16 August 2024. Available at https://www.ons.gov.uk/ peoplepopulationandcommunity/wellbeing/datasets/publicopinionsandsocialtrendsgreatbritainhouseholdfinances*

    Notes

    i.   *The ONS Opinions and Lifestyle Survey for the period of 5 to 28 July 2024 has been used, which is the nearest comparable data collected to this survey. The question asked was "Overall, how anxious did you feel yesterday?" Respondents answered on a 10-point Likert scale where 0 is "not at all" and 10 is "completely". Scores of 6 to 10 were classed as having high anxiety. Table 9 shows that 31% of all adults were found to have high anxiety. The sample was 1,780 persons.*

    ii. *The Teacher Wellbeing Index survey took place during 10 June and 8 July 2024. Education staff were asked if the symptoms they experienced or it was suggested by anybody else, that they were signs of anxiety. 45% of staff indicated signs of anxiety. The sample size was 1,684 education staff who indicated they had symptoms.*

2. *Due to the small dataset for support staff, the findings can only be treated as indicative.*

3. *ONS (2022). "Cost of living and depression in adults, Great Britain". 29 September to 23 October 2022. Office for National Statistics. Release date 6 December 2022. https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/ mentalhealth/datasets/costoflivinganddepressioninadultsgreatbritain.*

    Notes

    i.   *The ONS Opinions and Lifestyle Survey contains the latest data (2022) relating to depression in adults.*

    Respondents were asked an eight-item Patient Health Questionnaire (PHQ-8) screener with four response options ranging from 0 (not at all) to 3 (nearly every day). The depression score was calculated by summing all the responses chosen resulting in a score ranging from 0-24. The higher the score, the greater the severity of depressive symptoms. Scores between 0-9 indicated no or mild symptoms, scores between 10-24 indicated moderate to severe symptoms.

    Worksheet 1.1 shows that 16% of adults had moderate to severe symptoms (16% in England, 19% in Wales and 21% in Scotland). The sample was 4,270 participants.

    ii. *The Teacher Wellbeing Index survey took place 5 to 28 July 2024.*

    Education staff were asked if the symptoms they experienced or it was suggested by anybody else, that they were signs of depression.

    28% of staff indicated signs of depression. The sample was 1,684 education staff who indicated they had symptoms.
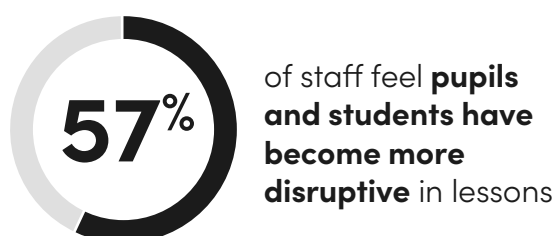
4. *Taggart, F et al (2015). "Warwick-Edinburgh Mental Well-being Scale (WEMWBS)". User Guide - Version 2. Warwick Medical School, University of Warwick and NHS Scotland. https://phw.nhs.wales/services-and-teams/improvement-cymru/our-work1/ mental-health/outcome-measures/outcome-measures-tools/cluster-1-tools/wemwbs-user-guide/*

5. *The 2019 national WEMWBS score for England is 51.4, as communicated to Education Support by NHS Digital's Lifestyles Team on 23 August 2021.*

6. *Scottish Government (2022). "The Scottish Health Survey 2022 - Volume 1: Main Report, Section 1.2. 5 December 2023. Available at https://www.gov.scot/publications/scottish-health-survey-2022-volume-1-main-report/pages/5/*

7. *Welsh Government (2023). "National Survey for Wales headline results: April 2022 to March 2023". StatsWales. 11 July 2023. https:// www.gov.wales/national-survey-wales-headline-results-april-2022-march-2023-html#126294.*

Section 3

Changing behaviour:
pupils and parents

This section reports our findings about the changing nature of pupil and parental behaviour and its impact on staff wellbeing. We asked teachers and education staff to compare behaviour to the previous academic year.

Pupils and students

57% of staff feel **pupils and students have become more disruptive** in lessons

63% of staff feel they have experienced **more incidents of challenging pupil and student behaviour**

51% of staff feel pupils and students have become **more verbally abusive**

Of those who reported an increase in **verbal abuse:**

62%

think it is due to lack of provision for their **unmet emotional needs** at school, college or at home (eg not feeling safe, seen or understood)

59%

think it is due to lack of provision for their **unmet basic needs** at school, college or at home (eg related to the cost of living crisis or deprivation)

57%

think it is due to lack of provision for their **unmet mental health needs** at school, college or at home

29% of staff feel pupils and students have become **more physically abusive**

Of those who reported an increase in **physical abuse:**

66%

think it is due to lack of provision for their **unmet emotional needs** at school, college or at home (eg not feeling safe, seen or understood)

61%

think it is due to lack of provision for their **unmet mental health needs** at school, college or at home

59%

think it is due to lack of provision for their **unmet basic needs** at school, college or at home (eg related to the cost of living crisis or deprivation)

82%[1] of staff who experienced an increase in challenging behaviour **by pupils and students feel their mental health and wellbeing is negatively affected***
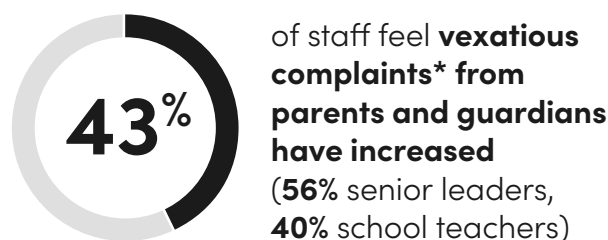
to a great extent or somewhat

Footnotes, as indicated by a small superscript number[1], can be found at the back of the section following the notes.
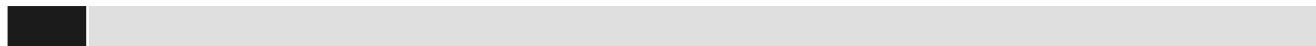
Parents and guardians

37% of staff feel **parents and guardians are less supportive about improving their child's behaviour** at school or college

43% of staff feel **vexatious complaints* from parents and guardians have increased** (**56%** senior leaders, **40%** school teachers)

33% of staff feel parents and guardians are **more verbally abusive** towards staff
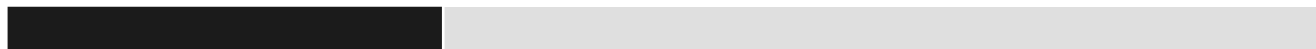
6% of staff feel parents and guardians have become **more physically abusive** towards staff

70%[2] of staff who experienced an increase in challenging behaviour **from parents and guardians feel their mental health and wellbeing is negatively affected****

*Vexatious complaints are complaints pursued without sufficient grounds, to cause annoyance, embarrassment or harassment

**to a great extent or somewhat

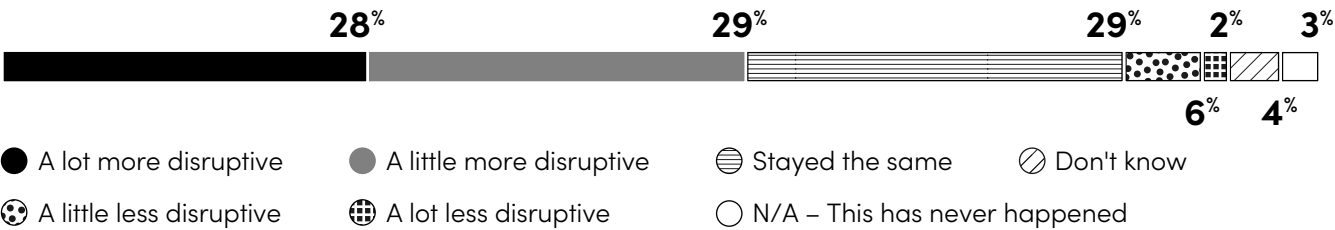# 1. Changing perceptions of pupil and student behaviour

We asked staff about their perceptions of how pupil and student behaviour has changed, comparing the academic year (2023-2024) with the previous year (2022-2023).

Disruption in lessons

57% of staff feel **pupils and students** have become **more disruptive in lessons**

How incidents of lesson disruption have changed in the last year

28% 29% 29% 2% 3%
6% 4%

- ● A lot more disruptive
- ● A little more disruptive
- ⊜ Stayed the same
- ⊘ Don't know
- ◉ A little less disruptive
- ⊞ A lot less disruptive
- ◯ N/A – This has never happened

n. 1 (All sample sizes for each chart (known as 'n' numbers) can be found at the back of the section. n. 1 refers to note 1, and so on).

Lesson disruption by pupils and students by job role

Senior leaders are most likely to say pupils and students have become more disruptive in lessons

Senior leaders
60%

School teachers
57%

Support staff
46%

n. 2

65%

of staff working in **Scotland** told us that pupils and students have become more disruptive — the highest of the four UK countries
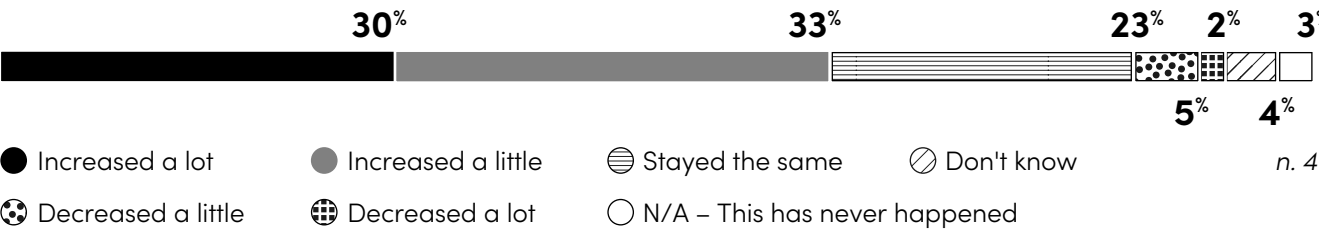
n. 3

Challenging behaviour

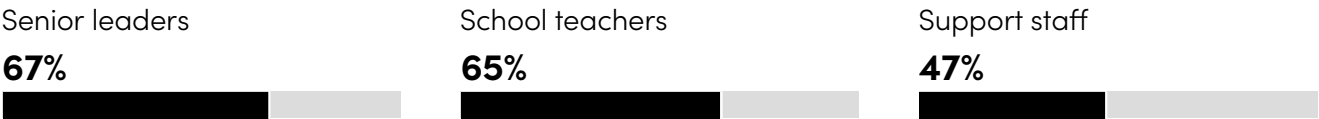**63**% of staff feel they have experienced **more incidents of challenging pupil or student behaviour**

How incidents of challenging pupil and student behaviour have changed in the last year

30%   33%   23%   2%   3%

5%   4%

● Increased a lot   ● Increased a little   ⊜ Stayed the same   ⊘ Don't know   *n. 4*

⬙ Decreased a little   ⊞ Decreased a lot   ◯ N/A – This has never happened

Incidents of challenging behaviour by pupils and students by job role

Senior leaders are most likely to say they have experienced more incidents of challenging pupil and student behaviour

Senior leaders	School teachers	Support staff
67%	**65%**	**47%**

n. 5

77%

of staff working in **Scotland** told us that they have experienced more incidents of challenging behaviour by pupils and students — the highest of the four UK countries
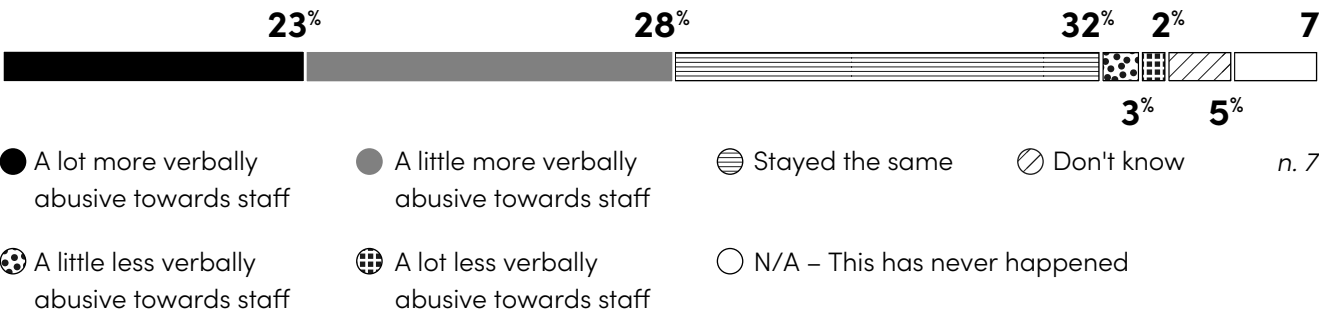
n. 6

Verbal abuse

51% of staff feel **pupils and students** have become **more verbally abusive** towards staff

How incidents of verbal abuse towards staff by pupils and students have changed in the past year

23%   28%   32%   2%   7%

3%   5%

● A lot more verbally abusive towards staff

● A little more verbally abusive towards staff

⊜ Stayed the same

⊘ Don't know

n. 7

⊛ A little less verbally abusive towards staff

⊞ A lot less verbally abusive towards staff

○ N/A – This has never happened

Incidents of pupil and student verbal abuse by job role

Senior leaders are most likely to say pupils have become more verbally abusive towards staff

Senior leaders
56%

School teachers
51%

Support staff
43%

n. 8

66%

of staff working in **Scotland** told us that pupils have become more verbally abusive towards staff — the highest of the four UK countries

n. 9

Physical abuse

29% of staff feel **pupils and students** have become **more physically abusive** towards staff

How incidents of physical abuse towards staff by pupils and students have changed in the past year

11%   **18%**   **41%**   **2%**   **18%**

3%   **7%**

● A lot more physically abusive towards staff

● A little more physically abusive towards staff
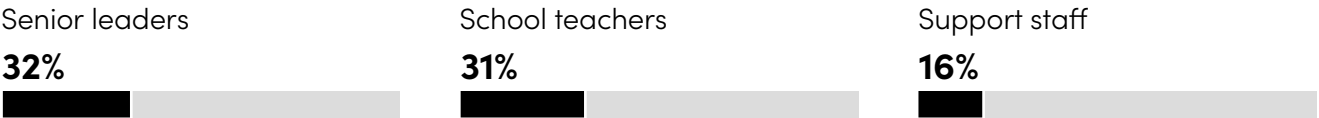
⊜ Stayed the same

⊘ Don't know   *n. 10*

⊛ A little less physically abusive towards staff

⊞ A lot less physically abusive towards staff

○ N/A – This has never happened

Incidents of pupil and student physical abuse by job role

Senior leaders are most likely to say pupils have become more physically abusive towards staff

Senior leaders
32%

School teachers
31%

Support staff
16%

n. 11

48%

of staff working in **Scotland** told us that pupils have become more physically abusive towards staff — the highest of the four UK countries

n. 12

The relationship between the increase in verbal and physical abuse by pupils and students and their unmet needs

We asked teachers and education staff who said pupils and students had become more verbally abusive or physically abusive to staff to indicate what the reasons might be for this. Staff could indicate that this is due to the lack of provision for their unmet needs (indicating all that may apply), or offer their own thoughts.

The lack of provision for pupils' and students' unmet emotional needs was listed as the main reason for the increase in verbal and physical abuse to staff.

Reasons for increase in abuse of staff by pupils and students	Type of increased abuse:	
	Verbal	**Physical**
Lack of provision for pupils' and students' needs at school, college or at home:		
Unmet emotional needs (eg not feeling safe, seen or understood)	**62%**	**66%**
Unmet basic needs (eg related to the cost of living crisis or deprivation)	**59%**	**59%**
Unmet mental health needs	**57%**	**61%**
Other	**18%**	**18%**
Don't know	**8%**	**6%**

n. 13

The *Teacher Labour Market in England* report highlights that "Much of the focus of reducing workload in recent years has been on managing teachers' administrative burden (CooperGibson Research, 2023). However, teachers and leaders surveyed in NFER's research also highlighted several areas which they felt were priority areas for further workload reduction. The area highlighted most frequently as being a high priority by respondents was behaviour management and pastoral care" (NFER, 2024).[3]

Other potential reasons for pupils and students becoming more verbally and physically abusive towards staff are (listed in order of frequency of occurrence):

Parental or guardian capacity and capability

"Too many students exhibiting these behaviours have no consequences ... when schools try, it escalates and accusations are made against school"

Teacher, Secondary School

"There are no consequences for bad behaviour anymore... it gets worse every year"

Teacher, Secondary School

School capacity and capability

"A lack of will amongst senior staff to tackle low level disruption and challenge problematic behaviour"

Head/Deputy Head of Department, Secondary School

"Increased class size while school resources and staff time to properly deal with pupil issues is vastly overstretched so small incidents snowball as they are not nipped in the bud"

Teaching Assistant, Secondary School

Lack of specialist provision or support for Special Educational Needs

"School has taken on more children with complex needs without additional funding"

Deputy Head/Assistant Head/Vice Principal/Assistant Principal, Special School

"Waiting lists for CAMHS is +3 years, for ASD/ADHD is +4 years"

Teacher, Secondary School

Pupils' lack of respect for staff

"Lack of respect for teachers, and [parents] not reinforcing the importance of students going to school"

Head/Deputy Head of Department, Secondary School

"Lack of respect, students don't know how to appropriately interact with others, think it's ok to behave that way"

Teacher, Secondary School

Social media or technology

"Mobile phones and parents … being on them … also impacts on the child – speech and language difficulties and lack of attention"

Teaching Assistant, Primary School

"Too much social media telling them they have the right to ignore school rules"

Teacher, Secondary School

Covid-19 pandemic and its aftermath

"I think Covid has played a big part in children struggling with socialising/sharing/ learning to deal with their emotions. Parents may not have had support they needed"

Teaching Assistant, Primary School

"Covid and the closure of schools has had a lasting impact on pupils' and parents' attitudes towards school, attendance and left pupils with a lack of boundaries and structure"

Head/Deputy Head of Department, Secondary School

Poverty or deprivation

"Poverty - they can't afford basic things and it makes the gaps between them and their peers really significant"

Deputy Head/Assistant Head/Vice Principal/Assistant Principal, Secondary School

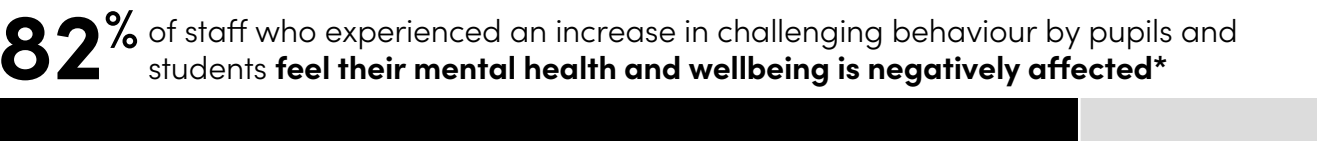"Impact of child poverty"

Teacher, Primary School

Wider changes in society

"Few consequences for this behaviour in the community"

Deputy Head/Assistant Head/Vice Principal/Assistant Principal, Secondary School

# The effect of dealing with challenging pupil and student behaviour on staff mental health and wellbeing

82% of staff who experienced an increase in challenging behaviour by pupils and students **feel their mental health and wellbeing is negatively affected***

How challenging pupil and student behaviour negatively affects staff mental health and wellbeing

| 29% | 53% | 15% | 3% |

● To a great extent   ● Somewhat   Very little   Not at all   *n. 14*

The effect of challenging pupil behaviour on staff mental health and wellbeing by job role

School teachers are most likely to say challenging pupil behaviour affected
(to a great extent or somewhat) their mental health and wellbeing

Senior leaders	School teachers	Support staff
81%	**84%**	**70%**

n. 15
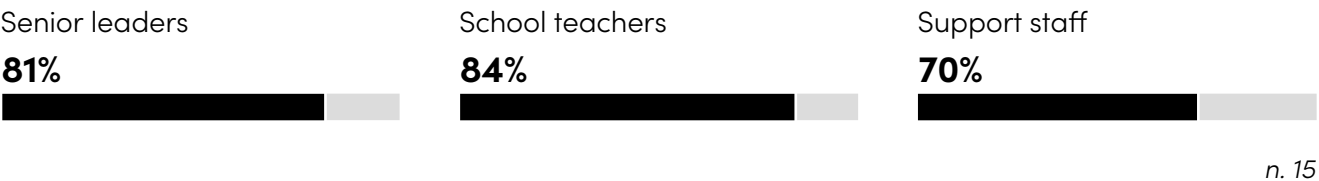
85%

of staff working in **Scotland** told us that challenging pupil behaviour affects (to a great extent or somewhat) their mental health and wellbeing — the highest of the four UK countries

**to a great extent or somewhat*   *n. 16*

Perceptions of support from parents and guardians for improving behaviour

We asked teachers and education staff if there was any change in the support that parents and guardians give to schools and colleges for improving their child's behaviour in the last year.

37% of staff feel parents and guardians are less supportive about improving their child's behaviour at school/college

How incidents of challenging pupil and student behaviour have changed in the last year

1%   9%   41%   24%   13%   4%

8%
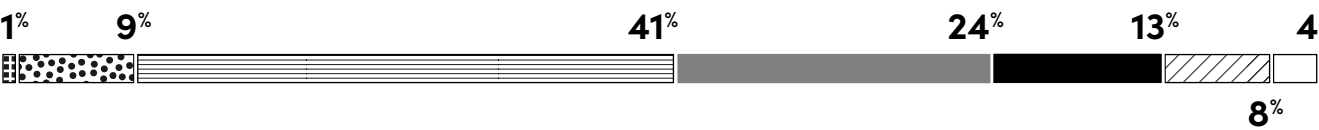
⊞ A lot more supportive   ◉ A little more supportive   ⊜ Stayed the same   ⊘ Don't know   *n. 17*

● A little less supportive   ● A lot less supportive   ○ N/A – This has never happened

Perceptions of support from parents and guardians by job role

We asked staff whether parents and guardians are supportive when it comes to improving their child's behaviour. Senior leaders are most likely to say parents and guardians have become less supportive

Senior leaders
48%

School teachers
35%

Support staff
20%

n. 18

42%

of staff working in **Scotland** told us that parents and guardians have become less supportive — the highest of the four UK countries

n. 19

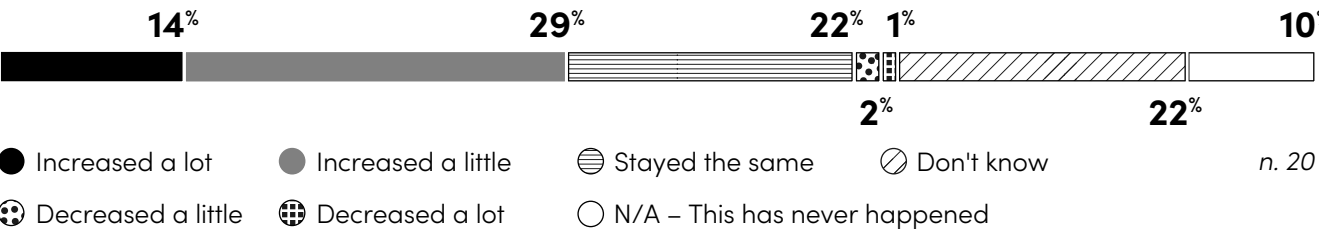# 2. Changing perceptions of parental and guardian behaviour

We asked teachers and education staff about their perceptions of how parent and guardian behaviour has changed, comparing the academic year (2023–2024) with the previous year (2022–2023).

Vexatious complaints

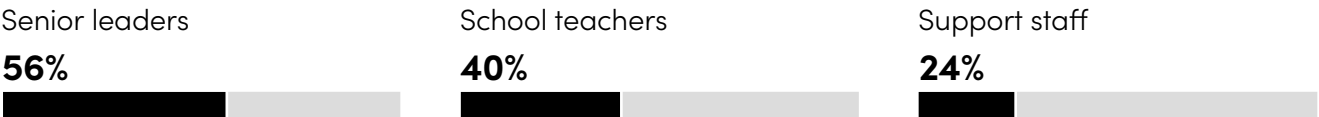**43%** of staff feel **vexatious complaints*** from parents and guardians **have increased**

How incidents of vexatious complaints made to schools and colleges by parents and guardians have changed in the past year

14%	29%	22%	1%		10%
			2%	22%	

- ● Increased a lot
- ● Increased a little
- ⊜ Stayed the same
- ⊘ Don't know   *n. 20*
- ⊛ Decreased a little
- ⊞ Decreased a lot
- ○ N/A – This has never happened

Incidents of vexatious complaints by job role

Senior leaders are most likely to say vexatious complaints have increased

Senior leaders	School teachers	Support staff
56%	**40%**	**24%**

n. 21

43%

of staff working in **England and Wales** told us that vexatious complaints have increased — the highest of the four UK countries
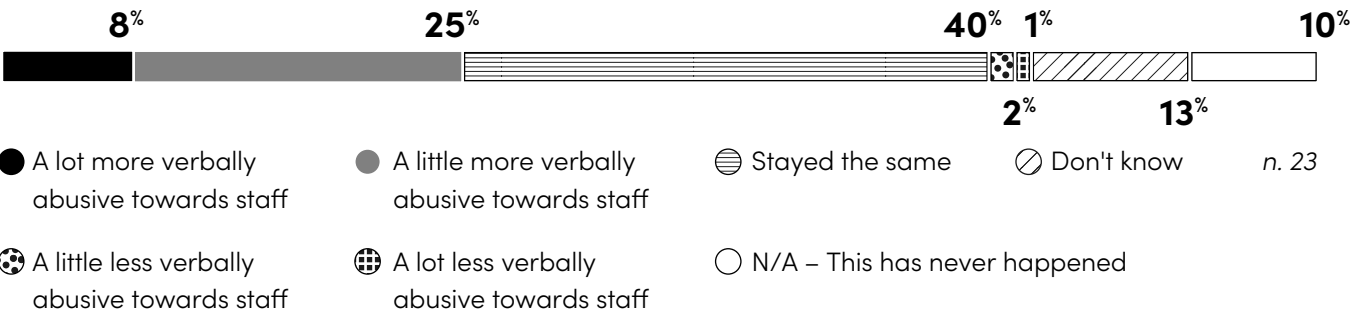
*Vexatious complaints are complaints pursued without sufficient grounds to cause annoyance, embarrassment for harassment

n. 22

Verbal abuse

33%

of staff feel **parents and guardians** are
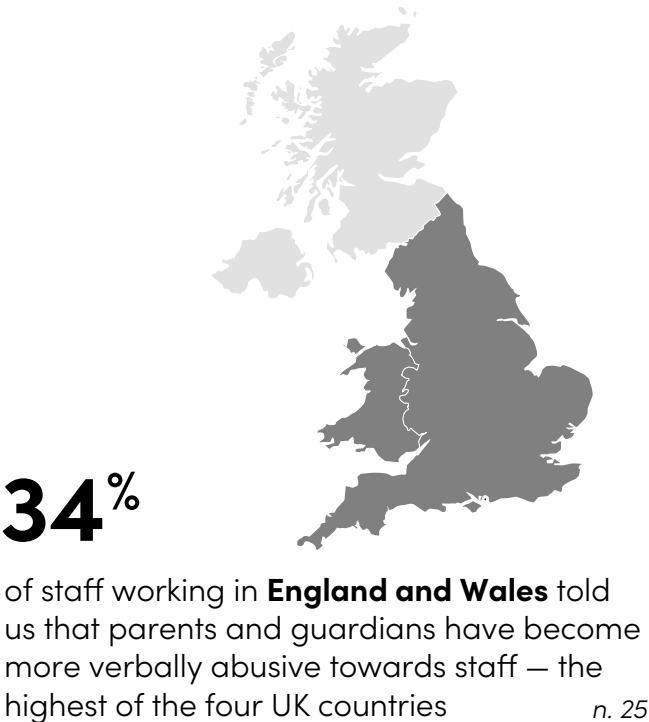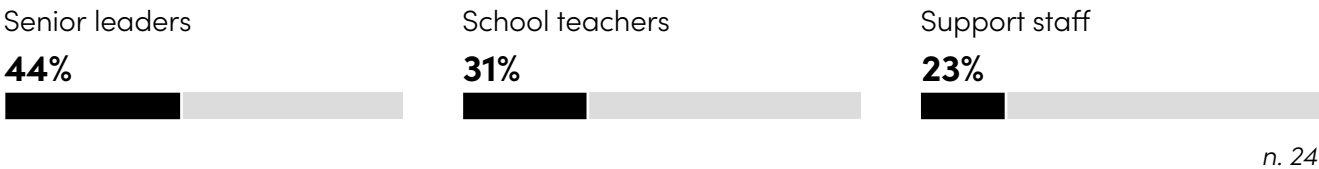**more verbally abusive** towards staff

How incidents of verbal abuse towards staff by parents and guardians have changed in the past year

8%   **25%**   **40%** **1%**   **10%**

2%   **13%**

● A lot more verbally
abusive towards staff

● A little more verbally
abusive towards staff

⊜ Stayed the same

⊘ Don't know   *n. 23*

⊛ A little less verbally
abusive towards staff

⊞ A lot less verbally
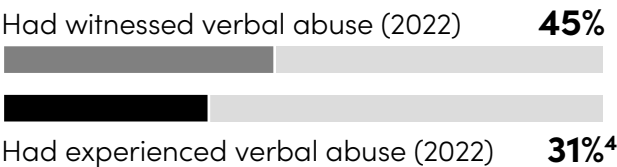abusive towards staff

○ N/A – This has never happened

Incidents of parental and guardian verbal abuse by job role

Senior leaders are most likely to say parents and guardians have become more verbally abusive towards staff

Senior leaders   School teachers   Support staff
44%   **31%**   **23%**

n. 24

34%

of staff working in **England and Wales** told us that parents and guardians have become more verbally abusive towards staff — the highest of the four UK countries   *n. 25*

How the experience of verbal abuse by staff has changed since 2022

In 2022 we asked all education staff if they had experienced, or personally witnessed, verbal abuse from parents, guardians or carers. We found that:

Had witnessed verbal abuse (2022)   **45%**

Had experienced verbal abuse (2022)   **31%[4]**

Physical abuse

6% of staff feel **parents and guardians** are **more physsally abusive** towards staff

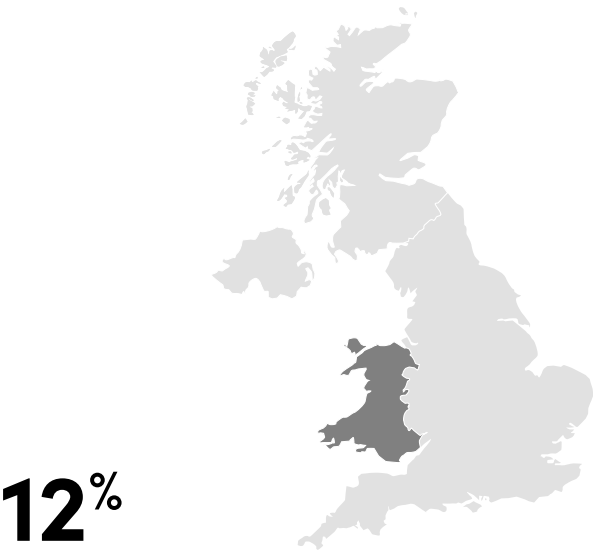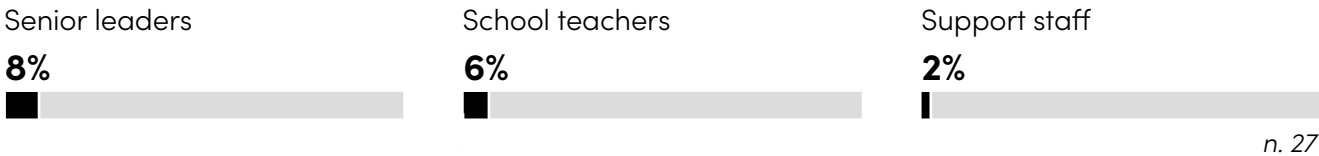### How incidents of physical abuse towards staff by parents and guardians have changed in the past year

2% 4%   **43% 1%**   **32%**

1%   **16%**

● A lot more physically abusive towards staff

● A little more physically abusive towards staff

⊜ Stayed the same

⊘ Don't know   *n. 26*

⊛ A little less physically abusive towards staff

⊞ A lot less physically abusive towards staff

◯ N/A – This has never happened

Incidents of parental and guardian physical abuse by job role

Senior leaders are most likely to say parents and guardians have become more physically abusive towards staff

Senior leaders
8%

School teachers
6%

Support staff
2%

n. 27

12%
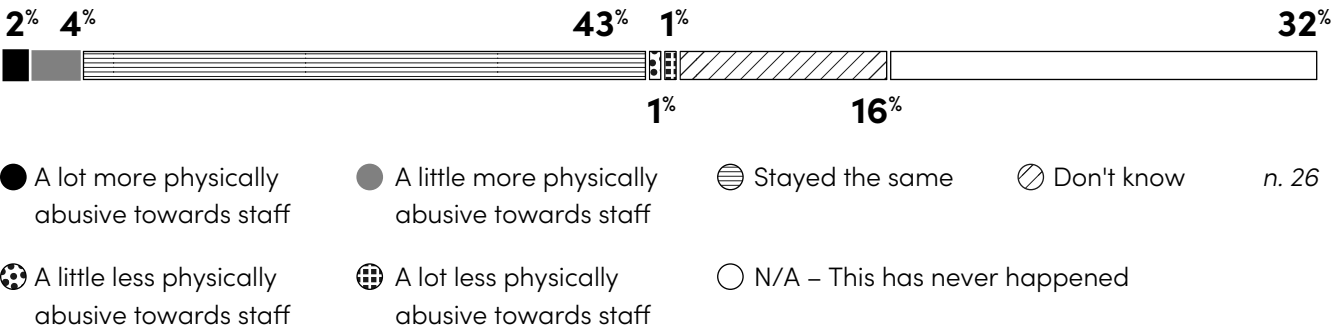
of staff working in **Wales** told us that parents and guardians have become more physically abusive towards staff — the highest of the four UK countries   *n. 28*

How the experience of parental and guardian physical abuse towards staff has changed since 2022

In 2022 we asked all education staff if they had experienced, or personally witnessed, physical abuse from parents, guardians or carers. We found that:
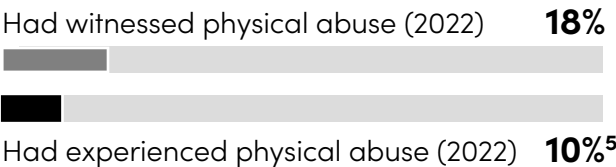
Had witnessed physical abuse (2022)   **18%**

Had experienced physical abuse (2022)   **10%[5]**

How challenging behaviour from parents and guardians affects staff mental health and wellbeing

70%[2] of staff who **experienced an increase in challenging behaviour from parents and guardians feel their mental health and wellbeing is negatively affected***

How challenging behaviour from parents and guardians negatively affects staff mental health and wellbeing

19%   50%   22%   8%

● To a great extent   ● Somewhat   Very little   Not at all   *n. 29*

The effect of challenging behaviour from parents and guardians on staff mental health and wellbeing by job role

Senior leaders are most likely to say challenging behaviour from parents and guardians negatively affects (to a great extent or somewhat) their mental health and wellbeing

Senior leaders   School teachers   Support staff
74%   **70%**   **55%**

n. 30
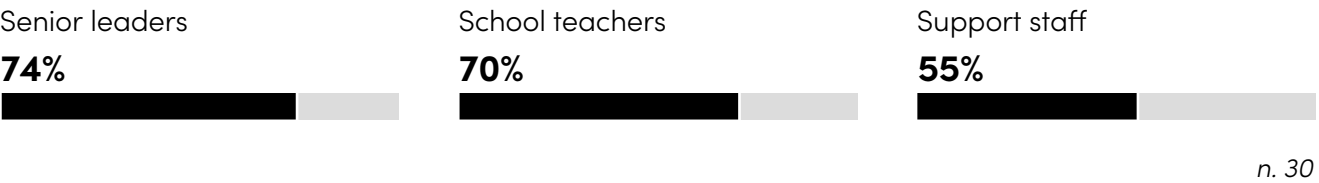
70%

of staff working in **England & Wales** say that challenging behaviour by parents and guardians negatively affects (to a great extent or somewhat) their mental health and wellbeing — the highest of the four UK countries

*to a great extent or somewhat   *n. 31*

Sample profile

n.1   2024 Base: All education staff (n = 3,025)

n.2   2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)

n.3   2024 Base: All education staff (n = 3,025).
England (n = 2,569, 56% pupils and students becoming more disruptive),
Scotland (n = 243, 65% pupils and students becoming more disruptive),
Wales (n = 120, 55% pupils and students becoming more disruptive),
Northern Ireland (n = 93, 51% pupils and students becoming more disruptive)

n.4   2024 Base: All education staff (n = 3,025)

n.5   2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)

n.6   2024 Base: All education staff (n = 3,025).
England (n = 2,569, 63% more incidents of challenging behaviour),
Scotland (n = 243, 77% more incidents of challenging behaviour),
Wales (n = 120, 58% more incidents of challenging behaviour)
Northern Ireland (n = 93, 53% more incidents of challenging behaviour)

n.7   2024 Base: All education staff (n = 3,025)

n.8   2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)

n.9   2024 Base: All education staff (n = 3,025).
England (n = 2,569, 50% of pupils and students have become more verbally abusive),
Scotland (n = 243, 66% of pupils and students have become more verbally abusive),
Wales (n = 120, 53% of pupils and students have become more verbally abusive),
Northern Ireland (n = 93, 43% of pupils and students have become more verbally abusive)

n.10 2024 Base: All education staff (n = 3,025)

n.11 2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)

n.12 2024 Base: All education staff (n = 3,025).
England (n = 2,569, 29% of pupils and students have become more physically abusive),
Scotland (n = 243, 48% of pupils and students have become more physically abusive),
Wales (n = 120, 24% of pupils and students have become more physically abusive),
Northern Ireland (n = 93, 16% of pupils and students have become more physically abusive)

n.13 2024 Base: All education staff that report that pupils and students have become more physically and
verbally abusive towards staff this academic year compared to last year:
Verbal abuse (n = 1,666; includes other), Other (n = 281)
Physical abuse (n = 1,025; includes other), Other (n = 158)

n.14 2024 Base: All education staff that report staff are facing greater challenging behaviour, verbal abuse
and physical abuse from pupils and students this academic year compared to last year: (n = 2,227)

n.15 2024 Base: Senior leaders (n = 637), School teachers (n = 1,403), Support staff (n = 108)

n.16 2024 Base:
England (n = 1,882, 82% challenging pupil and student behaviour affects staff mental health
and wellbeing),
Scotland (n = 196, 85% challenging pupil and student behaviour affects staff mental health
and wellbeing),
Wales (n = 92, 80% challenging pupil and student behaviour affects staff mental health and wellbeing),
Northern Ireland (n = 57, 80% challenging pupil and student behaviour affects staff mental health
and wellbeing)

n.17 2024 Base: All education staff (n = 3,025)

n.18 2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)

n.19 2024 Base:
England (n = 2,569, 37% of staff say parents and guardians have become less supportive for improving behaviour),
Scotland (n = 243, 42% of staff say parents and guardians have become less supportive for improving behaviour),
Wales (n = 120, 31% of staff say parents and guardians have become less supportive for improving behaviour),
Northern Ireland (n = 93, 30% of staff say parents and guardians have become less supportive for improving behaviour)

n.20 2024 Base: All education staff (n = 3,025)

n.21 2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)

n.22 2024 Base: All education staff (n = 3,025)
England (n = 2,569, 43% of staff say vexatious complaints have increased),
Scotland (n = 243, 41% of staff say vexatious complaints have increased),
Wales (n = 120, 43% of staff say vexatious complaints have increased),
Northern Ireland (n = 93, 34% of staff say vexatious complaints have increased)

n.23 2024 Base: All education staff (n = 3,025)

n.24 2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)

n.25 2024 Base: All education staff (n = 3,025)
England (n = 2,569, 34% of staff say parents and guardians have become more verbally abusive),
Scotland (n = 243), 31% of staff say parents and guardians have become more verbally abusive)
Wales (n = 120, 34% of staff say parents and guardians have become more verbally abusive),
Northern Ireland (n = 93, 26% of staff say parents and guardians have become more verbally abusive)

n.26 2024 Base: All education staff (n = 3,025)

n.27 2024 Base: Senior leaders (n = 838), School teachers (n = 1,904), Support staff (n = 171)

n.28 2024 Base: All education staff (n = 3,025)
England (n = 2,569, 6% of staff say parents and guardians have become more physically abusive),
Scotland (n = 243, 6% of staff say parents and guardians have become more physically abusive),
Wales (n = 120, 12% of staff say parents and guardians have become more physically abusive),
Northern Ireland (n = 93, 5% of staff say parents and guardians have become more physically abusive)

n.29 2024 Base: All education staff that face greater challenging behaviour, verbal abuse and physical abuse from parents and guardians this academic year compared to last year (n = 1,830)

n.30 2024 Base: Senior leaders (n = 584), School teachers (n = 1,110), Support staff (n = 78)

n.31 2024 Base: All education staff that face greater challenging behaviour, verbal abuse and physical abuse from parents and guardians this academic year compared to last year (n = 1,830)
England (n = 1,568, 70% of staff say challenging behaviour from parents and guardians affects staff mental health and wellbeing),
Scotland (n = 139, 67% of staff say challenging behaviour from parents and guardians affects staff mental health and wellbeing),
Wales (n = 75, 70% of staff say challenging behaviour from parents and guardians affects staff mental health and wellbeing),
Northern Ireland (n = 483, 65% of staff say challenging behaviour from parents and guardians affects staff mental health and wellbeing)

Footnotes

1.   *All education staff (n = 2,227). This figure comprises all staff who answered they had experienced an increase in disruption in class (a little or a lot), an increase in incidents of challenging pupil and student behaviour (a little or a lot), and an increase in verbal and physical abuse (a little or a lot).*

2.   *All education staff (n = 1,830). This figure comprises all staff who answered they had experienced an increase in vexatious complaints (a little or a lot), an increase in support for improving their child's behaviour (a little or a lot), and an increase in verbal and physical abuse (a little or a lot).*

3.   *McLean, D, Worth, J and Smith, A (2024). "Teacher Labour Market in England: Annual Report 2024". Slough: NFER. https://www.nfer.ac.uk/publications/teacher-labour-market-in-england-annual-report-2024/*

4.   *Schools Week (2023). "Schools demand national campaign against abusive parents". 1 December 2023. https://schoolsweek.co.uk/schools-demand-national-campaign-against-abusive-parents/*

5.   *Schools Week (2023). "Schools demand national campaign against abusive parents". 1 December 2023. https://schoolsweek.co.uk/schools-demand-national-campaign-against-abusive-parents/*
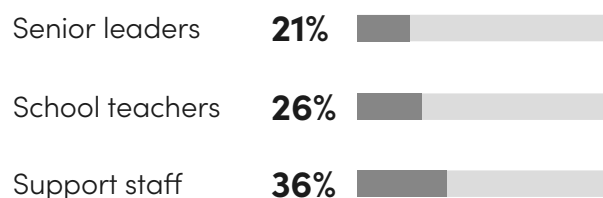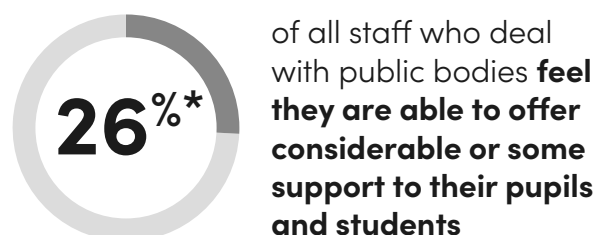
Section 4

Support from
public bodies

This section investigates the level of support offered by public bodies to staff working in education for their pupils and students. Public bodies include the Child and Adolescent Mental Health Services (CAMHS), social services, the NHS etc.

Many staff report inadequate support from public bodies. There is a relationship between the lack of support offered and lower staff job satisfaction. There is also a relationship with poor mental health for both staff and the pupils and students.

Findings

26%* of all staff who deal with public bodies **feel they are able to offer considerable or some support to their pupils and students**

Senior leaders	**21%**
School teachers	**26%**
Support staff	**36%**

69%* of all staff feel that they receive **little or no support from public bodies for their pupils and students**

Senior leaders	**76%**
School teachers	**69%**
Support staff	**46%**

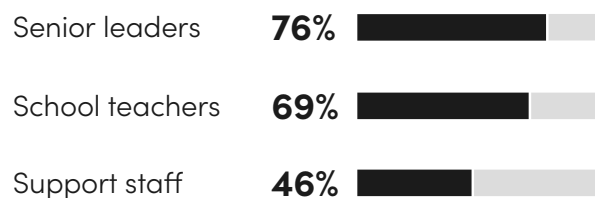**Of those who feel supported by public bodies:**

29%
feel this **positively** affects their **ability to switch off**

37%
feel this **positively** affects their **job satisfaction****

40%
feel this **positively** affects their **self-efficacy*****

35%
feel this **positively** affects their **mental health and wellbeing**

57%
feel this **positively** affects the **mental health and wellbeing of their pupils and students**

Of those who do not feel supported by public bodies:

66%
feel this **negatively** affects their **ability to switch off**

71%
feel this **negatively** affects their **job satisfaction****

70%
feel this **negatively** affects their **self-efficacy*****

66%
feel this **negatively** affects their **mental health and wellbeing**
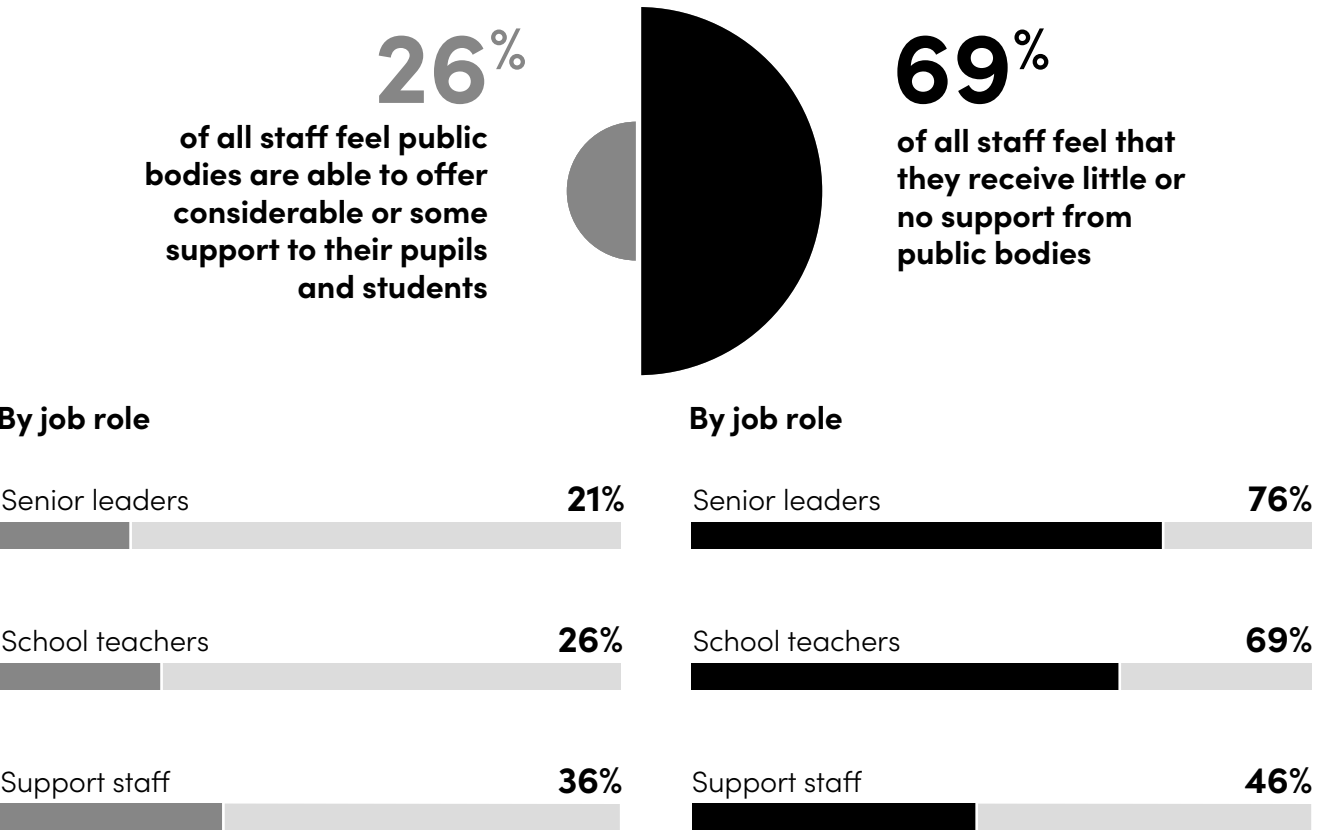
85%
feel this **negatively** affects the **mental health and wellbeing of their pupils and students**

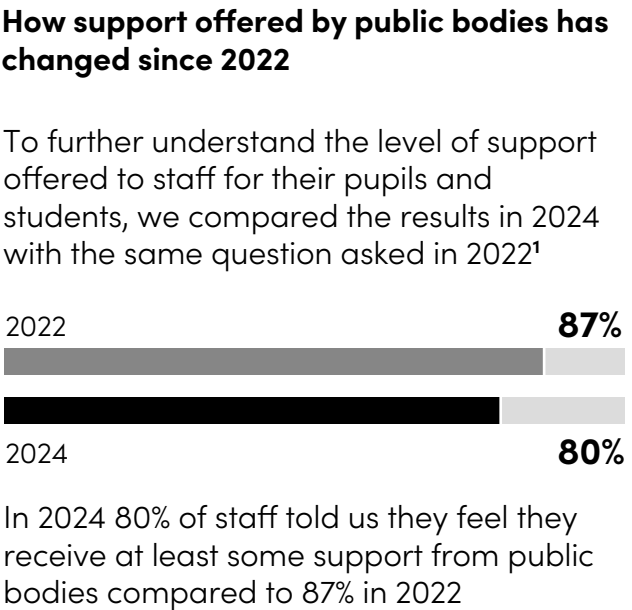**Excludes staff who told us this question was not applicable to them*
** Job satisfaction means the fulfilment or enjoyment staff feel from carrying out their jobs
*** Self-efficacy means the extent to which staff feel they can do their jobs

# 1. Support offered to staff from public bodies for their pupils and students

26%

of all staff feel public bodies are able to offer considerable or some support to their pupils and students

69%

of all staff feel that they receive little or no support from public bodies

By job role

Senior leaders **21%**

School teachers **26%**

Support staff **36%**

By job role

Senior leaders **76%**

School teachers **69%**

Support staff **46%**

n. 1 (All sample sizes for each chart (known as 'n' numbers) can be found at the back of the section. n. 1 refers to note 1, and so on).

42%

of staff working in Northern Ireland say they are offered considerable or some support from public bodies – the highest of the four UK countries

n. 2

How support offered by public bodies has changed since 2022

To further understand the level of support offered to staff for their pupils and students, we compared the results in 2024 with the same question asked in 2022[1]

2022 **87%**

2024 **80%**

In 2024 80% of staff told us they feel they receive at least some support from public bodies compared to 87% in 2022

Footnotes, as indicated by a small superscript number[1], can be found at the back of the section following the notes.

The relationship between the level of support offered by public bodies and staff wellbeing

When the level of support offered by public bodies to staff for their pupils and students is compared with the score for staff wellbeing (see Section 2), a relationship is found. It could be interpreted that staff who have been offered considerable support have a better wellbeing score (and higher wellbeing than the education workforce score). Also, that staff who have been offered no support have a much lower wellbeing score than the workforce and so could be at risk of major depression (Taggart et al, 2015).[2]
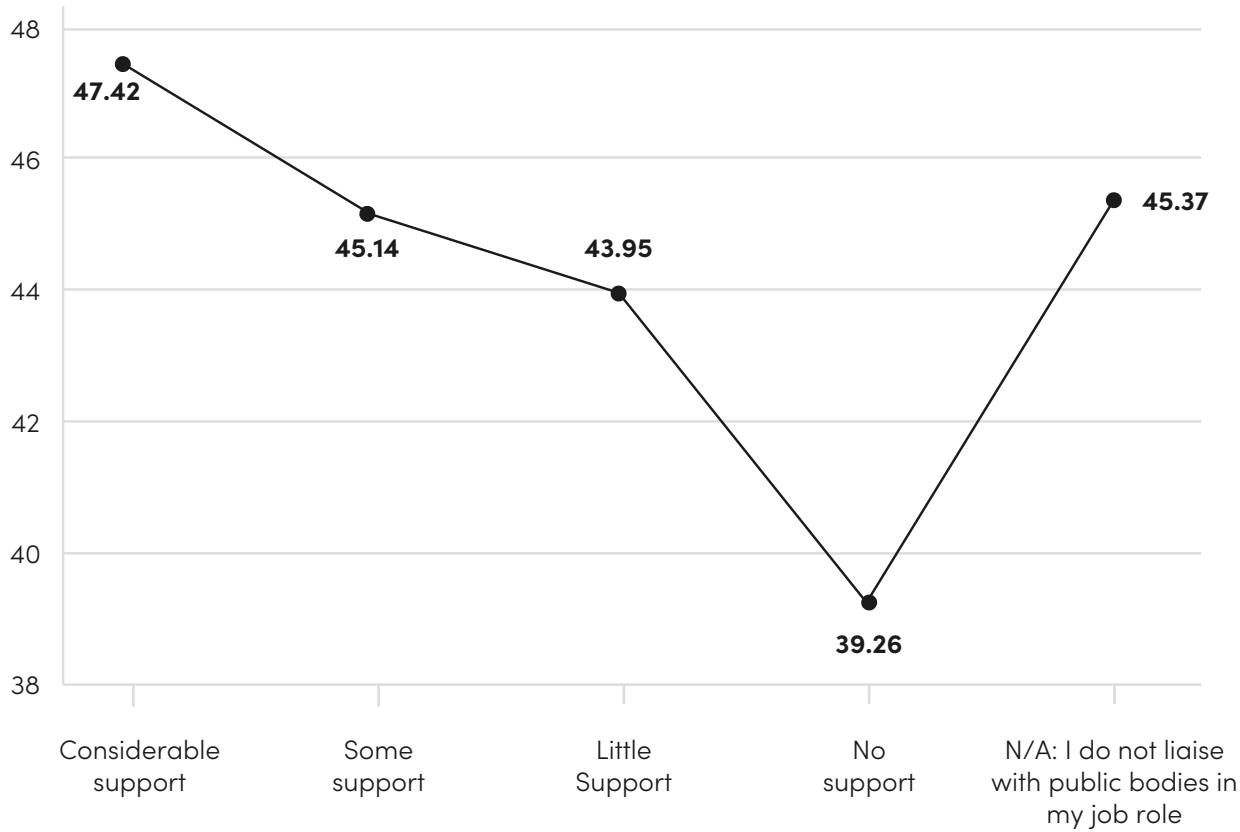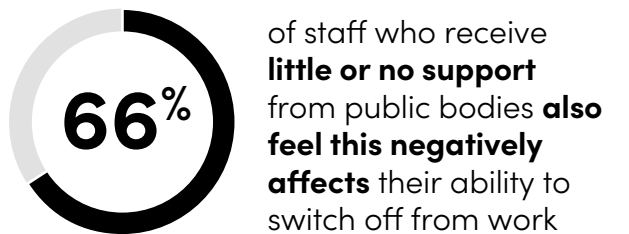

n. 3

2. The support offered by public bodies and how it relates to different aspects of staff wellbeing in 2024
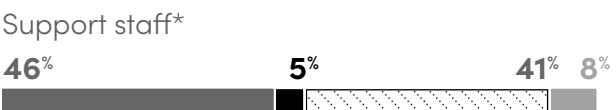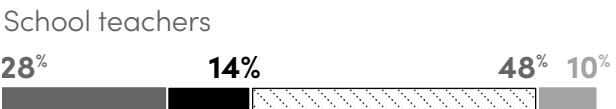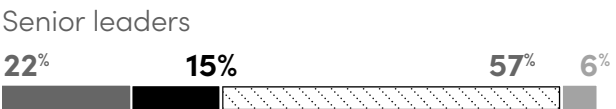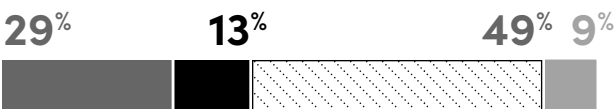
To further understand the impact of such support or lack of support on staff wellbeing, we asked staff to indicate the effect this had on their ability to switch off when not working, their job satisfaction, their self-efficacy and their mental health and wellbeing. We also asked about the effect on their pupils' and students' mental health and wellbeing.

Ability to switch off from work when not working

We asked teachers and education staff about their ability to switch off from work when not working. Their answers are split between those who had received support (considerable or some), and those who had not received support (little or none).

29% of staff **who feel supported** by public bodies **also feel this positively affects** their ability to switch off from work

66% of staff who receive **little or no support** from public bodies **also feel this negatively affects** their ability to switch off from work
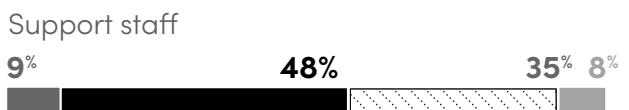
Staff who feel their pupils and students are offered considerable or some support from public bodies and its impact on their ability to switch off from work when not working

29% **13%** **49%** **9%**

Senior leaders

22% **15%** **57%** **6%**

School teachers

28% **14%** **48%** **10%**

Support staff*

46% **5%** **41%** **8%**

n. 4

Staff who feel their pupils and students are offered little or no support from public bodies and its impact on their ability to switch off from work when not working

3% **66%** **25%** **6%**

Senior leaders

1% **72%** **22%** **4%**

School teachers

3% **64%** **25%** **7%**

Support staff

9% **48%** **35%** **8%**

n. 5

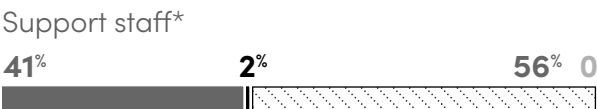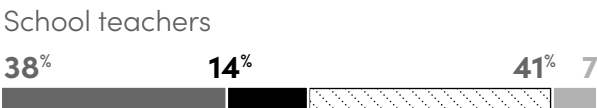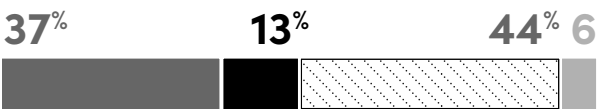● It positively affects it   ● It negatively affects it   ◌ It does not affect it   ● Don't know

Due to the small dataset for support staff, the findings can only be treated as indicative
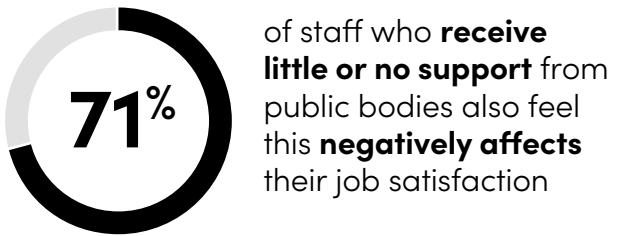
Job satisfaction

We asked teachers and education staff about their job satisfaction (the fulfilment or enjoyment staff feel from carrying out their jobs). Their answers are split between those who had received support (considerable or some), and those who had not received support (little or none).

37% of staff **who feel supported** by public bodies **also feel this positively affects** their job satisfaction

71% of staff who **receive little or no support** from public bodies also feel this **negatively affects** their job satisfaction

Staff who feel their pupils and students are offered considerable or some support from public bodies and how this affects their job satisfaction

37% **13%** **44%** **6%**

Senior leaders

31% **17%** **47%** **5%**

School teachers

38% **14%** **41%** **7%**

Support staff*

41% **2%** **56%** **0%**

n. 6

Staff who feel their pupils and students are offered little or no support from public bodies and how this affects their job satisfaction

6% **71%** **19%** **4%**

Senior leaders

4% **75%** **19%** **3%**

School teachers

6% **70%** **19%** **5%**

Support staff

17% **63%** **18%** **3%**

n. 7

● It positively affects it   ● It negatively affects it   ◌ It does not affect it   ● Don't know
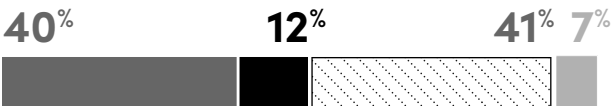
Due to the small dataset for support staff, the findings can only be treated as indicative
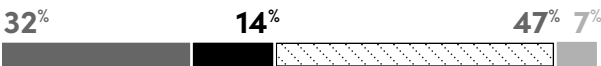
Self-efficacy

We asked teachers and education staff about their self-efficacy (the extent to which staff feel they can do their jobs). Their answers are split between those who had received support (considerable or some), and those who had not received support (little or none).

40% of staff **who feel supported** by public bodies also feel this **positively affects** their self-efficacy

70% of staff who **receive little or no support** from public bodies also feel this **negatively affects** their self-efficacy

Staff who feel their pupils and students are offered considerable or some support from public bodies and how this affects their self-efficacy

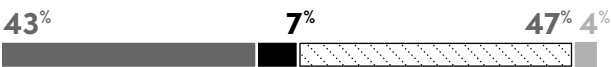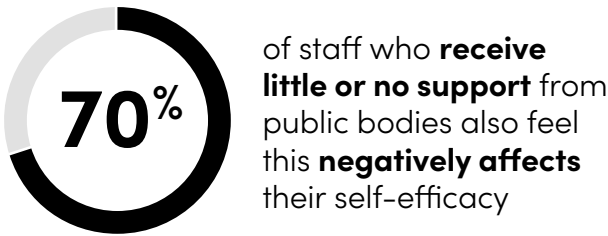**40%**   **12%**   **41%** **7%**

Senior leaders

32%   **14%**   **47%** **7%**

School teachers

42%   **12%**   **38%** **8%**

Support staff*

43%   **7%**   **47%** **4%**

n. 8

Staff who feel their pupils and students are offered little or no support from public bodies and how this affects their self-efficacy

5%   **70%**   **21%** **5%**

Senior leaders

4%   **75%**   **20%** **1%**

School teachers

5%   **68%**   **21%** **7%**

Support staff

10%   **57%**   **25%** **8%**

n. 9

● It positively affects it   ● It negatively affects it   ◌ It does not affect it   ● Don't know

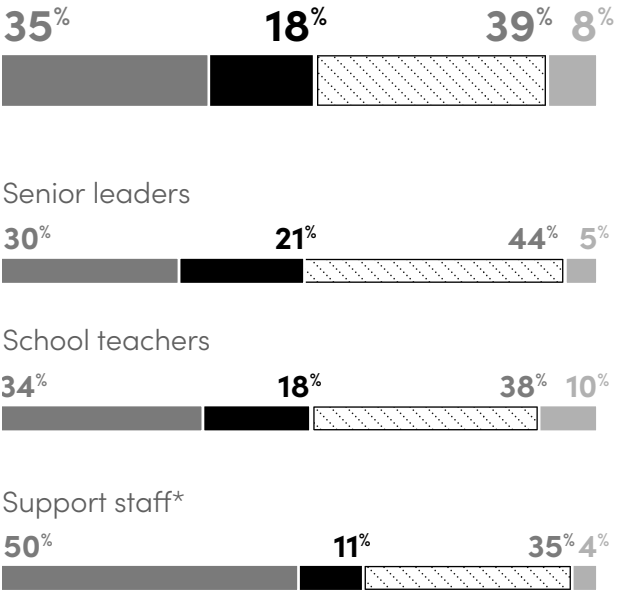*Due to the small dataset for support staff, the findings can only be treated as indicative*
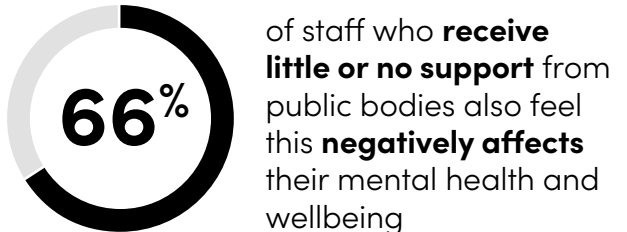
Staff mental health and wellbeing

We asked teachers and education staff about their mental health and wellbeing. Their answers are split between those who had received support (considerable or some), and those who had not received support (little or none).

35% of staff **who feel supported** by public bodies also feel this **positively affects** their mental health and wellbeing

66% of staff who **receive little or no support** from public bodies also feel this **negatively affects** their mental health and wellbeing
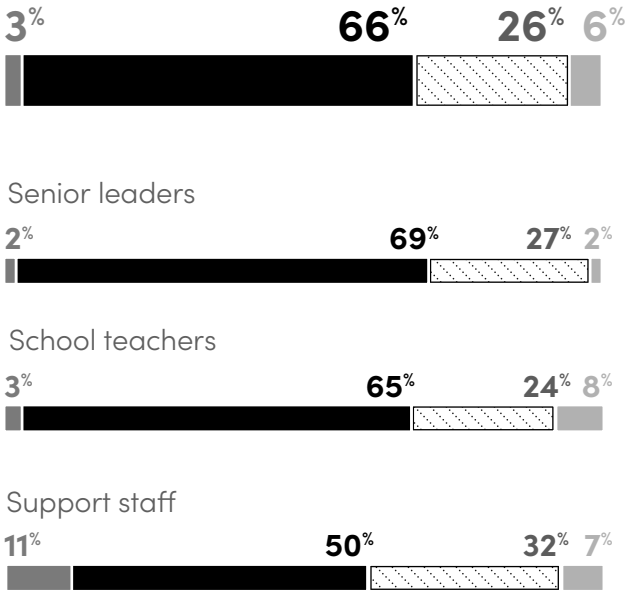
Staff who feel their pupils and students are offered considerable or some support from public bodies and how this affects their own mental health and wellbeing

Staff who feel their pupils and students are offered little or no support from public bodies and how this affects their own mental health and wellbeing

35%   **18%**   **39%** **8%**

3%   **66%**   **26%** **6%**

Senior leaders

30%   **21%**   **44%** **5%**

Senior leaders

2%   **69%**   **27%** **2%**

School teachers

34%   **18%**   **38%** **10%**

School teachers

3%   **65%**   **24%** **8%**

Support staff*

50%   **11%**   **35%** **4%**

Support staff

11%   **50%**   **32%** **7%**

n. 10

n. 11

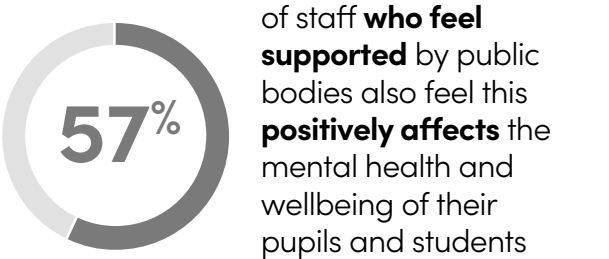● It positively affects it   ● It negatively affects it   ☺ It does not affect it   ● Don't know
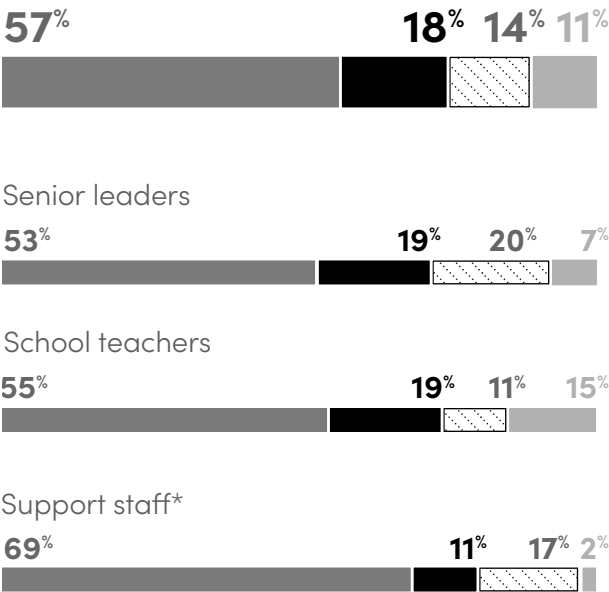
*Due to the small dataset for support staff, the findings can only be treated as indicative

The support from public bodies and how it relates to pupil and student mental health and wellbeing
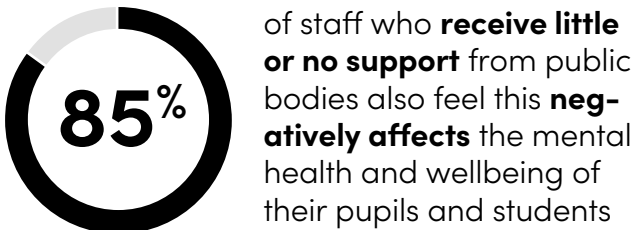
We asked teachers and education staff about the mental health and wellbeing of their pupils and students. Their answers are split between those who had received support (considerable or some), and those who had not received support (little or none).

57% of staff **who feel supported** by public bodies also feel this **positively affects** the mental health and wellbeing of their pupils and students

85% of staff who **receive little or no support** from public bodies also feel this **negatively affects** the mental health and wellbeing of their pupils and students
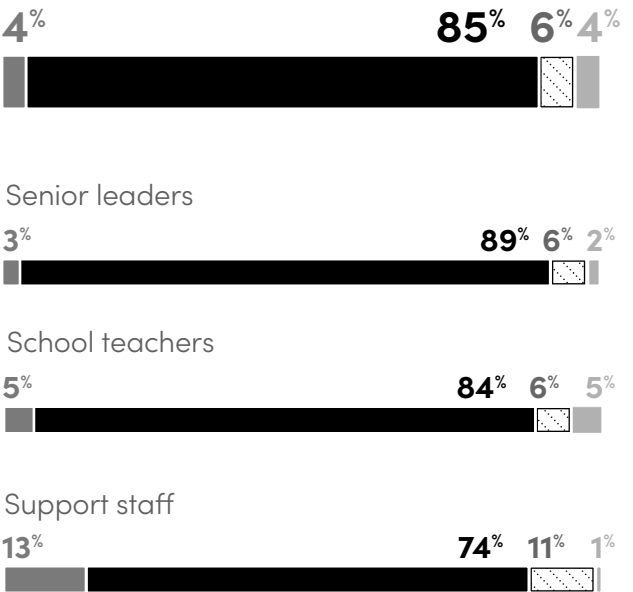
Staff who feel their pupils and students are offered considerable or some support from public bodies and how this affects the mental health and wellbeing of their pupils and students

Staff who feel their pupils and students are offered little or no support from public bodies and how this affects the mental health and wellbeing of their pupils and students

57%   **18%** **14%** 11%

4%   **85%** **6%** 4%

Senior leaders

53%   **19%** **20%** 7%

Senior leaders

3%   **89%** **6%** 2%

School teachers

55%   **19%** **11%** 15%

School teachers

5%   **84%** **6%** 5%

Support staff*

69%   **11%** **17%** 2%

Support staff

13%   **74%** **11%** 1%

n. 12

n. 13

● It positively affects it   ● It negatively affects it   ◌ It does not affect it   ● Don't know

*Due to the small dataset for support staff, the findings can only be treated as indicative

Sample profile

n.1   2024 Weighted base: Staff were able to indicate if this question was not applicable to them.
Staff for whom the not applicable category has been removed –
All education staff (n = 479), Senior leaders (n = 88), School teachers (n = 232), Support staff (n = 42)
All education staff (n = 2,547), Senior leaders (n = 750), School teachers (n = 1,585), Support staff (n = 129)

n.2   2024 Weighted base: Staff were able to indicate if this question was not applicable to them.
Staff for whom the not applicable category has been removed –
England (n = 416), Wales (n = 20), Scotland (n = 27), Northern Ireland (n = 15)

England (n = 2,153), 25% of staff say they are offered considerable or some support from public bodies.
70% of staff say they are offered little or no support from public bodies

Scotland (n = 216), 21% of staff say they are offered considerable or some support from public bodies.
74% of staff say they are offered little or no support from public bodies

Wales (n = 100), 33% of staff say they are offered considerable or some support from public bodies
61% of staff say they are offered little or no support from public bodies

Northern Ireland (n = 78), 42% of staff say they are offered considerable or some support from public
bodies. 45% of staff say they are offered little or no support from public bodies

n.3   2024 Base: All education staff (n = 3025)

n.4   2024 Base: All education staff that feel their pupils and students are offered considerable or some
support from public bodies (n = 604), Senior leaders (n = 146), School teachers (n = 397),
Support staff (n = 44)

n.5   2024 Base: All education staff that feel their pupils and students are offered little or no support from
public bodies (n = 1,815), Senior leaders (n = 576), School teachers (n = 1,109), Support staff (n = 68)

n.6   2024 Base: All education staff that feel their pupils and students are offered considerable or some
support from public bodies (n = 604), Senior leaders (n = 146), School teachers (n = 397),
Support staff (n = 44)

n.7   2024 Base: All education staff that feel their pupils and students are offered little or no support from
public bodies (n = 1,815), Senior leaders (n = 576), School teachers (n = 1,109), Support staff (n = 68)

n.8   2024 Base: All education staff that feel their pupils and students are offered considerable or some
support from public bodies (n = 604), Senior leaders (n = 146), School teachers (n = 397),
Support staff (n = 44)

n.9   2024 Base: All education staff that feel their pupils and students are offered little or no support from
public bodies (n = 1,815), Senior leaders (n = 576), School teachers (n = 1,109), Support staff (n = 68)

n.10 2024 Base: All education staff that feel their pupils and students are offered considerable or some
support from public bodies (n = 604), Senior leaders (n = 146), School teachers (n = 397),
Support staff (n = 44)

n.11 2024 Base: All education staff that feel their pupils and students are offered little or no support from
public bodies (n = 1,815), Senior leaders (n = 576), School teachers (n = 1,109), Support staff (n = 68)

n.12 2024 Base: All education staff that feel their pupils and students are offered considerable or some
support from public bodies (n = 604), Senior leaders (n = 146), School teachers (n = 397),
Support staff (n = 44)

n.13 2024 Base: All education staff that feel their pupils and students are offered little or no support from
public bodies (n = 1,815), Senior leaders (n = 576), School teachers (n = 1,109), Support staff (n = 68)

Footnotes

1. *In 2022 respondents (n = 3,082) were asked "Since the Covid-19 pandemic started, which, if any, of the following do you feel your role either now includes, or includes increased amounts of?". One answer option was "Liaising with other public bodies or staff, including with CAMHS, social workers, healthcare workers, the police etc". 850 staff indicated their role included liaising with public bodies. These 850 respondents were then asked "When dealing with public bodies (such as CAMHS, social services, NHS etc) what level of support do you feel they have been able to offer to your pupils/students?"*

   In 2024 all respondents (n = 3,025) were asked "When dealing with public bodies (such as CAMHS, social services, NHS etc) what level of support do you feel they have been able to offer to your pupils/students?" Staff who told us they do not liaise with public bodies in their job role (n = 487) have been removed, and those who answered they did not know.

2. *Taggart, F et al (2015). "Warwick-Edinburgh Mental Well-being Scale (WEMWBS)". User Guide - Version 2. Warwick Medical School, University of Warwick and NHS Scotland. https://phw.nhs.wales/services-and-teams/improvement-cymru/our-work1/ mental-health/outcome-measures/outcome-measures-tools/cluster-1-tools/wemwbs-user-guide/*

Conclusions & recommendations

Our conclusions

1. There are slight improvements in the wellbeing data

We are pleased to see a statistically significant decrease in the proportion of the workforce that has experienced a mental health issue in the past academic year. The decrease among support staff (dropping by **6 per cent** to **29 per cent**) is especially welcome (page 21). In addition, we welcome the **3 per cent** drop (to **77 per cent**) of staff who reported symptoms of poor mental health due to work (page 26).

2. School and college cultures are improving

The best news in this year's report comes directly from school and college workplaces. There has been a **5 per cent** positive swing in responses about the effect of workplace culture on personal wellbeing. **27 per cent** of staff now experience the culture of their organisation as positive for their wellbeing (page 15). This year's data makes clear that appreciative, supportive cultures and good staff relationships really matter to teaching and support staff.

This positive shift means that **50 per cent** of staff now experience organisational culture as having a negative impact on their mental health and wellbeing. This is clearly far too high, and remains a critical area of focus for the sector.

We are delighted to see a **7 per cent** increase in the proportion of staff who think their organisation supports well those employees who experience problems with mental health and wellbeing (page 18).

3. Seriously poor wellbeing among the workforce persists

Over three quarters (**77 per cent**) of the workforce reports mental health symptoms due to their work. The reported levels of anxiety, depression, stress and burnout continue to be unacceptable. Over a third of our workforce scores below 40 on the Warwick–Edinburgh Mental Wellbeing Scale. This means their mental health may be a cause for serious concern (page 27).

Insomnia remains the highest reported symptom of poor mental health in the last year (by **46 per cent** of all staff). Others remain high including irritability or mood swings (**44 per cent**), tearfulness (**39 per cent**), difficulty concentrating (**38 per cent**), and forgetfulness (**34 per cent**). These symptoms have the potential to affect the classroom; as well as adults' ability to relate to pupils and the wider school community. There are obvious detrimental health impacts too.

We may have become used to seeing these data every year, but familiarity must not become complacency. The extent of pressure on the health of the workforce is not safe, sustainable, or serving our children and young people.

4. School and college leader wellbeing continues to be a real cause for concern

Again, we see disturbing data from our school leaders. Rates of anxiety, depression, burnout and acute stress remain at high levels this year (page 24).

This has a meaningful impact on the health of individual leaders, their teams; as well as staff retention and the quality of education that can be delivered for our children and young people.

5. Pupil and parent behaviour negatively affects most staff members

The perception and experience of difficult behaviour across the school and college community has a negative impact on staff wellbeing. **82 per cent** of those who report that challenging behaviours from pupils and students have increased this academic year, also report that this has a negative impact on their mental health and wellbeing (page 41). **70 per cent** of those who report challenging behaviours from parents and guardians have increased this academic year, also report a negative impact resulting from parent behaviour (page 46).

6. Educators believe poor pupil behaviour is driven by unmet needs

Educators believe poor pupil or student behaviour is driven by their unmet needs. Over eight in ten (**84 per cent**) of staff (who think verbal or physical abuse towards teachers has increased in the last 12 months) believe that poor behaviour arises due to lack of provision for their unmet needs (basic physical needs, emotional needs or mental health needs) (page 32).

7. Lack of support from wider public services has a significant, negative impact on the morale and wellbeing of education staff and children and young people

Seven out of every ten educators (**69 per cent**) feel that they receive little or no support from wider public services for their pupils and students (page 52). Over two-thirds of those who feel under-supported say this negatively affects their job satisfaction; their ability to switch off from work; the extent to which they feel their can do their jobs properly; and their personal wellbeing.

This is not just about the negative impact on staff morale, **85 per cent** of those who feel under-supported by wider public services feel that this lack of support has a negative impact on the mental health and wellbeing of their pupils and students.

Our recommendations

1. School and college communities should continue to transform their workplaces

Schools and colleges across the country have put significant thought and effort into improving the experience of their workplace. This work is yielding clear, positive results. We encourage everyone working in education to continue on this journey.

As more education workplaces create improvement, it becomes harder for those with poor wellbeing to stand still. Those who are leading the way are making improvements locally, but also positively influencing the national picture by showing that positive change is possible.

2. Staff retention must be prioritised

The good work taking place to improve school and college cultures is incredibly positive. But education systems across the globe needs to be more attractive to skilled graduates, as highlighted by the UN High-Level Panel on the Teaching Profession[1]. The UK is not immune to this global trend and our education systems require support and resources if they are to harness the positive momentum highlighted in this year's Index. To offer genuine opportunity for this generation of children and young people, we must transform the experience of working in education and retain talent in our schools and colleges.

Dedicated retention strategies – updated to account for the widening responsibilities that now come with a career in education following the Covid-19 pandemic – must be urgently prioritised. While challenges with staff retention have been reported across the UK, the picture appears most challenging in England. In addition to a dedicated strategy, we recommend the DfE sets a retention target to sit alongside its existing recruitment target to focus significant effort on reducing staff attrition.

The recommendations below should be considered as part of a holistic retention strategy. More detailed thinking can also be found in our report *1970s working conditions in the 2020s: Modernising the professional lives of teachers for the 21st Century*[2] and we stand ready to further support policy development in this area.

1. *ILO/UN/UNESCO (2024). "United Nations Secretary-General's High-Level Panel on the Teaching Profession. Recommendations and summary of deliberations. Transforming the teaching profession". https://www.un.org/sustainabledevelopment/blog/2024/02/teaching-profession-recommendationsteaching-profession-recommendations/*

2. *Education Support (2023). "1970s working conditions in the 2020s: Modernising the professional lives of teachers for the 21st Century". June 2023. https://www.educationsupport.org.uk/resources/for-organisations/research/1970s-working-conditions-in-the-2020s-modernising-the-professional-lives-of-teachers-for-the-21st-century/*

3. Provision for SEND (including additional or learning support needs), children's mental health and social services, and poverty reduction programmes urgently require proper funding

Even the best performing schools and colleges on the planet cannot meet every need of every child or young person by themselves. Increasingly, school and college leaders, lecturers, teachers and support staff feel professionally isolated, and left holding the consequences of wider system failure, while children and young people are let down. This can never be professionally satisfying, no matter how big the bursary or how brilliant the flexible working offer might be.

Child poverty must be addressed. SEND provision must be properly resourced. Children's social and mental health services must mitigate the scale of distress experienced by children and families.

This will require huge investment, or a radical change in how we align public funding across health, social care and education. The longer we defer a proper settlement, the more it will eventually cost. While we wait for this to be addressed, we will continue to lose experienced and skilled support staff, teachers, lecturers and leaders from our education system.

4. School and college leader stress requires significant intervention to disrupt the cycle

School and college leader stress is both a chronic and an acute problem. The data from leaders is deeply troubling: they are not ok. They are most likely to work unsustainably long hours, be unable to switch off, and experience symptoms of burnout.

Government must prioritise the provision of targeted, high quality support to leaders if we are to retain talent at all levels across the sector. Reflective practice has an emerging evidence base of impact for leaders. For example, we know that professional supervision is an intervention that makes a material difference to the wellbeing and retention of this group. High quality support should be available to all school and college leaders in the UK.

5. The social contract between families, and schools and colleges needs to be renewed

We have seen reports of problematic parent and guardian behaviour increase over recent years. Parents and guardians want the best for their children. This ambition is shared by school and college staff, but – as this year's Index confirms – they are working in an overwhelmed system and often unable to access the services or support that children and young people need and deserve. In such a demanding context, relationships between education staff and parents and guardians have become challenging.

It is time for a multi-stakeholder approach to revising and renewing the social contract across communities, helping parents, educators and children themselves to align around co-produced aspirations for young lives and learning. This needs to be framed around a shared sense of purpose and belonging, mutual expectations and clear boundaries.

6. Improve suicide awareness

Suicides are a significant cause of work-related deaths each year. They are not, however, included in the Health and Safety Executive's annual reporting or its inspection and protection regimes. This exemption should be removed if we are to take suicide in the workplace seriously. This will improve transparency for all sectors – especially education – where the mental health and wellbeing of staff is a concern.

A positive campaign to raise awareness of mental health risks and to reduce the stigma associated with seeking help should be targeted at the education workforce. Existing support services – including Education Support's confidential, free helpline **08000 562 561** – should be widely promoted.

Appendices

A. Methodology

This research study had three main aims:

1. **Provide a description of the mental health and wellbeing of education staff using data collected in 2024.**

2. **Analyse trends over time.**

3. **Identify differences found between the mental health and wellbeing of senior leaders, school teachers and support staff working in the education sector.**

The research was conducted using an online survey of education staff drawn from YouGov's panel. A total of **3,025** education staff completed the survey, which was conducted between **10 June and 8 July 2024**.

The sample included all job roles within the education profession from senior leaders through to support staff. The job category Senior Leaders includes Headteachers and Principals, Deputy and Assistant Headteachers and Principals and Head and Deputy Heads of Year and Departments and Senior Business Leaders. School Teachers includes Teachers, Supply Teachers, Newly Qualified/Early Career Teachers, Teaching Assistants and specialists working in the classroom (eg SEN staff). Support staff includes all non-classroom based roles, eg Cover Supervisor, Technician, Careers Advisor, Librarian, Youth Officer, Data Administrator, IT Support and Exams Officer etc.

Staff worked in a variety of settings including early years, primary, secondary, further, adult and vocational education sectors. A detailed breakdown of the respondents by sector, region, gender, age and time spent working in education can be found in Appendix B.

As a result of GDPR legislation, all YouGov respondents taking part from 2018 onwards were given the option to opt-out of questions which gathered sensitive personal data, including questions which captured information about their health. In the analysis these were coded as 'refused', or 'preferred not to say'. Where index comparisons have been made in our publications below using 2017 or 2018 data, the figures are based on those who responded to the questions (ie excluding 'refused' and 'preferred not to say').

This is the eighth large-scale survey that Education Support has conducted. In 2018-2024, the results of the surveys have been published as the *Teacher Wellbeing Index* and in 2017 as *Health Survey 2017 – The mental health and wellbeing of education professionals in the UK*. The 2020 and 2021 indices relate to staff mental health and wellbeing during the Covid-19 pandemic. The publications are available on the Education Support's website, or by clicking on the image on the next page.
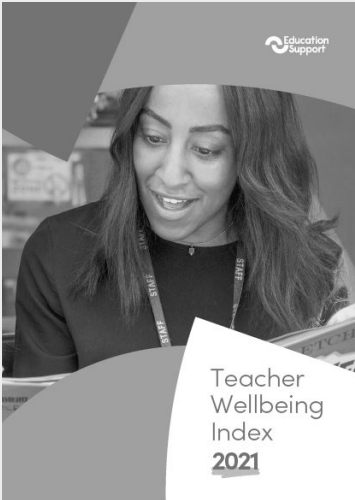
Click on the cover images below to view previous reports.
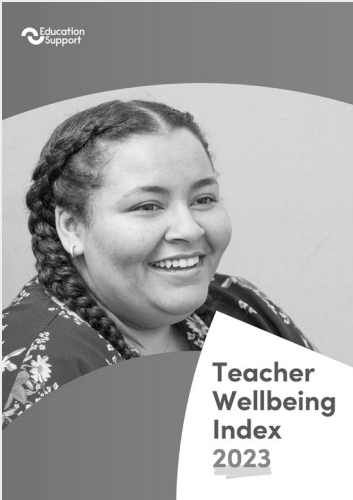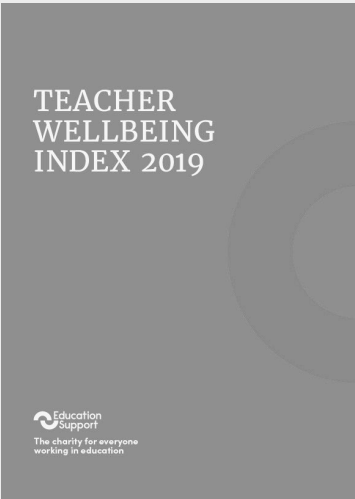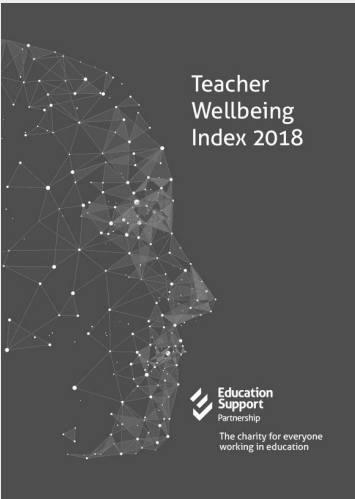

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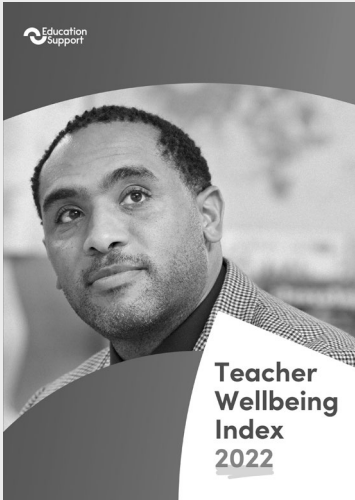
2022

2021

2020

2019

2018

2017

B. Sample profile

A total of **3,025** responses were received to the overall survey. All respondents were drawn from the YouGov panel of people that have signed up to undertake research with YouGov. The data has been weighted to be representative of the wider education population by phase, organisation, type and respondent age to ensure generalisations can be made to the wider education population. The table below provides a summary of the achieved sample profile by key demographics.

Role	Number	Proportion
Senior leaders	838	29%
School teachers	1904	65%
Support staff	171	6%

Phase		
Early years	118	4%
Primary	1204	40%
Secondary	1323	44%
Sixth form college	78	3%
Further	184	6%
Adult	35	1%
Vocational	12	0%
Other	71	2%

Gender		
Male	787	26%
Female	2238	74%

Age		
18–34	855	28%
35–49	1490	49%
50+	680	22%

Region	Number	Proportion
North East	122	4%
North West	335	11%
Yorkshire and the Humber	217	7%
East of England	265	9%
West Midlands	279	9%
East Midlands	203	7%
London	490	16%
South East	410	14%
South West	248	8%
Wales	120	4%
Scotland	243	8%
Northern Ireland	93	3%

Length of Time Working in Education		
0–2 years	100	3%
3–5 years	327	11%
6–10 years	567	19%
11–20 years	1108	37%
21–30 years	665	22%
31+ years	258	9%

C. Warwick-Edinburgh Mental Wellbeing Scores

Background to the use of the Warwick-Edinburgh Mental Wellbeing Scale

The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) is a measure used by a variety of different organisations, including governments, to gauge the mental wellbeing of a population.

The WEMWBS questionnaire

The WEMWBS is a self-administered questionnaire of subjective wellbeing and psychological functioning. There are 14 questions, each with five response options on a Likert scale. The options for selection are 'all of the time', 'often', 'some of the time', 'rarely' and 'none of the time'. The questions refer to a person's feelings over the preceding two weeks. The scores are summed together to provide a single score that ranges from 14–70, which are then aggregated to form a total score for each group.

Scores between **41** and **45** should be considered at high risk of psychological distress and increased risk of depression. Scores below **40** suggest an individual could be at high risk of major depression and should be advised to seek help (Taggart et al, 2015).

The table below summarises all WEMWBS scores for 2024 with comparisons for 2023.

	WEMWBS Score		Number		SD		2023–2024 Difference (rounded)
	2023	**2024**	**2023**	**2024**	**2023**	**2024**	
Total							
All education professionals	43.65	43.90	3004	3025	9.02	9.04	0.25
Role							
Senior leaders	43.64	44.51	704	820	8.66	8.70	0.87
School teachers	43.19	43.48	1755	1823	8.77	9.06	0.29
Support staff	44.68	44.48	425	258	10.18	9.58	−0.20

	WEMWBS Score		Number		SD		2023–2024 Difference (rounded)
	2023	**2024**	**2023**	**2024**	**2023**	**2024**	
Phase							
Early Years	41.69	44.25	57	57	7.91	8.44	2.56
Primary	42.70	43.23	999	967	8.58	8.76	0.53
Secondary	43.52	43.55	1033	1063	8.75	9.00	0.03
Sixth Form Colleges	43.39	47.29	134	222	8.33	9.28	3.90
Further Education	45.25	44.44	594	524	10.09	9.15	–0.81
Adult Education	45.39	43.20	86	100	9.11	8.77	–2.19
Vocational Education	45.80	44.50	60	34	8.75	9.64	–1.3
Other	43.68	44.37	41	57	9.84	10.16	0.69
Region							
North East	43.92	44.24	122	148	10.04	10.52	0.32
North West	42.83	43.88	336	344	9.13	8.39	1.05
Yorkshire and the Humber	43.57	43.40	256	226	8.28	8.26	–0.17
East of England	43.36	44.34	291	273	8.98	8.98	0.98
West Midlands	42.17	43.99	251	279	9.13	8.65	1.82
East Midlands	43.36	43.00	230	211	9.51	9.00	–0.36
London	44.17	43.71	397	483	9.15	8.89	–0.46
South East	43.80	44.03	446	386	8.39	9.44	0.23
South West	43.54	44.70	254	261	8.91	9.25	1.16
Wales	45.10	43.77	136	122	8.69	8.85	–1.33
Scotland	43.88	42.64	218	207	9.09	8.85	–1.24
Northern Ireland	48.05	46.65	67	86	9.33	10.72	–1.40
England	43.44	43.80	2582	1963	8.99	8.85	0.36

	WEMWBS Score		Number		SD		2023–2024 Difference (rounded)
	2023	**2024**	**2023**	**2024**	**2023**	**2024**	
Gender							
Male	43.84	44.43	785	857	9.32	9.59	0.59
Female	43.58	43.7	2219	2168	8.91	8.80	0.12
Age							
18–34	42.94	43.68	683	753	8.57	9.35	0.74
35–49	42.66	43.51	1374	1435	8.64	8.59	0.85
50+	45.60	44.78	947	837	9.55	9.43	–0.82
Time working in education							
0–2 years	43.23	46.89	101	98	8.89	9.57	3.66
3–5 years	42.53	43.51	276	325	9.15	9.43	0.98
6–10 years	43.83	42.51	601	541	8.77	8.78	–1.32
11–20 years	43.34	43.98	1069	1054	8.88	8.95	0.64
21–30 years	43.82	43.97	634	696	9.20	8.82	0.15
31+ years	45.08	45.40	322	311	9.33	9.25	0.32

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