



EMOTIONAL WELLBEING TEAMS IN SCHOOLS

ANNUAL REPORT

ACADEMIC YEAR 2024-2025

For questions or further information, please contact:

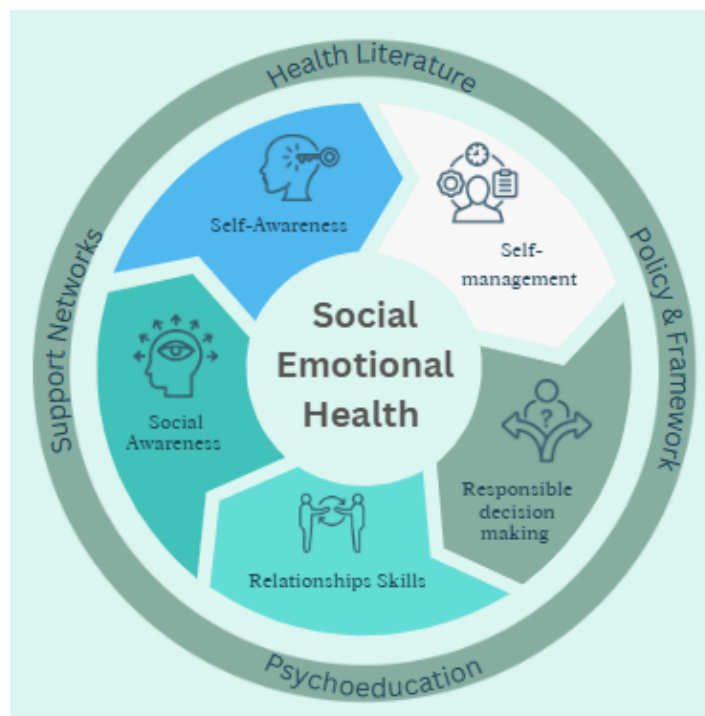
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Emotional Wellbeing Teams in Schools (EWTS) is a health-led support programme for post-primary schools, designed to build capacity around social-emotional wellbeing. The overarching aim is to empower young people with the skills and strategies to manage their own emotional wellbeing, while also increasing teachers' knowledge and confidence to support pupils' emotional wellbeing needs. EWTS offers high-level, universal, and preventative provision. We respond to the unique needs of each school by delivering bespoke educational workshops for pupils, providing targeted teacher training, and connecting schools with relevant community-based supports. This helps the whole school community better understand when, where, and how to seek additional support from subject experts, including statutory services and community and voluntary organisations. The programme is underpinned by an adapted version of the CASEL model, incorporating a health perspective into the Social and Emotional Learning theoretical framework.

Social Emotional Learning in Health



Adapted from CASEL, 2017



1. HOW MUCH DID WE DO?				
Post primary schools engaged	Aug	70	1	14 schools withdrawn from programme during March 2025 - SEHSCT team stood down due to staffing recruitment & retainment issues.
Post primary schools remaining ¹	Apr-Jun	56		
EOTAS		4		
Number of pupils programme open to	Aug	55,848	2	Excludes pupils from schools withdrawn.
Number of pupils programme open to ²	Apr- June	44,283		
Number of teachers ³		4,118		
Face to Face Sessions		3,901	3	Based on data supplied from DE. Excludes EOTAS staff, substitute teachers, and data not submitted by some schools.
Pupil sessions		3,427		
Pupil attendees ⁴		87,610		
Staff sessions		452	4	Figures are attendees who may have attended more than one session/workshop and are not intended as individual beneficiaries.
Staff attendees ⁴		5,521		
Parent sessions		22		
Parent attendees ⁴		2,214		
Digital Resources (Avg. received per recipient)				
Pupils		25		
Staff		27		
Parents/carers		28		
Signposting (Avg. received per recipient)⁵			5	Figures are average potential reach based on total cohort of pupils/staff/parents who have been signposted to a range of statutory and C&V services.
Pupils		43		
Staff		54		
Parents/carers		46		
Partnership Working Occasion⁶			6 Key	Co-del: Any sessions EWTS delivers with external org Collab: EWTS works with an org. on resources/delivery Fac. Del: EWTS invite an external org into school to deliver Netwk: Any event EWTS attend where they present on EWTS
Co-delivery		39		
Collaboration		56		
Facilitated service delivery		39		
Networking		13		



1. HOW MUCH DID WE DO?

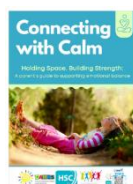
1.1 THEMES

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Anxiety • Bereavement / grief • Bullying / cyber-bullying • CAMHS referral process • Confidence • Depression • EWTS & CAMHS introduction | <ul style="list-style-type: none"> • Gambling • General emotional health & Wellbeing • Harmful sexual behaviour • Hate crime • Internet safety • LGBTQIA+ • Men's mental health | <ul style="list-style-type: none"> • Misogyny • Neurodiversity • Positive relationships • Racism • Resilience • SEN / ADHD Support • Self-harm / suicide prevention |
|--|--|--|

1.1.1 New EWTS Materials

Thirteen new resources have been developed during this **academic year** for publication on the public facing [EWTS page of the Youth Wellness Web](#). These resources were co-designed using PPI approaches and reflect a broad range of emotional wellbeing themes identified through pupil, staff, and parent voice during 2024/2025.

Connecting with Calm



Eating Disorder Awareness Week



Easing the Return



Emotional Regulation for Young People



Helping YP break the cycle of anxiety



International Day of Friendship



Men's Mental Health Month



Parental Mental Health Day



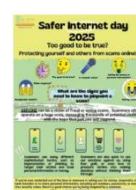
Regulate, Relate & Reason



Revision Advice for Parents



Safer Internet Day



Stress Awareness Month

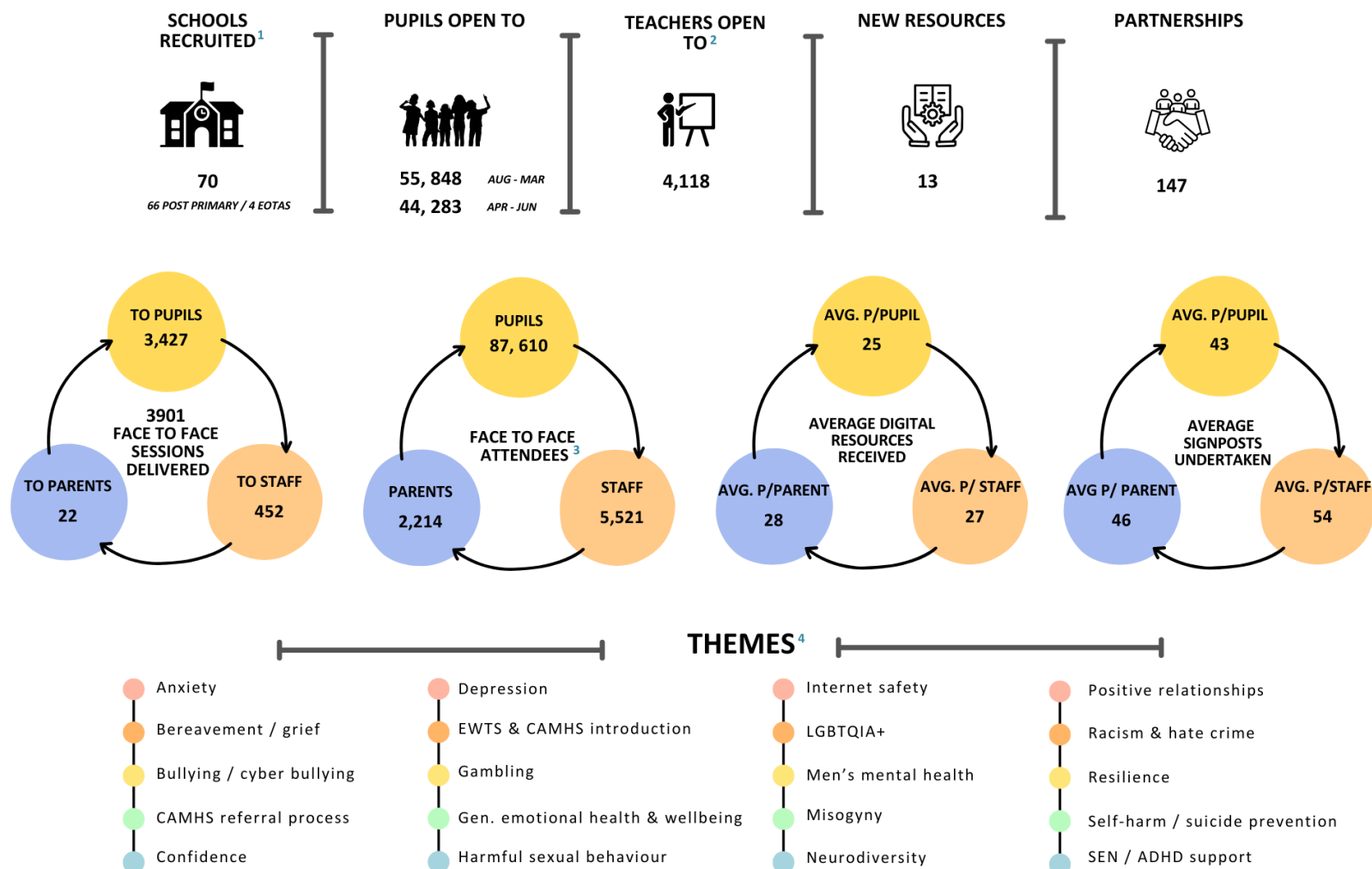


Take a Beat





1. HOW MUCH DID WE DO?



¹ - 14 schools withdrawn due to resourcing

² - see pg 1 for explanation

³ - see pg 1 for explanation

⁴ - Themes including but not limited to



2. HOW WELL DID WE DO IT?

2.1 SATISFACTION

Emotional Wellbeing Teams in Schools (EWTS) delivered sessions to pupils and staff based on identified emotional wellbeing needs. After each session, participants were asked whether they found the support helpful and whether learnings could be used to support participants' own emotional wellbeing, as reflected in table 1 and table 2 below. Broader satisfaction was also captured through end-of-academic year engagement questionnaires shown in table 3.

Table 1: Session 'helpfulness' overall	
Pupil satisfaction	Staff satisfaction
92%	99%

Table 2: Perceptions of supporting own EWB	
Pupil	Staff
89%	91%

Table 3: EWTS engagement 'helpfulness'	
All staff	EWBC in school
80%	100%

2.1.1 Helpfulness of Sessions

Table 1 shows pupils and staff found sessions helpful indicating that the content and delivery were well matched to their needs – suggesting interventions are relevant and accessible. Qualitative reflections from pupils/teachers include:

"I liked how it helped me believe in myself more and never give up." (pupil)

"It really helped as I had been bullied." (pupil)

"I felt really relaxed after the meditation." (pupil)

"Drawing the emotion iceberg. I liked all of it especially how you explained how to handle anxiety." (pupil)

"Very engaging and interesting – pupils have enjoyed the session." (teacher)

"Very friendly, open, engaging presentation. Great rapport with children." (teacher)

"The session helped me reflect on my own practice." (teacher)

2.1.2 Supporting Own Emotional Wellbeing

These figures shown in Table 2 suggest EWTS is not only delivering sessions but also building capacity for self-awareness and resilience through emotional wellbeing tools, techniques and strategies, which aligns with longer-term wellbeing goals. Qualitative reflections include:

"I liked learning about healthy/unhealthy relationships." (pupil)



2. HOW WELL DID WE DO IT?

"I liked being able to share feelings without being judged." (pupil)

"It helped me realise that feeling stress during exam time is normal and gave me things I can do to help." (pupil)

"It helped me reflect on my own practice." (Teacher)

"Using our own experiences as a learning tool." (Teacher)

"In all my years of teaching I haven't sat in a more worthwhile session for staff well-being. This is exactly what is needed across the country in all schools but in such a way where you aren't teaching them to suck eggs because that's when teachers switch off – [EWTS practitioners] approach was honest, empowering, putting the control back in their hands and leaving them question how they look after themselves and how they interact with others." (Teacher)

2.1.3 Helpfulness of EWTS Overall

The high levels of satisfaction noted by staff on overall EWTS helpfulness asked at the end of academic engagement as shown in Table 3 reflects the value of targeted EWTS support in embedding helpful wellbeing practices within schools. Qualitative reflections include:

"EWTS supported me while making my first CAMHS referral when one of our pupils was in crisis."

"The girls from EWTS have given the young people the confidence to search for support online and within the school and their local community."

"Weekly emails have been sent out to inform and signpost us to support agencies."

"Strategies have been discussed at middle leader level and the EWTS lead has presented. This has allowed time for discussion and progress in this area".

2.2 INCREASED AWARENESS

2.2.1 Youth Wellness Web

This year the YWW platform experienced a significant increase in user engagement. In academic year 2023/24, the platform recorded 13,611 visits, which rose to 19,711 visits in the current academic year 2024/25. This represents a **45% increase in overall visits**, indicating growing awareness and utilisation of the resource among young people. A dedicated EWTS page was developed within the wider Youth Wellness Web and EWTS page views rose from 37



2. HOW WELL DID WE DO IT?

views at inception (2023/24) to 5,521 at the end of this academic year. This growth highlights substantial engagement and visibility of the programme along with consistent YWW messaging and educational resourcing around how the YWW can better support teachers and pupils.

Furthermore, quantitative data from teacher baseline and exit questionnaires show **prior to EWTS engagement, 19% of respondents reported being aware of the YWW, increasing to 77% of respondents reporting awareness of the YWW following EWTS engagement.** This reflects a 58-percentage point increase in awareness following EWTS engagement, indicating a substantial uplift in familiarity and usage as users become aware of the vast resources available.

2.2.2 Awareness of Community Support Organisations

In addition to our ongoing signposting to statutory, community, and voluntary organisations; including the Youth Wellness Web, Family Support Hubs, and Locality Planning Groups; all of which offer extensive links to community service - we have highlighted a selection of organisations below that schools have been signposted to or connected with through engagement with EWTS. This list is not exhaustive, and the reach of signposting and partnerships/links extends beyond the examples provided.

➤ ANAKA Women's Collective	➤ ASCERT	➤ ASPIRE NI	➤ Action for Children	➤ Action for Mental Health	➤ Anna Freud Centre	➤ Aware NI
➤ Ballymena Health & Care Centre	➤ Barnardo's NI	➤ Brighter Pathways Group	➤ Bryson Skills Northern Ireland	➤ CAMHS	➤ Cancer Focus NI	➤ Chest, Heart & Stroke Wellbeing
➤ CiNI	➤ Common Youth	➤ Community Hub Strabane	➤ Community Mental Health Services (various)	➤ Compassionate Communities NI	➤ Cruse Bereavement Support	➤ Dove Self Esteem Project
➤ Extern	➤ Family Support Hubs (Various)	➤ Foyles Women's Aid	➤ Glow NI	➤ Hope Again	➤ Informing Choices NI	➤ Inspire Wellbeing
➤ Jigsaw Community Counselling Centre	➤ Lifeline Northern Ireland	➤ Links Counselling	➤ Marie Curie	➤ Market Street Community Wellbeing Services	➤ MindWise	➤ NEXUS NI
➤ NI Bereavement Network	➤ NI Youth Forum	➤ Papyrus	➤ NSPCC	➤ Niamh Louise Foundation	➤ Odyssey Parenting Your Teen	➤ Our Generation
➤ PIPS	➤ PSNI Online Safety Team	➤ Safer Schools NI	➤ Parent Line NI	➤ Parenting Focus NI	➤ Perfectly Proudful	➤ Strive NI
➤ Relate NI	➤ SHIP	➤ The Kings Trust Northern Ireland	➤ Solihull Approach	➤ Start 360	➤ Street Doctors	➤ Volunteer Now
➤ TAKE 5	➤ TAMHI	➤ Women's Aid Federation NI	➤ YGAM NI	➤ The Street Beat Youth Project	➤ Youth Action NI	➤ WHSCT Autism Support and Sleep Well Advice
➤ Wave Trauma Support	➤ YMCA Northern Ireland	➤ Youth Life	➤ Youthscape NI	➤ YZone		



2. HOW WELL DID WE DO IT?

2.3 BESPOKE, INTER-PERSONAL DELIVERY AND RESOURCE INNOVATIONS

EWTS teams have developed fluid delivery approaches to meet the diverse needs of schools and pupils on an individual school basis all while undertaking a whole school approach. The below highlights the value of listening and responding directly to need, and flexibility to adapt delivery to meet needs that can often change in a school over the course of the academic year. The findings demonstrate the programme's adaptability, innovation, and impact on school culture, pupil/staff confidence and capacity. This EWTS bespoke delivery is impactful across mainstream and EOTAS recognising and responding to wide ranging pupil needs and engagement methods across these varied settings.

2.3.1 Bespoke Methods

Responsive, flexible design: Workshops were adapted based on pupil feedback, school context and communication needs within individual workshops. Pupils were encouraged to participate to ensure delivery methods were engaging and therefore accessible to all pupils. Topics like Healthy Habits, Gaming & Gambling, and Men's Mental Health were pupil-led.

"Interactive, lots of discussion, good presenter, relevant to the classroom."

"Great practical tips offered—even down to the layout of your room and how important this is."

"I found the team flexible, reliable and easy to work with. They were proactive in their approach and provided a much-needed service that, as educators, we cannot find the time to focus on in school."

[Team lead] has been extremely helpful, flexible, insightful and informative to our school over the past year."

"Bespoke anti-bullying programme delivered."

[EWTS] has supported the Pastoral team with emotional literacy and mental health awareness, signposting them and offering training on areas identified as needing support."



2. HOW WELL DID WE DO IT?

Tailored EOTAS support: Delivery in EOTAS settings required further adaptation to meet the complex and varied needs of pupils. In these settings, pupil engagement fluctuated from session to session, underscoring the importance of flexibility and responsiveness. Workshops were tailored for complex need through reducing content volume, having additional practitioners on site for delivery, and delivered using interactive and pupil led topic selection. EWTS practitioners modified existing workshops on a weekly basis, incorporating practical, hands-on activities to enhance engagement and accessibility. Many pupils found it difficult to articulate wellbeing topics spontaneously, as concept could feel abstract. However, over time this shift encouraged greater ownership and relevance, allowing pupils to engage more meaningfully with the material.

“The quiz was pretty fun to play with peers.” (EOTAS pupil)

“Having a dedicated and experienced staff member to be here supporting our staff and pupils every week has been a breath of fresh air.” (EOTAS staff)

Relationship building through face to face interactions: Schools recognised the importance of having a dependable partner who worked alongside them, responding flexibly and effectively to their evolving needs. The in-person ‘boots on the ground’ support from project practitioners was cited as an effective engagement medium in schools’ successful engagement with the project. Relationships and trust built between EWTS practitioners, staff and pupils through familiar face to face and regular interaction over the academic year. Face-to-Face sessions were preferred over digital methods. This built trust and enabled meaningful engagement.

“I really appreciated the in-school delivery and support. I wasn't just sent a link, we had a person and I really valued that. You could ask questions and have discussions on things that mattered in school.”

“Having a dedicated and experienced staff member to be here supporting our staff and pupils every week has been a breath of fresh air.”

The team were approachable and the young people who worked directly with them built up positive relationships and confidence

“One year is not long enough... another year would have made a world of difference.”

“There is a massive appetite for what EWTS offers... the good of which requires consistent access, stable relationships and trust.”

“I see improved confidence in staff in their ability to liaise directly with EWTS to consider bespoke support for their cohorts.”

“The presence of the EWTS practitioner in school was a constant source of support and peace for our children who experience anxiety.”



2. HOW WELL DID WE DO IT?

2.3.2 Bespoke Resource Innovations

The bespoke approach to delivery extended to the creation of resources and this school-specific customisation was appreciated by staff. As well as developing the new public facing resources (reported above) which are available on the Youth Wellness Web, EWTS practitioners worked with pupils and staff to co-design, develop and refine resources tailored to each school's needs, with examples including assemblies, posters, notice board compilations and digital content.

“The work with the most impact has to be with our school wellbeing ambassadors who have been supported by the EWTS team in creating a bespoke wellbeing toolkit to help our students manage anxiety and stress.”

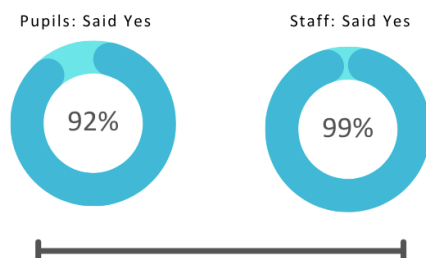
“Notice board at the front entrance”.

“Organised assemblies, Acts of Kindness day, displays in school.”

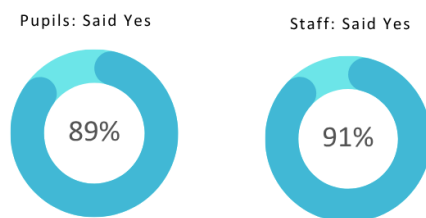


2. HOW WELL DID WE DO IT?

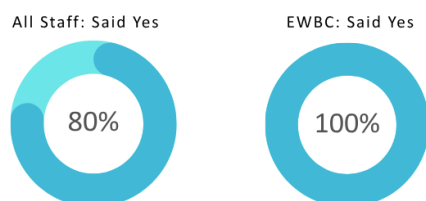
Session Helpfulness



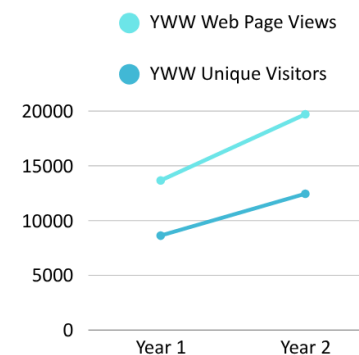
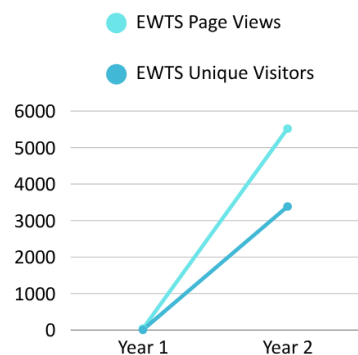
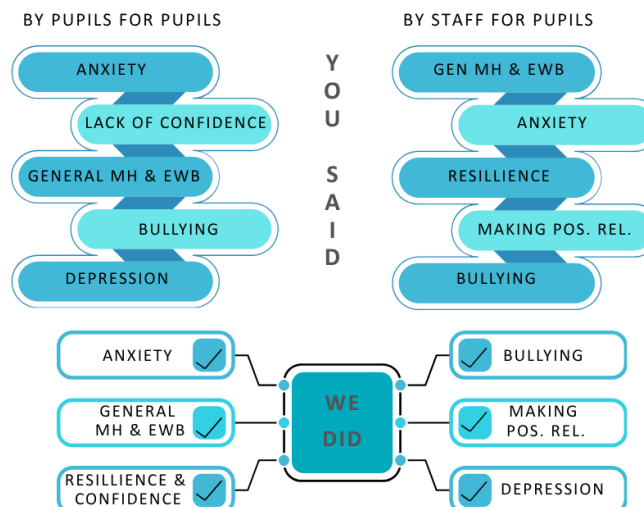
Perceptions Supporting own EWB



EWTS Engagement Helpfulness



Top Themes Requested





3. OUTCOMES: IS ANYONE BETTER OFF?

3.1 INCREASED KNOWLEDGE

Pupils

At the end of pupil educational sessions/workshops, 92% of pupil attendees reported increased knowledge about EWB topics and the following qualitative examples highlight areas where they illustrated this improvement. The examples show that pupils not only gained knowledge about emotional wellbeing, but also developed practical strategies and emotional literacy, with feedback indicating retention and application of learning. Pupils also expressed interest in learning where to go for support and requested short, simple health messages on topics like sleep, healthy eating and substance use.

“The Inspire water video. The idea on how to cope in an exam when feeling stressed.”

“Learning how to manage anxiety and challenge anxious thoughts.”

“The session where we talked about anxiety. I learnt about how to deal with feelings and help others.”

“Hearing about what SEL [Social Emotional Learning] is and how we are already doing it but how we can improve.”

“Learned about proper emotions, how to cope with emotions, the video.”

“I now know how to calm myself down.”

“I know how to deal with bullying.”

“Tips and tricks to help me fall asleep easier.”

“Talking about self-esteem and the things that impact on teenagers’ confidence.”

“If I have any problems I am able to talk to my form teacher, CA or year head. I know that they will help me”.

Staff

Similarly, 98% of staff who completed evaluations at end of staff training sessions reported increases in knowledge on a wide range of emotional wellbeing topics. In addition, 98% said that their knowledge about where to find emotional wellbeing information to help them support their pupils had also increased.



3. OUTCOMES: IS ANYONE BETTER OFF?

"I would have had very little knowledge of where to find information that I could trust to help support the emotional wellbeing of pupils. [Team Lead] has helped map out the curriculum to ascertain where relevant materials were being delivered in classrooms but identify gaps in provision and signposted where I could find appropriate help and support. Being involved with EWTS had really made a difference to our pupils and staff and I could never thank them enough for what they have done for our school."

"How to identify signs and symptoms of adverse childhood experiences within children. Very insightful."

"Knowledge of CAMHS and how it works ... it was excellent."

"Staff training on referrals to CAMHS and Trauma based practice".

"Increasing knowledge and awareness of how stress and anxiety impacts our bodies. Having tools to combat the effects of stress and anxiety. Signposting staff to appropriate services for them and for students".

"Information, resources and videos signposted by EWTS".

"Advice on how to support students dealing with racism."

"The presentation was at a really good level and didn't dumb down any of the issues."

"Resource list was very helpful."

3.2 INCREASED CONFIDENCE

Pupils

At the end of sessions/workshops, 88% of pupils reported feeling more confident in managing emotional wellbeing issues, seeking support from trusted sources, and supporting their peers.

"My confidence is starting to get better, and I'm starting to speak more"

"My feelings were supported by friends and teachers by making me feeling welcome and self-confidence"

"I got more friends and more confidence"

"My teachers help me when I need it and they are really supporting, they help push my confidence when I need it".



3. OUTCOMES: IS ANYONE BETTER OFF?

“Help me get more confidence and just to help me in general”

“Talking about self-esteem and the things that impact teenagers’ confidence.”

Staff

Staff reported increased confidence in supporting pupils across a range of emotional wellbeing issues. At the end of teacher training sessions, 98% of staff who completed evaluations indicated a perceived increase in their confidence. Further data gathered at the end of the academic year showed that 95% of staff felt more confident in their ability to support pupils. This enhanced confidence was demonstrated across several key areas:

“Both my own and our staff’s confidence in supporting pupils’ emotional wellbeing has grown. Training in mental health and emotional literacy has given us practical strategies, and we’ve built a more open, supportive school culture. I now feel confident signposting pupils and parents to appropriate support services. The use of wellbeing resources, stronger pupil relationships, and collaboration with external agencies have all contributed to a more capable and confident approach across the school”.

“I feel confident having conversations with pupils about how they are feeling”

“The confidence within the Team I work in has grown excellently. We incorporate techniques we have learned from the EWTS to help support our pupils.”

“I have more confidence when pupils come to speak to me and I have been able to help pupils understand how to cope with their emotional wellbeing. I have shown more empathy towards pupils and their needs due to the resources and training”

“The girls from EWTS have given the young people the confidence to search for support online and within the school and their local community”

3.3 INCREASED PUPIL VOICE

Pupils

Baseline data showed that 66% of pupils reported having access to a group or space within their school where they could talk about emotional wellbeing and feel heard. By the end of the engagement year, 78% of those who completed exit evaluations noted they have a space/group where they can talk about emotional wellbeing.

“Just more listened to”

“feel supported this year in school because wellbeing has been talked about and I know how to express it and talk to someone”.



3. OUTCOMES: IS ANYONE BETTER OFF?

“Opportunity to ask questions”.

“My head of year listened to how I felt about school”.

“Talking to a teacher makes you feel more better talking to them and you can feel safer

People were there for me, and listen, comforted me, and wasn’t mad”.

“Being able to talk about your problems”.

“Provide a safe environment to converse about your mental issues and what can you to help”.

“A safe room to talk about anything no matter how deep”.

“We have a room called the hub that teachers take pupils to talk about problems or concerns they have”.

“They have emotional and wellbeing zones with benches where you can sit and talk to friends, teachers etc.”

Staff

88% of Emotional Wellbeing School Champions reported that the EWTS programme empowered pupils to express their views on emotional wellbeing within the school setting. The following staff-highlighted examples illustrate how pupils were supported to have a voice and engage meaningfully to influence their schools approach to emotional wellbeing topics.

“This is becoming a greater focus on the Student Council agenda and will continue into the next year, form part of our action plan for EHWB”.

“Pupils have engaged in various focus groups with regards emotional health and well-being. Pupils participating in the Achieve Programme have used information gained to support units of work in well-being”.

“Through a student well-being team and student council - creating opportunities to express thoughts through questionnaires and discussion.”

“YES!! The team have been amazing with our young people to help us get to a place where the children can promote this message.”

Student voice in lessons has been encouraged and all opinions welcomed.



3. OUTCOMES: IS ANYONE BETTER OFF?

“EWTS have been able to make the pupils realise that it is ok to struggle and talk about their feelings. Pupils are now able to talk more openly about their feelings”.

“EWTS has worked with our Take 5 champions providing training and offering pupils the chance to provide feedback. EWTS has also worked with the anti-bullying ambassadors providing training as well as well as giving them a chance to work on the real connections material and work on a recorded assembly. [EWTS team lead] also met with countless staff who work with pupils on various aspects of pupil voice,”

3.4 EMOTIONAL WELLBEING CHAMPIONS EMPOWERED

Emotional Wellbeing Champions (EWCs) reported that the presence of EWTS throughout the school year empowered them to carry out their roles more effectively. When asked about the initiatives and impacts they had implemented since engaging with EWTS, staff shared the following examples:

“EWTS has supported the Pastoral team with emotional literacy and mental health awareness, signposting them and offering training on areas identified as needing support. EWTS has carried out an audit/review on the nurture room to ensure we are providing pupils with the best safe place to regulate emotions. EWTS in conjunction with the Being Well Doing Well champion, has introduced wellbeing surveys, suggestion boxes, and appointed student wellbeing ambassadors”.

“The emotional wellbeing champion has been able to implement more emotional wellbeing initiatives within school. With the development of our staff wellbeing team, who are always on the lookout for opportunities to engage with the school community”.

“I have been able to offer more training for staff and opportunities for students to develop their mentoring skills. I have also been able to support Heads of Year in their aim of expanding student opportunities to access emotional health and wellbeing programmes”.

“We now have a bereavement group and policy which is being rolled out in August with a child friendly version currently being developed with our pupils and our school chaplain”.

“There are a number of staff who have an interest in this aspect of school life. All of these staff have met with the EWTS worker and have availed of one to one time with her to discuss their role in school and they have been really supported and encouraged. The impact has been huge, in many ways it has reset both the anti-bully ambassadors and the take 5 champions.”



3. OUTCOMES: IS ANYONE BETTER OFF?

3.5 NETWORKING AND COMMUNITY CONNECTIONS

At the end of the academic year 77% of emotional wellbeing champions indicated that since engaging with EWTS they knew more about what emotional wellbeing services were available in their community.

“I certainly have learned a lot this year in that regard and understand the benefits of a more joined up approach where health and education should be working closely together not just in terms of respond but in preventative work.”

“The school has a better insight to the local HSCT Trust through sign-posting emails from [practitioner], including awareness of Autism Cafes, and HSC Training available to school staff.”

“EWTS has provided support to the emotional wellbeing champion in terms of sign-posting to external organizations which has been great knowledge and awareness of surrounding organizations, especially those we can book in beyond EWTS engagement.”

“I didn’t know my local CAMHS Team. This was helpful for me because I was new in this area so had no links to the community and wasn’t sure who was who.”

3.6 CHALLENGES AND NEEDS EMERGING AFTER EWTS

At the close of the academic year, Emotional Wellbeing Champions voiced significant concerns about the challenges and unmet needs that would remain once EWTS support concluded. While practitioners reassured schools that signposting to relevant resources would continue, staff shared numerous examples of how the absence of direct practitioner support could negatively impact pupils, staff, and the wider school community.

Sustainability of impact and short timeframe: One year is widely viewed as insufficient to embed practices, train staff, and build lasting capacity. Without continued input, schools fear that progress made may stall or regress, resulting in a loss of momentum.

Ongoing support needs: There is a clear desire for continued practitioner presence. Schools value in-person support and feel its absence will leave a gap. Staff also highlighted the importance of having a “sounding board” i.e. someone to consult on sensitive or complex issues.

Staff capacity and confidence: Training gaps remain (due to limited time), and some teachers may feel unequipped to handle topics such as self-harm or online exploitation. Staff emotional fatigue is also a concern; without EWTS, they may struggle to process difficult conversations or situations.

Access to resources: EWTS practitioners work tirelessly to ensure schools have access to up-to-date materials and signposting. Schools expressed a strong need for continued access to curated resources and referral pathways.



3. OUTCOMES: IS ANYONE BETTER OFF?

Pupil needs and continuity: The emotional wellbeing landscape is fluid and ever-changing. As pupils' needs evolve, schools are concerned about losing the responsive support EWTs provided within the Academic Year. Without regular reinforcement, pupils may not retain the strategies they've learned.

Strategic and cultural embedding: Within a single academic year, some initiatives were left incomplete due to time constraints. Delays and rescheduling challenges often impacted delivery.

Systemic Gaps: In-person EWTs support helped fill a void in local EWB services. Schools fear this gap will re-emerge, especially as EWTs was often the only source of mental health and emotional wellbeing training available, without cost, amid tight school budgets.

"I know that this project is for a year but it would be good if this could be expanded to having someone that you could access at different times and not just limited to a one-year programme. So you could build upon the support and skills already available in school. Even for advice as we move forward so that we can build on the great foundations laid by this EWTs programme."

"I will expect this to be very challenging. The EWTs programme provided invaluable support for us as a school in the area of supporting our student's emotional wellbeing. Lack of local services available to support young people and lack of training for teachers are 2 major issues which to some extent were addressed this year through the EWTs programme."

"When staff deliver mental health topics, some lack confidence. A few may struggle with their own mental health or feel unequipped to fully support students on sensitive issues like self-harm, or when they know a student is struggling. Having experts review and support our lessons and resources was invaluable in boosting confidence and ensuring accurate, sensitive delivery."

"Continued support - even that sounding board to explain a certain situation and get some advice on where to go next. We don't have access to the child's GP, the child maybe can't get access to their own GP, and so it is really important that we have up-to-date information about how we can support our young people. There's no training for this that comes into schools apart from EWTs!"

"Signposting information to pupils and parents on a weekly basis. If EWTs could keep current schools on their distribution list this would be greatly appreciated".

"More time with the team, one year is not enough! To embed these practices and get staff trained it needs to be at least 2 years as schools are very busy and time is tight."

"EWTs Continuation of in person practitioner support within school – needed!"



3. OUTCOMES: IS ANYONE BETTER OFF?

I still think there is a lot to do to raise awareness among pupils parents and governors that health professionals have an important role to play in our school communities.

“Having EWTS in school has been ground breaking this year but a one year programme is not going to be enough to embed and sustain this very important work. We need more please if the impact you want to have is going to be realised.”

“To have accomplished so much over the year, I feel it is sad that the service walks away from schools rather than providing some form of follow-up support to ensure the good work continues.”

“I would loved to have had further support to roll out the wellbeing ambassadors programme further. Due to the timeframe we didn’t get to do bespoke training / workshops on other areas such as online exploitation etc.”

“The emotional wellbeing needs of pupils change. I will miss being able to reach out to someone with specific queries and questions.”

“Keeping the focus on mental health without the expertise or prompting.”

“On hand support in addressing different situations which arise with pupils.”

“Ultimately the young people will find it hard to deal with issues going on in their life without the support network created by EWTS.”

“Lack of ideas in school. It was always good to talk to a professional about activities and problems. Outsiders can sometimes see what we can't see and are able to give advice. Signposting for different events and groups.”

“Pupils will also not have sessions with people from EWTS and then they will probably forget all they have learned in regards to their own Emotional health.”

“Going alone.... being able to support our pupils appropriately. We need a constant source of advice and support with a growing need across our school community. Happy children, happy learners. We need our children happy above all else.”

“Might experience emotional fatigue or burnout due to the lack of a support system to help them process difficult conversations or situations they encounter.”

“May struggle to access up-to-date materials, training, or referral pathways.”

“Reassurance that we are doing the right thing! In terms of health, things move so quickly.”



3. OUTCOMES: IS ANYONE BETTER OFF?

3.7 ENHANCING STRATEGIC COMMUNICATION

Under the joint Department of Education and Department of Health *Children & Young People's Emotional Health and Wellbeing in Education Framework*, a variety of multidisciplinary initiatives are working to promote emotional wellbeing for children and young people in educational settings. Among these, the Emotional Wellbeing Teams in Schools (EWTS) - currently the only health-led initiative active in post-primary schools play a vital role in supporting pupils and staff through a universal, whole-school approach.

To further strengthen the collective impact of wellbeing initiatives, EWTS is committed to fostering closer collaboration with other projects operating in post-primary settings. This strategic alignment would:

- Promote synergy and shared learning across initiatives;
- Support schools with coordinated scheduling and reduce pressure on staff and pupils;
- Ensure consistency in language, messaging, and approach;
- Clarify the unique contributions of each initiative for stakeholders and the wider community; and
- Enable thoughtful planning for EWTS legacy schools in historic cohorts.

By fostering closer collaboration operationally, these projects can provide schools with a more streamlined and integrated support system, empowering them to nurture the emotional wellbeing of all children and young people. Improved alignment of project teams working within schools at any given time is required to enhance consistency and reduce duplication, ensuring every child has the benefit from an equitable, whole-school strategy. Clear communication and active collaboration will help each initiative maintain its unique value while reinforcing a shared commitment to positive mental health outcomes across education.



3. OUTCOMES: IS ANYONE BETTER OFF?

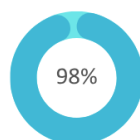
At the end of EWTs sessions, pupils and staff were asked if their **KNOWLEDGE** had increased on a range of EWB topics



At the end of engagement, Emotional Wellbeing Champions were asked if their **CONFIDENCE** in supporting pupil EWB had increased



At the end of engagement, staff were asked if their **KNOWLEDGE** of where to find EWB support for pupils had increased



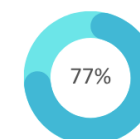
At the end of EWTs sessions, pupils and staff were asked if they felt more **CONFIDENT** in dealing with EWB issues themselves



At the end of engagement, Emotional Wellbeing Champions were asked if **EWTs supported the students to have a voice** in EWB



At the end of engagement, Emotional Wellbeing Champions were asked if their **KNOWLEDGE** of EWB being services within area had increased



“

“feel supported this year in school because wellbeing has been talked about and I know how to express it and talk to someone”. - Pupil

“EWTs have been able to make the pupils realise that it is ok to struggle and talk about their feelings. Pupils are now able to talk more openly about their feelings”. - Staff

“I certainly have learned a lot this year and understand the benefits of a more joined up approach where health and education should be working closely together not just in terms of response but in preventative work.” Staff

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4. DASHBOARD DATA			
School Name	Pupil Numbers	School Name	Pupil Numbers
Abbey Community College	861	Magherafelt High	623
Antrim Grammar	858	Malone College	749
Ashfield Girls	740	Mercy College	810
Ballinamallard EOTAS	10	Mount Lourdes Grammar	753
Ballycastle high	808	Newry High School	467
Ballyclare Secondary School	1100	Oakgrove Integrated College	568
Ballymena academy	1242	Omagh High EOTAS	15
Banbridge Academy	1343	Rainey Endowed Grammar	750
Banbridge High School	656	Sacred Heart College, Omagh	659
Belfast Model School for Girls	1085	St Aidan HS, Derrylin	264
Belfast Royal Academy	1428	St Catherine's Armagh	1169
Boy's Model	1104	St Cecilia's College	849
Carrickfergus academy	977	St Genevieve's High School	1039
Castlederg High School	513	St Joseph's, Coalisland	454
Coleraine College	973	St Joseph's Enniskillen	280
Craigavon Senior High	759	St Louise's Comprehensive College	1548
Cross and Passion College	839	St Mary's Grammar, Magherafelt	1108
De la Salle College	753	St Mary's High, Newry	581
Drumglass High School	366	St Marys College, Irvinestown	177
Drumragh Integrated College, Omagh	690	St Patrick's Ballymena	460
EOTAS Castlereagh KS3	10	St Patrick's Grammar, Armagh	882
EOTAS Castlereagh KS4	15	St Patrick's, Banbridge	650
Erne Integrated College Enniskillen	355	St Patricks Maghera	1360
Foyle College	878	St Paul's, Bessbrook	1729
Hazelwood College	1095	St Ronan's College, Lurgan	1758
Holy trinity Cookstown	997	Strabane Academy	636
Killicomaine JH School	592	Ulidia Integrated College	722
Lismore College	1255	Victoria College	921



4. DASHBOARD DATA			
	Total number of schools	Post primary schools engaged: Aug 70 Post primary schools remaining: Apr-Jun 56 14 schools stood down end of term 2 due to resourcing.	
	Total number of pupils	Number of pupils programme open to Aug-Mar 55,848 Number of pupils programme open to Apr- Jun 44,283 Number withdrawn end of term 2 due to resourcing: 11,565	



Data

Data capture was conducted at various points throughout the academic year. While the data provides valuable insights into overall trends and perceptions, it is not possible to confirm whether the same individuals participated in each data capture event. As such, the findings should be interpreted as indicative rather than definitive—reflecting general patterns across the cohort rather than individual-level changes over time.
