

Barnardo's Practitioner Survey Full Results

Wave 6: 5 – 27 October 2020

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Introduction

This report presents the results for the sixth quarterly Barnardo's Practitioner Survey.

The aim of the survey is to capture emerging issues, and impacts on children and families, directly from Barnardo's practitioners.

The survey was open to all staff who work directly with children, young people, parents and/or carers.

Fieldwork was undertaken 5 to 27 October 2020.

Data analysis was undertaken by Barnardo's Strategic Impact Team (SIT). Open questions were coded, and are presented in tables. For the open questions, respondents could make more than one point, so responses can be coded to multiple categories.

Where percentages do not sum to 100%, this may be due to computer rounding, or multiple answers.

* indicates responses of 0.5% or less.

In the Appendix, where relevant, comparisons are made with data from previous waves of Barnardo's Practitioner Survey.

- Wave 1 fieldwork dates: 24 June – 9 July 2019
- Wave 2 fieldwork dates: 23 Sept – 7 Oct 2019
- Wave 4 fieldwork dates: 6 – 21 April 2020
- Wave 5 fieldwork dates: 25 June – 15 July 2020

For any further queries about the survey or the data presented in this report, please contact kate.sewel@barnardos.org.uk.

ABBREVIATIONS USED

ASC	Autism Spectrum Condition
ASL	Additional Support for Learning needs
ASD	Autism Spectrum Disorder
BAME	Black, Asian and minority ethnic
CSA/E	Child sexual abuse/exploitation
CYP	Children and young people
EAL	English as an additional language
ESOL	English for speakers of other languages
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Intersex +
MHWB	Mental health and wellbeing
PPE	Personal protective equipment
SEN/D	Special educational needs/disabilities
SPD	Sensory Processing Disorder
YP	Young people

Overview of Issues for Children, Young People, and Families

Emerging vulnerabilities

Similar to previous waves of the survey, practitioners overwhelming concerns are around **mental health and wellbeing, isolation and loneliness**, and a **lack of support and resources**. Isolation and loneliness have consistently been mentioned more frequently during the Covid-19 pandemic.

Practitioner's concerns about financial issues have risen, particularly in relation to **families experiencing more financial difficulties and pressures**. The impact of job losses and reduced employment prospects for young people are mentioned more frequently than in previous waves of the survey.

Children and young people experiencing **anxiety around returning to school and changes to their routine** are identified as emerging issues. Low income families, 'the most vulnerable children and families', children with additional needs (such as autism or special educational needs/disabilities), and children in care are felt to be most affected by these concerns.

For children and young people from specific ethnic backgrounds, **vulnerability to Covid-19/the impact of Covid-19, isolation and social exclusion**, and **language or communication barriers** are felt to be particular issues.

Covid-19 Concerns

Practitioners continue to be most concerned about the impacts of Covid-19 on reduced service provision, and the impacts of extended periods of lockdown, than about the impact of children and young people contracting Covid-19.

In terms of what could be done by the Government or decision makers to address the impacts of Covid-19, providing **clear guidance and information** is mentioned most frequently. **Relaxing some of the restrictions and allowing face-to-face support** for children, young people and families is cited more often than in previous waves of the survey. This is mentioned in relation to **allowing children in care to have contact with their birth families**, and as being necessary for **identifying additional needs or safeguarding concerns**.

Increasing funding for/availability of mental health support, and increasing the provision of support more generally are also mentioned frequently.

In terms of **what could be done by Barnardo's**, the most common responses refer to **continuing to support** children, young people and families, **enabling face-to-face support**, and **increasing provision** of support.

Poverty

The proportion of practitioners supporting someone **in, or at risk of being in, poverty has increased steadily since April 2020**, with practitioners reporting substantial increases around **need for grants or financial support** for families, and young people or families **unable to pay bills/rent**. A larger proportion of practitioners report supporting young people or families experiencing **reduced earnings due to job loss and reduced hours**.

Schools

For children who have returned to school, practitioners are more likely to say that this has been positive than negative although many have seen mixed responses.

A quarter of practitioners are supporting families where children are off school due to partial or complete school closure as a result of Covid-19. Among practitioners supporting these families, **only 17% feel that sufficient support has been provided to help children engage with learning at home.**

Three in five practitioners feel that children and young people from poorer backgrounds face particular barriers to re-engaging with learning. **Digital poverty, being behind on learning, a lack of finances, and home environments** un conducive to learning are most frequently identified as barriers.

Around two thirds of practitioners supporting families with children or young people with **Special Educational Needs and Disabilities (SEND)/Additional Support for Learning (ASL)** needs report that these children have experienced specific challenges around the return to school/early years settings. Difficulties **adapting to changes** in routines, children struggling to **understand or comply with new rules**, and a **lack of support, services, and equipment** are commonly cited as challenges faced.

Service Provision

The majority of practitioners report their service is currently providing 'remote/digital support to children, young people or families' (87%), while around two-thirds (65%) report that their service is currently providing some face-to-face support for children, young people or families.

There is an increase in the proportion of practitioners who feel that **demand on their service has increased** over the last few months. The vast majority of practitioners say their service implemented changes over the last three months (since July), which most commonly involved providing support remotely or digitally, continuing or restarting face-to-face work, and staff working from home.

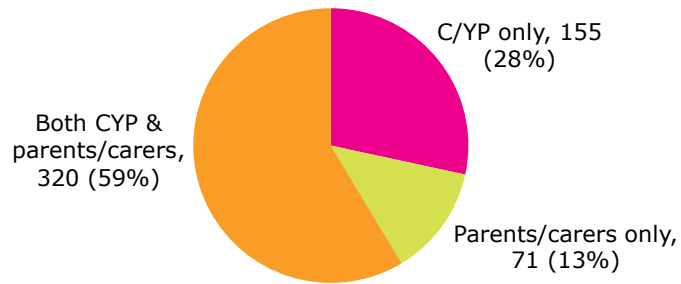
Among practitioners who told us about service changes in the last three months, two thirds of practitioners report that changes have **increased levels of stress for staff**. However, practitioners feel that impacts of recent service changes have generally been **more positive for service users** in terms of quality of support, levels of engagement, and reach.

While there has, overall, been a reduction in the proportion of practitioners who say service changes have led to increased stress for staff, reduced engagement with service users, and reduced quality of support compared to the previous survey in June/July, **it will be important to continue to monitor the impacts of service changes going forward.**

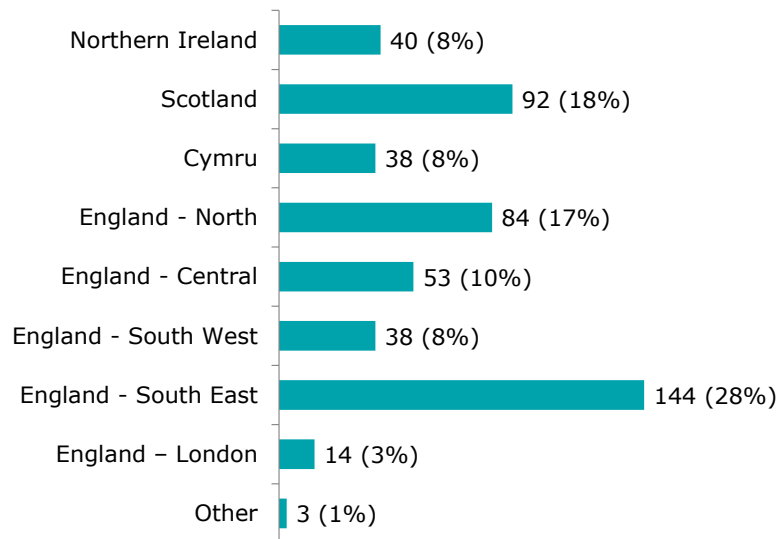
Sample Overview

	<i>n</i>	<i>%</i>
Service users supported (n=546)		
Children/young people	155	28
Parents/carers	71	13
Both	320	59
Region (n=506)		
Northern Ireland	40	8
Scotland	92	18
Cymru	38	8
England - North	84	17
England - Central	53	10
England - South West	38	8
England - South East	144	28
England - London	14	3
Other	3	1
Service type (n=506)		
Youth Work	18	4
Employment, Training and Skills (ETS)	13	3
Care Leavers/Accommodation Support	32	6
Advocacy, Children's Rights & Participation	21	4
Refugee and Asylum Seekers	3	1
Child Protection	16	3
Child Abuse and Exploitation	30	6
Looked After Children	44	9
Education	23	5
Disability/Health	16	3
Mental Health	28	6
Family Support Services	82	16
Early Support	173	34
Other	7	1
Length of time working with CYP/families (n=505)		
Less than 1 year	27	5
1-2 years	71	14
3-5 years	57	11
More than 5 years	350	69

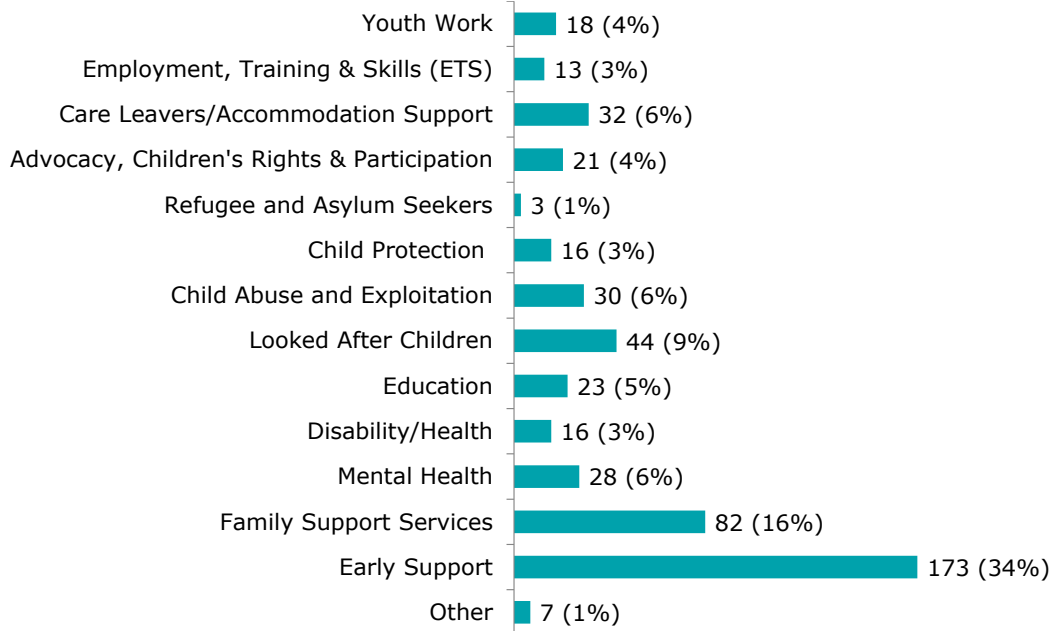
Q. Do you work directly with...? (n=546)



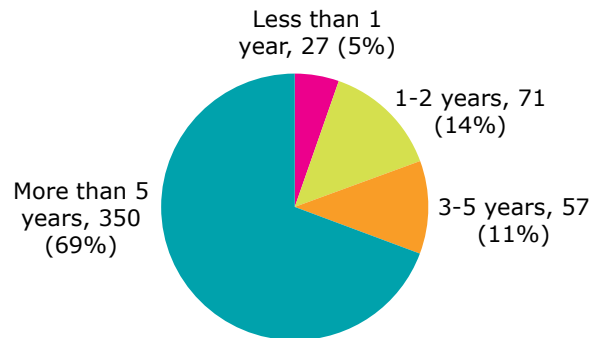
Q. Please tell us which nation or region you work in (n=506)



Q. What type of support does your service provide? (n=506)



Q. How long have you been working directly with children, young people and/or families? (n=505)



Emerging Vulnerabilities

Summary

Thirty-six per cent of practitioners (145 of 404) who told us they have seen new issues emerging, or heard new things, from children, young people and families over the last few months report an 'increase in mental health and wellbeing issues', 20% report 'isolation', and 11% report a 'lack of support and resources'.

Practitioners' biggest concerns for children, young people and families are 'mental health and wellbeing issues' (cited by 33% of practitioners, 138 of 419), followed by a 'lack of support and resources' (20%), and 'isolation' (15%).

Thirty-five per cent of practitioners (146 of 414) report 'all children and families' are most affected by these concerns, followed by 'low income, workless, or families reliant on benefits' (13%) and 'the most vulnerable children and families' (6%).

Seven per cent of practitioners (23 of 315) who told us there are emerging issues or concerns for young people from specific ethnic backgrounds cited 'vulnerability to Covid-19 or the impact of Covid-19' as an issue or concern, followed by 'isolation and social exclusion' (4%), and 'language and communication barriers' (3%).

Q. Are there any new issues you are seeing emerging, or new things you are hearing from children, young people or families, over the last few months?

Base: All who answered this question (404)

	n	%
Increase in mental health & wellbeing issues among CYP and families	145	36
Isolation (incl. loneliness & lack of social contact)	82	20
Lack of support and resources	43	11
No change/nothing new	37	9
Financial issues	35	9
Poverty/changes to benefits system	30	7
Covid-19 (non-specific)	26	6
Job loss/employment prospects	23	6
School return/routine/anxieties around school transitions	20	5
More pressure on CYP & families	14	3
Impact of Covid-19 on education/attainment	11	3
Worry about the future (incl. uncertainty)	11	3
More CYP & families affected by domestic abuse	11	3
Increase in violent/challenging behaviour	9	2
Limitations of digital support	8	2
Increase in CYP and families affected by substance misuse	7	2
Reduced family contact	7	2
Physical health	6	1
CYP & families struggling to adhere to/understand Government restrictions on Covid-19	5	1
Increase in number of vulnerable CYP & families	5	1
Difficulties with accessing health care	5	1
Boredom/lack of activities for CYP	5	1
Lack of/changes to routine	5	1
CYP/families coping/adapting well	5	1
Fear (of the unknown)	5	1
Increased impact of digital	4	1
Increase in housing issues	4	1
Lack of access to digital technology	4	1
Child development (incl. impact on social skills)	4	1
Fear of going outside/seeing people	3	1
Concern about contracting/family contracting Covid-19	2	*
Pressure/stress relating to education/home-schooling	2	*
Exploitation (non-specific)	2	*
Frustration	2	*
Increase in number of children impacted by trauma	2	*
Impact on care plans/placements	2	*
Impact on court processes	2	*
Increase in safeguarding issues (non-specific)	2	*
Other	21	5
Don't know	1	*

Examples of responses:

"A lot of young people are struggling with going back to school and the new rules and regulations in place."

Coded to: School return/routine/anxieties around school transitions.

"There have been a lot of referrals for financial support for devices for children to access their learning and for families who have been impacted by furlough and need help with their bill[s] and food."

Coded to: Poverty/changes to benefits system. Lack of access to digital technology

"The feeling of loneliness and helplessness, and parents/carers feeling like certain support systems to help their child/ren have 'stopped' or 'slowed'."

Coded to: Isolation (incl. loneliness & lack of social contact). Lack of support and resources.

"The education gap for children whose parents do not speak English - not able to access education during lockdown."

Coded to: Impact of Covid-19 on education/attainment

"Some of the children are struggling with changes to their school arrangements since returning in September and this has had an impact on their wellbeing. Parents feeling they have less contact and feedback particularly where some children have additional needs such as ASC. Those parents needing to go onto Universal Credit due to work changes are finding financial hardship."

Coded to: Poverty/changes to benefits system. Lack of support and resources. School return/routine/anxieties around school transitions

"Lots of families worried about their children's social skills being affected due to COVID-19 and being unable to attend schools and groups."

Coded to: Child development (incl. impact on social skills).

"Looked after children reporting fatigue and boredom with virtual offers; wishing for direct contact with their Independent visitor volunteers."

Coded to: Lack of support and resources

"Long wait times for appropriate foster/residential placements to be identified. Impact of Covid-19 on care plans and family time."

Coded to: Impact on care plans/placements

"Issues over low finances particularly over costs incurred of returning to school."

Coded to: Financial issues

"Isolation and a greater sense of helplessness. Fear of what will happen in the future. A lot of uncertainty."

Coded to: Isolation (incl. loneliness & lack of social contact). Worry about the future (incl. uncertainty).

Q. What is your one biggest concern now for children, young people and families?

<i>Base: All who answered this question (419)</i>	<i>n</i>	<i>%</i>
Mental health & wellbeing issues among CYP and families	138	33
Lack of support and resources	83	20
Isolation (incl. loneliness)	61	15
Poverty/changes to benefits system	33	8
Education (incl. attainment, exclusion & adjusting to changes)	26	6
Covid-19 (non-specific)	20	5
Financial issues	20	5
Safeguarding issues due to services having less contact with families (incl. hidden vulnerabilities)	18	4
Job loss/employment prospects	13	3
Homelessness and housing issues	11	3
Family/relationship/placement breakdown	11	3
Uncertainty of the future	11	3
Domestic abuse	8	2
Trauma/neglect/abuse	8	2
Safeguarding (non-specific)	7	2
Child development	6	1
Physical health	5	1
Transition back to 'normality'/adjusting to changes	5	1
Increase in CYP impacted by CSA/E	4	1
Lack of opportunities/access to opportunities	4	1
Concern about contracting/family contracting Covid-19	4	1
Lack of healthy relationships	4	1
Delays to care proceedings/leaving care	4	1
Exploitation (non-specific)	3	1
Maintaining relationships with CYP & families	3	1
CYP & families struggling to adhere to/understand Government restrictions on Covid-19	2	*
CYP/families affected by substance misuse	2	*
Increased impact of digital	2	*
Lack of access to digital technology	2	*
More pressure on CYP/families	2	*
A second wave of Covid-19	2	*
Parenting issues	2	*
Lack of foster placements	2	*
Other	14	3

Examples of responses:

"Their development and how the gap in education and face to face contact with service will impact on their future outcomes and opportunities."

Coded to: Lack of support and resources. Child development

"We have had massively reduced referrals since this time last year. Why are less child protection conferences happening this year compared to last year? Are child

protection issues not being picked up as they would have been last year? Is there less oversight?"

Coded to: Safeguarding issues due to services having less contact with families.

"The significantly evident impact of the pandemic on children's mental health. Even more so, now that children have returned to school and are being sent home unexpectedly to self-isolate as part of their bubbles. This inconsistent and unpredictable process is having a significant impact on the children who thrive on consistent routines and boundaries."

Coded to: Education (incl. attainment, exclusion & adjusting to changes). Mental health and wellbeing issues among CYP and families.

"The knock on effect it can have in a family with just one member suffering with mental health issues and not being able to access the right support and not being able to access the right support and the mood getting lower and lower."

Coded to: Mental health and wellbeing issues among CYP and families.

"That they are "falling through the cracks" - that their issues aren't being seen as everyone is struggling."

Coded to: Safeguarding issues due to services having less contact with families (incl. hidden vulnerabilities)

"That any emerging needs get overlooked or pushed to one side due to the Coronavirus pandemic. That families continue to try and do their best but are worn out and finding it hard with less support."

Coded to: Lack of support and resources

"Not being able to access services. Early intervention services being cut due to lack of funds as a result of Covid-19."

Coded to: Lack of support and resources

"I am concerned that a second wave of this will compound the need and services are just not at the same capacity to cope with the need or to even identify the need."

Coded to: Lack of support and resources.

"As we deliver online missing the safeguarding that you pick up when you work face to face and form a different relationship."

Coded to: Safeguarding issues due to services having less contact with families (incl. hidden vulnerabilities)

Q. Which groups of children, young people, and families do you think are most affected by the concerns you raised above?

Base: All who answered this question (414)

	<i>n</i>	<i>%</i>
All children/families	146	35
Low income families/workless/reliant on benefits	53	13
The most vulnerable children and families	25	6
Children with additional needs (incl. ASD, SEN & SPD)	22	5
Children in care	21	5
New/young parents/families	18	4
CYP & families affected by mental health and wellbeing issues	17	4
Lone/single parent families	16	4
CYP & families with disabilities	15	4
Children aged 0-5	13	3
Teenagers and children aged 16+	13	3
CYP & families with limited/no support network	13	3
CYP & families affected by domestic abuse	12	3
All CYP our service/Barnardo's works with	12	3
Refugee and asylum seekers/migrants/ESOL	11	3
Care leavers/care experienced YP	10	2
Those from disadvantaged/deprived backgrounds/dealing with deprivation	8	2
Those in deprived areas	7	2
CYP with protected characteristics (LGBTQI+, ethnic minorities)	6	1
CYP & families impacted by trauma	6	1
Children aged 5-16	5	1
CYP & families affected by substance misuse	5	1
Secondary school aged children	5	1
Children who are not in education, employment or training (NEET)	4	1
Young carers	4	1
CYP affected by parental/familial offending	4	1
CYP & families who require support/services	3	1
Primary school aged children	3	1
CYP & families affected by homelessness	2	*
CYP & families not known to services/not under social care (incl. those not asking for help)	2	*
CYP due to leave school (primary & secondary)	2	*
Parents with no/little education	2	*
Working parents	2	*
Other	19	5
Don't know	1	*

Q. Do you think there any emerging issues/concerns for young people from specific ethnic backgrounds? (please state the specific ethnic background and emerging issue)

Base: All who answered this question (315)	n	%
No emerging issues/nothing new/not aware of any issues/no experience of this	127	40
Vulnerability to Covid-19/impact of Covid-19	23	7
Issues affect all CYP & families	15	5
Isolation/social exclusion (incl. marginalisation)	12	4
Language/communication barriers	11	3
Lack of support/resources	8	3
Black Lives Matter movement	8	3
Racism (incl. hate crime)	7	2
Yes (non-specific)	7	2
Issues with education	7	2
Barriers to accessing support/services	6	2
Poverty/financial issues (incl. job loss)	6	2
Mental health & wellbeing	5	2
Trauma	3	1
Reduced access to religious events/celebrations	3	1
Health issues	3	1
Caring responsibilities	3	1
Family acceptance of CYP who identify as LGBTQI+	2	1
Fear	2	1
Other	13	4
Don't know	35	11

Examples of responses:

"Those transitioning from primary to secondary education and those completing secondary without additional support when parents do not understand the education system and English is limited."

Coded to: Issues with education.

"This summer whilst the Black Lives Matter movement has had a galvanising effect it has also increased young people's anxiety and anger and questioning identity. Understandably so, but coping with this on an individual level has been challenging for some and with little support for their specific needs with this."

Coded to: Black Lives Matter movement

"The Government restrictions and rules do not seek to take into account the needs of people from specific backgrounds. They are being stripped of their cultural celebrations and traditions which is having a horrific impact on their well-being."

Coded to: Reduced access to religious events/celebrations

"Absolutely from our region for the Pakistani/Kashmiri background as counselling isn't widely understood and for those that do understand and want to access it it's not easily available or waiting times are too long. Many services are not culturally appropriate."

Coded to: Barriers to accessing support/services

"As Covid-19 appears to affect the BAME community worse, then many children may be living with poorly parents who are unable to care for themselves or their children. We are also unaware of the long term impacts of Covid-19 and may in time see the number of young carers from ethnic backgrounds rise, specifically BAME."

Coded to: Vulnerability to Covid-19/impact of Covid. Caring responsibilities

"The impact of generations of trauma and oppression and how black communities and people of colour are impacted by this."

Coded to: Trauma

Covid-19 Concerns

Summary

Thirty-six per cent of practitioners (142 of 397) are currently supporting, or have previously supported, someone with symptoms suspected to be Covid-19.

Eighty-three per cent of practitioners (276 of 332) who told us what children and families are concerned about in relation to Covid-19 said 'reduced social contact' was a concern, followed by 'impact on mental health (79%), and 'getting Covid-19' (69%).

When asked to rate the threat that Covid-19 poses to the children, young people and families they support on a scale of 1-10 (where 10 is significant threat):

- 37% of practitioners (122 of 329) rate the direct impacts as a result of reduced services/provision as '9' or '10'
- 28% (92 of 329) rate the direct impacts such as extended lockdown/quarantine as '9' or '10'
- 11% (37 of 325) rate the direct impacts of contracting Covid-19 as '9' or '10'.

Seventeen per cent of practitioners (51 of 305) who told us what the Government or other decisions makers could do to address the impacts of Covid-19 on children, young people and families said 'clear guidance and information', followed by 'relax some of the restrictions' (14%), and 'increase funding for/availability of mental health support' and 'increase provision of support' (each cited by 11% of practitioners).

Approximately a third of practitioners (32%; 97 of 301) said Barnardo's can 'continue to support/have regular contact with children, young and families' to address the impacts of Covid-19, 13% said 'enable face-to-face support', while 11% said 'increase provision of support'.

On a scale of 1-10 (where 10 is very compliant), 13% of practitioners (42 of 319) rate young people's compliance with official guidance about lockdown as '9' or '10'. On a scale of 1-10 (where 10 is very influenced), 14% of practitioners (43 of 318) rate the impact of factors other than official guidance influencing whether young people stay in/go out as '9' or '10'.

Approximately half of practitioners (52%; 170 of 326) feel young people have become less compliant with official guidance since lockdown began. Thirty-one per cent of practitioners (92 of 296) who told us what other factors are having an influence on young peoples' compliance said 'confusing messages and level of understanding of restrictions or risks of Covid-19', followed by the 'need for social contact' (20%), and 'peer influence or pressure' (14%).

In terms of service provision over the last three months:

- 63% (212 of 335) report that demand on services has increased
- 51% (172 of 335) report an increase in the 'level of complexity of need' of services users

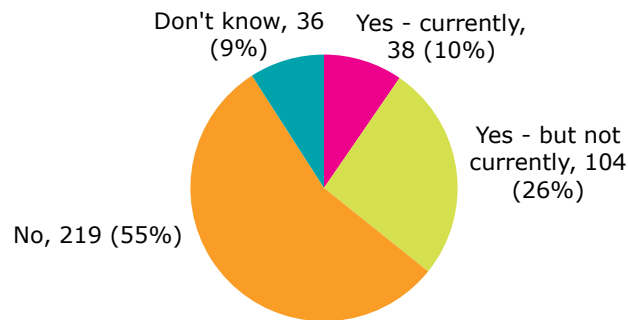
- 42% (141 of 335) report an increase in the number of referrals to their service.

On a scale of 1-10 (where 1 is can't meet demand) 34% of practitioners (109 of 325) rate their service's ability to meet demand between '1' and '5'.

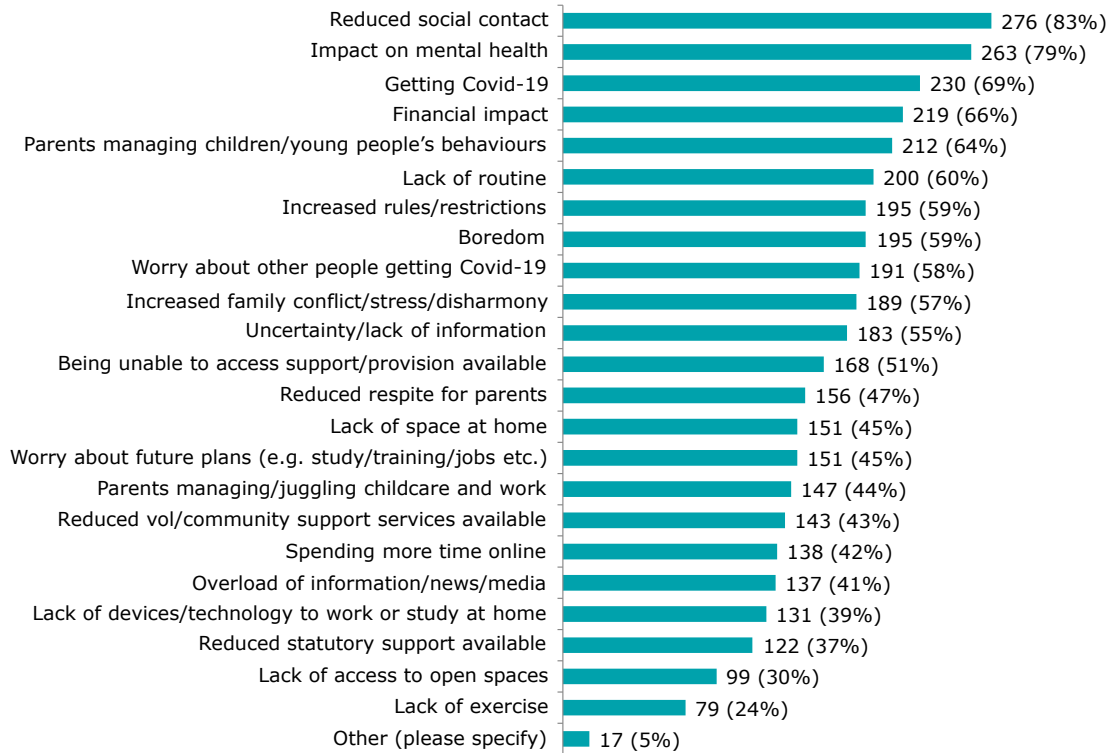
Twenty-seven per cent of practitioners (82 of 301) said their biggest concern for children, young people and families as restrictions are relaxed/post-Covid-19 is 'readjusting, understanding or adherence to changes', followed by 'a second wave or contracting Covid-19' and 'mental health and wellbeing issues' (each cited by 17% of practitioners).

Q. In your role as a practitioner, have you supported anyone who has had symptoms suspected to be associated with Covid-19?

(n=397)



Q. Which of the following have the children, young people or parents you are supporting been concerned about in relation to Covid-19? (n=332)

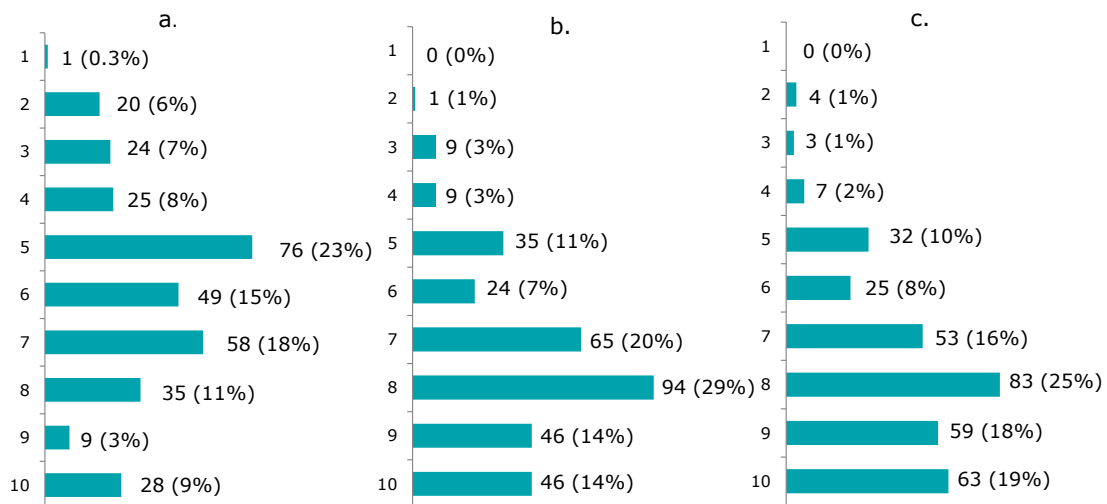


Q. How much of a threat (where 1 = no threat and 10 = significant threat) do you feel Covid-19 poses to the children, young people and families you support...?

a. Directly (i.e. illness) (n=325)

b. Indirectly as a result of extended lockdown/quarantine (n=329)

c. Indirectly as a result of reduced services/provision (n=329)



Q. What do you think the Government or other decision makers could do to address impacts of the Covid-19 crisis on the children, young people and families that you support?

Base: All who answered this question (305)

	n	%
Clear guidance/information	51	17
Relax some of the restrictions (incl. allow face-to-face support)	43	14
Increase funding for/availability of MHWB support (incl. counselling)	35	11
Increase provision of support for CYP & families	33	11
Financial support for charities/third sector	18	6
Financial support (non-specific)	16	5
Listen to charities/front line workers/public	16	5
Improve financial support for CYP & families	15	5
Provide funding/support/resources to schools	14	5
Get all CYP back to school/education	13	4
The Government is doing a good job/doing what it can	13	4
Ensure people have access to digital technology	13	4
Ensure people have 'basic essentials' (e.g. food)	11	4
Support for job security/opportunities/employers/the economy	7	2
Increase resources/activities for CYP & families	7	2
Increase testing for Covid-19	5	2
A plan & support for post-lockdown	4	1
A plan & support for CYP re-entering education post-lockdown	4	1
Improve/increase benefits (Universal Credit)	4	1
More support for carers/parents	4	1
Address language barriers to accessing services/support	4	1
Financial support for public sector/local authorities	3	1
Publicise/raise awareness of available support	3	1
More support to address domestic abuse	3	1
Other	21	7
Don't know	25	8

Examples of responses:

"Actual provision of tech to ALL families in need, not just a random figure quoted in press conferences, which is not directed to the families who needed it most."

Coded to: Ensure people have access to digital technology

"Consider needs of children in care - e.g. children living with separated parents were allowed face-to-face contact with each parent, whereas children in foster care were not."

Coded to: Relax some of the restrictions (incl. allow face-to-face support).

"Create law around biological parents having access to children. And contact centres being kept open in the same way schools have to stay open. Parenting assessment cannot take place legally whilst Covid restrictions to contact enforced."

Coded to: Relax some of the restrictions (incl. allow face-to-face support).

"Whilst the return to school has been paramount for children's mental health and socialisation, the on-going impact for children's mental health on the unpredictable and unmanageable restrictions in school has an even bigger one. There is an inability to prepare children for the immediate change which for children with trauma based responses, creates additional complexities in their behaviour."

Coded to: A plan & support for CYP re-entering education post-lockdown

"To offer additional financial support to families, meal support for families who normally have free meals to now be extended into holiday/half term time. Mental health support guidance for parents to support children and young people with anxiety."

Coded to: Ensure people have 'basic essentials' (e.g. food). Increase funding for/availability of MHWB support (incl. counselling)

"Access to free training and support for adopters/carers in supporting their traumatised children."

Coded to: More support for carers/parents

"Take into consideration children and families who do have additional needs and what more support can be brought in or made available to them"

Coded to: Increase provision of support for CYP & families

"Ensure every child has the same opportunity by providing free internet and equipment to learn. Provide hubs so parents can be taught how to use technology to stop benefit sanctions. Young people are told to download apps to help with their mental health, but have no provisions to download these apps."

Coded to: Ensure people have access to digital technology

"Ensure mental health provisions can still work so that young people are not left isolated with already poor mental health, which will almost definitely get worse."

Coded to: Increase funding for/availability of MHWB support (incl. counselling)

"More guidance for local authorities on supporting looked after young people. Some more leeway for looked after young people in terms of restrictions/rules, particularly for being able to see family members."

Coded to: Relax some of the restrictions (incl. allow face-to-face support)

"Some sort of support bubbles. Like nursery and school have bubbles, a support bubble for toddler groups would be a real lifeline for families right now."

Coded to: Relax some of the restrictions (incl. allow face-to-face support)

Q. What do you think Barnardo's can do to address impacts of the Covid-19 crisis on the children, young people and families that you support?

Base: All who support parents (301)

	n	%
Continue to support/have regular contact CYP/families - doing all we can	97	32
Enable face-to-face support	38	13
Increase provision of support to CYP/families	32	11
Provide support remotely/digitally	26	9
Provide financial support/advice for YP/families	18	6
Provide support, resources, activities	14	5
Provide mental health & wellbeing support	13	4
Provide more funding for services	12	4
Work with CYP/families, be responsive to needs	12	4
Advertise services more	11	4
Continue supporting staff	11	4
Influence/lobby Government/decision-makers	9	3
Better partnership working/communication	8	3
More staff	8	3
Provide digital technology to CYP/families	7	2
Advocate for CYP/families	7	2
Fundraising	5	2
Continue communications to/from staff/managers	5	2
Signposting/sharing of information/resources (for families)	4	1
More training for staff (e.g. counselling)	4	1
Ad campaigns/publicise impacts on CYP of substance misuse, domestic abuse, relationship breakdown, Covid-19, MHWB	3	1
Provide PPE for staff	2	1
Be trauma-informed	2	1
Other	9	3
Don't know	14	5

Examples of responses:

"A return to face to face working as soon as possible, increased resources in order to better support those families in hardship."

Coded to: Enable face-to face-support

"Consider what is best for each child or young person - i.e. do not put restrictions in place due to blanket policies when worker feels more can be done."

Coded to: Work with CYP/families, be responsive to needs

"Continue to adapt our support virtually, and to look at ways of safely putting in place groups etc. that families are able to access."

Coded to: Provide support remotely/digitally

"Ensure families and children that need laptops or internet can be offered one. Also ensuring those parents/carers who are colour blind, dyslexic or English isn't their first language can still be supported virtually."

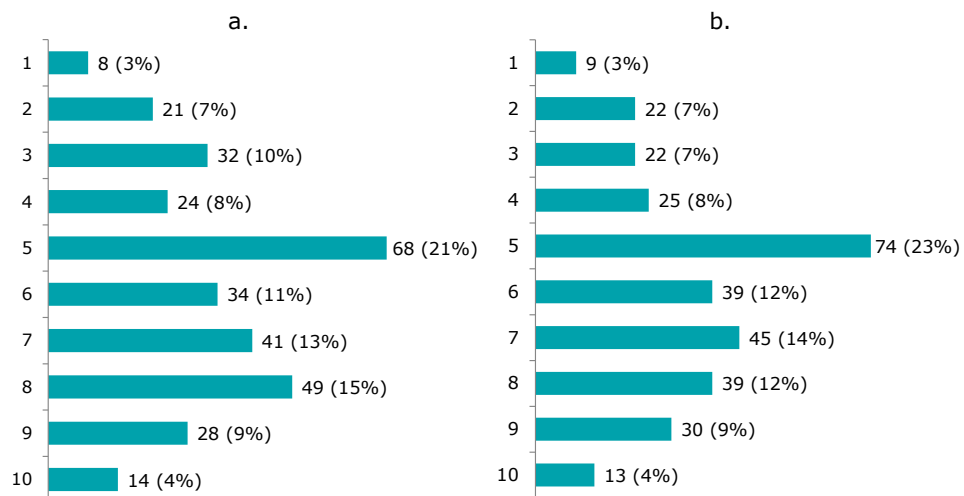
Coded to: Provide digital technology to CYP/families

"Be flexible, adapt and use creativity in the work that we do and also in using the funds that are available to ensure that children and young people do not fall through the cracks."

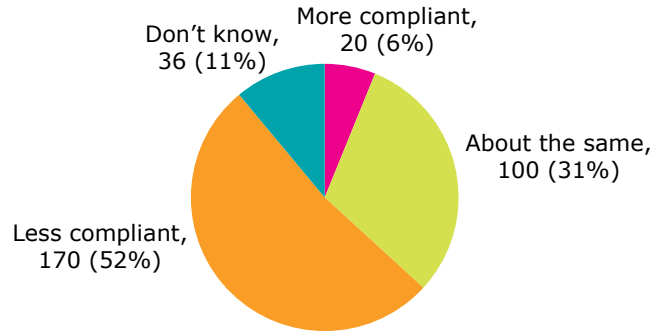
Coded to: Increase provision of support to CYP/families

Q. To what extent do you feel that the young people you support are currently...?

- a. Compliant with official guidance about lockdown (1 = not compliant and 10 = very compliant) (n=319)
- b. Responding to other factors (other than the official guidance) influencing whether to stay in/go out (1 = not influenced 10 = very influenced) (n=318)



Q. Has this changed since lockdown began? (n=326)



Q. What other factors are having an influence on their compliance with guidance or not, or staying in/going out?

Base: All who answered this question (296)

	n	%
Confusing messaging/level of understanding of restrictions or risks of Covid-19	92	31
Need for social contact	60	20
Peer influence/pressure	42	14
Boredom	35	12
Parent/carer/sibling influence and behaviour	34	11
Mental health & wellbeing/low mood	26	9
Unsuitable home environment/family pressures	21	7
General disregard or mistrust of rules & regulations/information	19	6
Complacency/apathy	19	6
Whether in school or not	18	6
Fear/anxiety	17	6
Level of support in home/To access support/services	16	5
Length of time restrictions have been in place	15	5
Perception of risk Covid-19 poses to self/family	8	3
Increased access to facilities/relaxing of restrictions	7	2
Financial situation	7	2
Social media/people breaking rules on social media	6	2
Addiction	5	2
SEND	4	1
Level of adherence to rules by those in public eye	4	1
Lack of enforcement of rules	3	1
Lack of routine	3	1
The weather	3	1
Own health	3	1
Protests	2	1
Media blaming young people	2	1
Age	2	1
Having a caring role	2	1
Other	18	6
Don't know	13	4

Examples of responses:

"The necessity of going to work and having no childcare other than family leaves some families no option but to use them as carers."

Coded to: Level of support in home/To access support/services

"The lack of consistency. Young people are less understanding of the various changes and see no logic in the restrictions."

Coded to: Confusing messaging/level of understanding of restrictions or risks of Covid-19

"People who have strong community networks are more resilient. People who are isolated or in distress or danger are having to reach out more and this can sometimes look like non-compliance."

Coded to: Need for social contact. Unsuitable home environment/family pressures

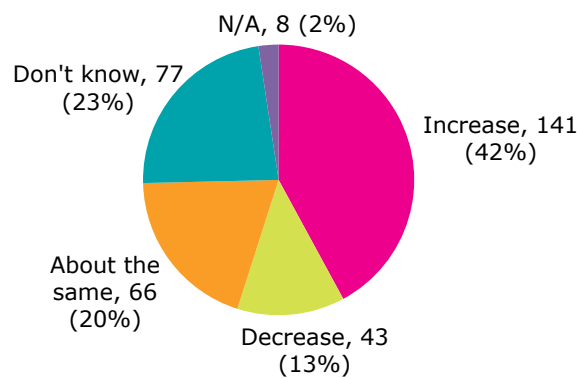
"The parents I work with are desperate for company for their mental wellbeing and are struggling being at home with young children."

Coded to: Need for social contact. Unsuitable home environment/family pressures

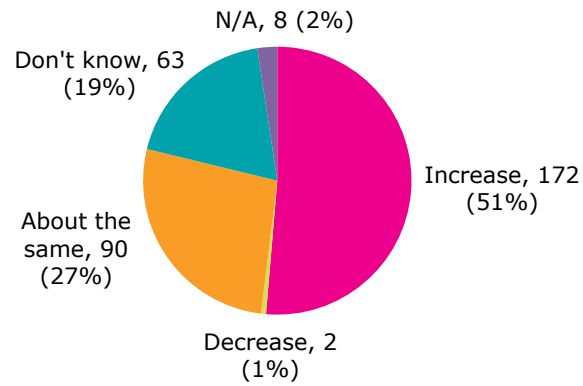
"Feeling isolated at home, going to see their friends as they are their support network. Mixing with adult family friends when times are hard at home and respite is needed."

Coded to: Need for social contact. Unsuitable home environment/family pressures

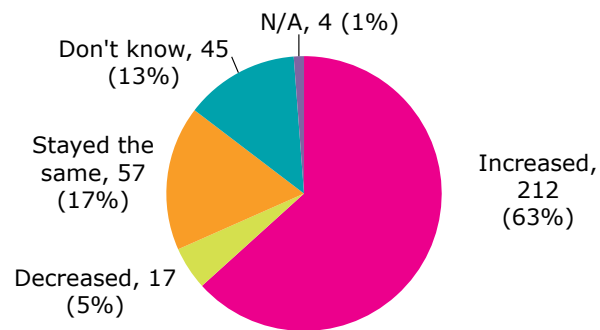
Q. Has there been an increase or decrease in the number of referrals to your service over the last 3 months? (n=335)



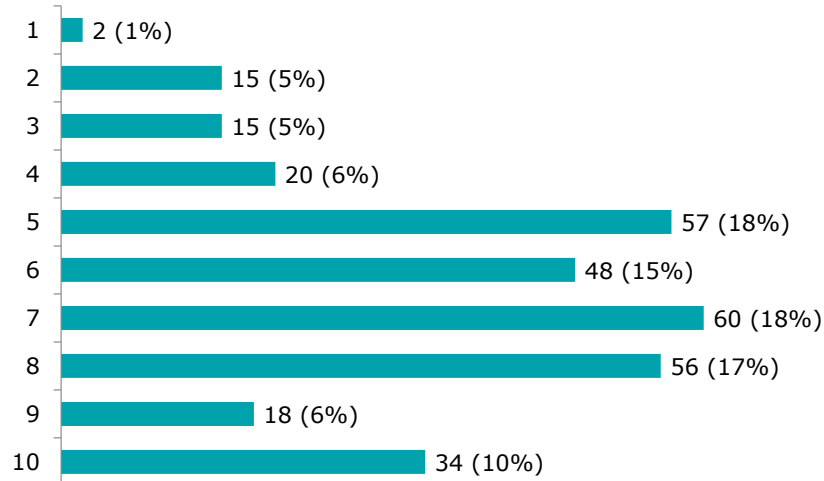
Q. Has there been an increase or decrease in the 'level or complexity of need' for individual service users over the last 3 months? (n=335)



Q. Do you feel that demand on services has increased or decreased over the last 3 months (n=335)



Q. To what extent do you feel able to meet demand? (where 1 = can't meet demand and 10 = able to meet demand) (n=325)



Q. What is your one biggest concern for children, young people and families as restrictions are relaxed/post Covid-19?

Base: All who answered this question (301)

	n	%
Readjusting/understanding/adherence to changes	82	27
A second wave/contracting Covid-19	51	17
Mental health & wellbeing issues	50	17
Economic impact/financial security	40	13
Issues relating to service provision/accessibility	37	12
Issues around returning/reengaging with school	29	10
Fear/anxiety	20	7
Isolation/lack of social contact (incl. family contact)	9	3
Safeguarding/safety issues	5	2
Time spent using technology/online	4	1
Reduced access to health services	3	1
None	2	1
Restrictions haven't been relaxed in all areas	2	1
Addiction/substance misuse	2	1
Other	20	7
Don't know	10	3

Examples of responses:

"Transitioning back to school, college or training. Adapting to the 'new normal'. An increase in anxiety due to not understanding the changes."

Coded to: Readjusting/understanding/adherence to changes. Fear/anxiety

"There will be an oversaturated job market which will affect young people being successful in applications."

Coded to: Economic impact/financial security

"The uncertainty on the future that COVID-19 has created and how families with young children and young people navigate that."

Coded to: Readjusting/understanding/adherence to changes

"The expectation of going back to 'normal' and not dealing with the trauma linked to the pandemic."

Coded to: Mental health & wellbeing issues

"The effects of not having been able to access services in a timely way - ultimately further increasing risk and threatening all aspects of immediate and future well-being. A loss of education that will have far-reaching implications and further disadvantage those already disadvantaged."

Coded to: Issues relating to service provision/accessibility. Issues around returning/reengaging with school

"That some young people are enjoying home schooling and there will be an increase in the number of school refusers. Parents and young people are anxious about return to social activities increasing risk of social isolation."

Coded to: Issues around returning/reengaging with school.
Readjusting/understanding/adherence to changes

"Services will begin to see the impact of demand due to emerging signs of abuse/exploitation/neglect and services will be overrun and unable to cope."

Coded to: Issues relating to service provision/accessibility

"It's the effect on education and gaps in integration that restrictions have created e.g. access to dental care, worsening health conditions that have not been addressed because of waiting lists."

Coded to: Issues relating to service provision/accessibility

"Mental health services unable to meet demands for increased mental health issues for children and young people."

Coded to: Issues relating to service provision/accessibility

Hate Crime

Summary

In the last year:

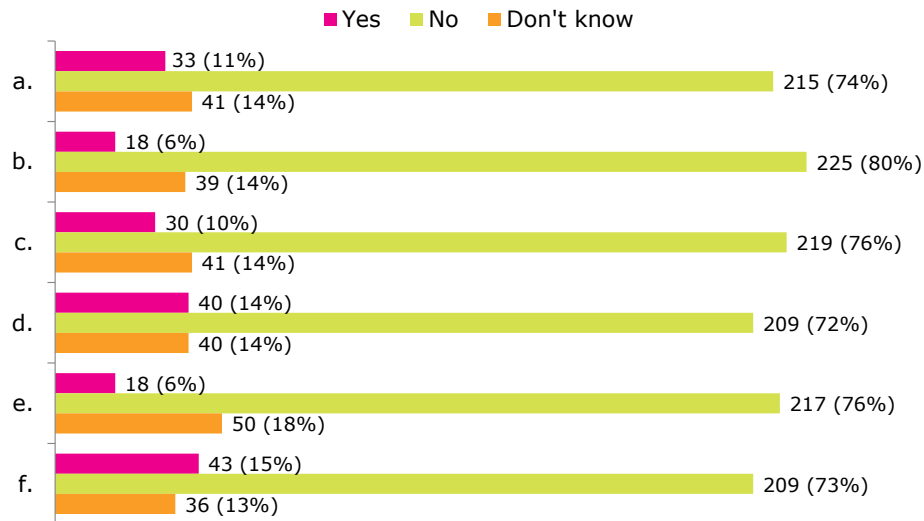
- 15% of practitioners (43 of 288) have supported a child or young person who has experienced a hate crime or incident/abuse due to a disability
- 14% (40 of 289) have supported a child or young person who has experienced a hate crime or incident/abuse due to their race
- 11% (33 of 289) have supported a child or young person who has experienced a hate crime or incident/abuse due to their sexual orientation
- 10% (30 of 290) have supported a child or young person who has experienced a hate crime or incident/abuse due to their gender identity
- 6% (18 of 285) have supported a child or young person who has experienced a hate crime or incident/abuse due to their religion
- 6% (18 of 282) have supported a child or young person who has experienced a hate crime or incident/abuse due to their sex.

Fourteen per cent of practitioners (52 of 385) said hate crimes are happening more frequently in their local area, compared to 12 months ago.

Forty-three per cent of practitioners (22 of 51) who told us what they thought was driving this increase in hate crime said the 'negative impact of media and social media', followed by 'Brexit, political context and polarization of the public, and the far right' and 'ignorance and lack of education' (each cited by 24% of practitioners).

Q. In the last year, have you supported a child or young person who has experienced a hate crime or incident/abuse due to their...?

- a. Sexual orientation (n=289)
- b. Sex (n=282)
- c. Gender identity (n=290)
- d. Race (n=289)
- e. Religion (n=285)
- f. Disability (n=288)



Q. What do you think is driving an increase in hate crime?

Base: All who answered this question (51)

	n	%
Negative impact of media and social media	22	43
Brexit/political context and polarization of public/far right	12	24
Ignorance/lack of education	12	24
Lockdown/boredom/more free time	6	12
Covid-19	5	10
Lack of compassion/empathy	5	10
Climate of fear	4	8
The rise of Black Lives Matter movement/increased coverage of racism	3	6
Financial stress/limited employability	3	6
Family/peer influence	3	6
Blame culture	2	4
Mental health issues	2	4
Other	3	6
Don't know	4	8

Examples of responses:

"The media, and fear. People are polarizing, as they do when times are difficult, and have less empathy for those they perceive to be different."

Coded to: Negative impact of media and social media. Lack of compassion/empathy

"Social unrest, divisions being made in the media based on race linked to Brexit, and also misinformation relating to Coronavirus (negative comments being made to Chinese people)."

Coded to: Negative impact of media and social media. Brexit/political context and polarization of public/far right. Covid-19

"A lack of education in schools around diversity such as sexuality, gender identity, race, disability."

Coded to: Ignorance/lack of education

"Current climate, more coverage of systematic racism and oppression of the black community and people of colour. The rise of the Black Lives Matter movement and oppression and racism from far right groups, federal agencies and police."

Coded to: Brexit/political context and polarization of public/far right. The rise of Black Lives Matter movement/increased coverage of racism.

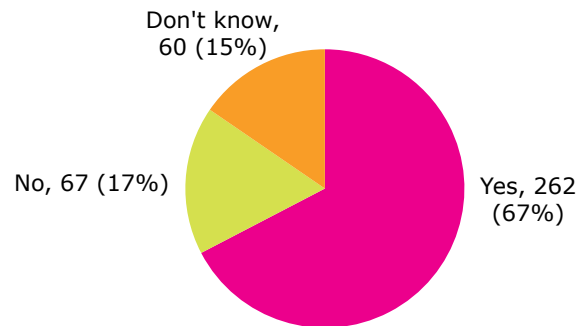
Poverty

Summary

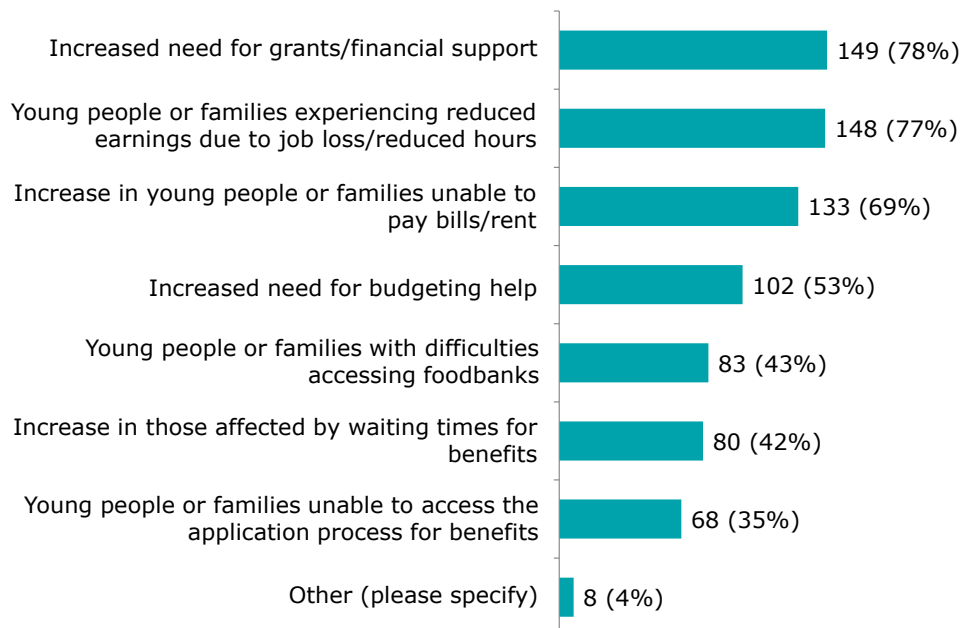
Approximately two thirds of practitioners (67%; 262 of 389) are supporting someone who is in, or at risk of, being in poverty.

Of these practitioners, 78% (149 of 192) are supporting children and families with an increased need for grants/financial support, 77% are supporting young people or families experiencing reduced earnings due to job loss/reduced hours, and 69% report an increase in young people or families unable to pay bills/rent.

Q. Are you supporting anyone who is in, or at risk of, being in poverty? (n=389)



Q. Have you experienced... (n=192)



Early Years

Summary

Approximately two thirds of practitioners (64%; 232 of 361) are currently supporting families with children under 5, or expectant parents, of whom 77% (178 of 231) report that the services these families would usually access are unavailable due to Covid-19. Practitioners most commonly identified the following services as unavailable to these families:

- Parent & baby/toddler/child groups (27%; 48 of 176)
- Play provision (26%)
- Health services (18%).

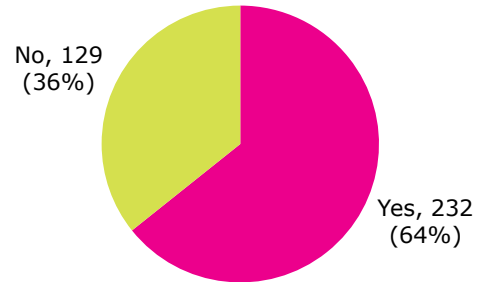
Approximately two thirds of practitioners (65%; 120 of 184) supporting families with children under 5, or expectant parents report that there are services these families have had difficulty accessing due to changes in delivery as a result of Covid-19. Practitioners most commonly identified the following as services which families have had difficulty accessing:

- Health services (27%; 30 of 112)
- Online provision (26%)
- Face-to-face services/support (15%).

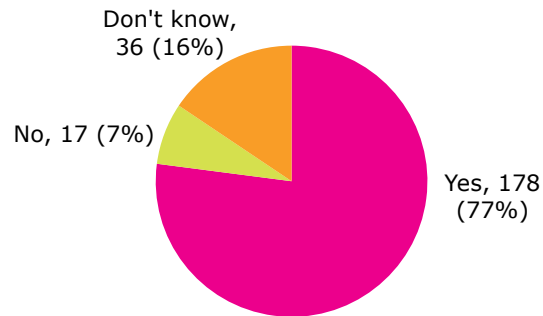
Half of practitioners (51%; 94 of 184) supporting families where services are unavailable or families are experiencing difficulties accessing services, who told us what impact this was having on families, said 'isolation and reduced social contact', 24% said a 'negative impact on mental health and wellbeing', and 21% said a 'lack of professional support, help or advice'.

A quarter of these practitioners (26%; 46 of 176) said 'low income families' were most negatively affected by unavailable services or reduced access to services, followed by 'all families' (20%), and 'lone parent families' (16%).

Q. Are you currently supporting any families with children under 5, or expectant parents? (n=361)



Q. Are there any services that have not been available to families with children under 5 or expectant parents due to Covid-19, which they would usually have accessed? (n=231)

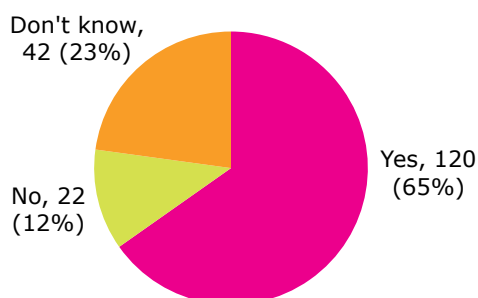


Q. Please state which services have not been available to families with children under 5 or expectant parents due to Covid-19, which they would usually have accessed

Base: All who answered this question (176)

	n	%
Parent & baby/toddler/child groups	48	27
Play provision	46	26
Health services	32	18
Non-specific face-to-face group work/drop ins/support/contact	29	16
Health visiting	26	15
Parent support groups	22	13
Parenting programmes	22	13
Children's Centres/Family Hubs	21	12
Baby massage/middle class hippy groups	16	9
Childcare/child minding	15	9
Speech & language services	13	7
Prenatal/antenatal support	12	7
Mental health Support	11	6
Nurseries	10	6
Support/services for CYP with additional needs	9	5
Midwifery	8	5
Support within education settings	7	4
Breastfeeding support	6	3
Community/leisure facilities (play parks, libraries, swimming pools)	5	3
Respite services	5	3
Family support	5	3
Domestic abuse support	4	2
Home Start	4	2
Social work (face-to-face)	3	2
Universal drop ins/services	3	2
Maternity support	2	1
Volunteering/befriending services	2	1
Postnatal support	2	1
Early help	2	1
Other	10	6

Q. Are there any services that families with children under 5 or expectant parents have had difficulty accessing due to changes in delivery as a result of Covid-19? (n=184)



Q. Please state which services families with children under 5 or expectant parents have had difficulty accessing due to changes in delivery as a result of Covid-19

Base: All who answered this question (112)

	<i>n</i>	<i>%</i>
Health services	30	27
Online provision (not accessible by all)	29	26
Face-to-face services/support (incl. drop ins and groups)	17	15
Health visiting	13	12
Children's Centre groups/Family Hubs	13	12
Baby/toddler/child & parent groups	10	9
Play provision	9	8
Child-minding/childcare	8	7
Parenting programmes	7	6
Parent support groups	7	6
Midwifery	6	5
School/education settings	6	5
Speech & language services	6	5
Social work	6	5
Nurseries	5	4
Baby massage/middle class hippy groups	4	4
Mental health support/services	4	4
Birth registration	3	3
Family support services	3	3
Respite	3	3
Contact centres	2	2
Foodbank	2	2
Shopping	2	2
Housing services	2	2
Breastfeeding support/services	2	2
Services for children with additional needs	2	2
Other	5	4

Q. What impact has having no access or restricted access to services had on families with children under 5 or expectant parents?

Base: All who answered this question (184)

	<i>n</i>	<i>%</i>
Isolation/reduced social contact	94	51
Negative impact on mental health & wellbeing	44	24
Lack of professional support/help/advice	38	21
Increase in stress/anxiety/worry/pressure/fear	33	18
Negative impact on child health/development	32	17
Less opportunities to monitor and safeguard/families at heightened risk of harm	19	10
Impact on parenting knowledge/understanding of child development	11	6
No parental respite	7	4
Increase in CYP challenging behaviour	5	3
Not knowing where to get support	5	3
Unable to resolve issues/delay in needs being met	4	2
Increase in domestic abuse/family conflict	3	2
Financial impact	3	2
Impact on confidence/willingness of future service attendance	2	1
Other	19	10
Don't know	2	1

Examples of responses:

"Those who are expectant or recently had children have missed out on face to face groups. Meeting family and friends and introducing their new addition to everyone. We know this has had a huge effect on new parents, the early days are very difficult and not being able to escape, meet new people, social[ise], [or] get peer support leaves new parents very vulnerable."

Coded to: Isolation/reduced social contact. Lack of professional support/help/advice

"Some people felt abandoned, some found it difficult to cope, some were very distressed facing a choice if they allowed carers into their home did they put their families at risk but alternatively how to cope without support, some families have told me they feel like they have developed PTSD from coping without previous support during lockdown and without access to usual medical services."

Coded to: Negative impact on mental health and wellbeing. Lack of professional support/help/advice

"Play centres are a good way for children to interact with others and parents to relax. Parents are no longer getting that respite and children are lacking in social interactions to promote their emotional and social development. Child development is critical in under 5s and there are now less opportunities to monitor and safeguard."

Coded to: Negative impact on child health/development. Less opportunities to monitor and safeguard/families at heightened risk of harm. No parental respite

"Children being put on extraordinarily long waiting lists to be seen by NHS services which is causing the parents anxiety, particularly from those parents who have already been waiting for long periods of time."

Coded to: Lack of professional support/help/advice. Increase in stress/anxiety/worry/pressure/fear

Q. Which types of families with children under 5 or expectant parents are most negatively affected by having no access or restricted access to services due to Covid-19?

Base: All who answered this question (176)

	n	%
Low income families	46	26
All	36	20
Lone parent families	28	16
Isolated/those without support networks	27	15
Families with mental health issues/anxiety	16	9
Those with additional needs	13	7
Vulnerable/disadvantaged families	12	7
Asylum seeking families/refugees/immigrant families/EAL	9	5
Those known to statutory services	9	5
First time parents	7	4
Young parents	7	4
Families with disabilities	6	3

Families experiencing domestic abuse/conflict in relationships	6	3
Those experiencing digital poverty	6	3
New parents	6	3
Larger families/families with lots of children	5	3
Those with no/limited outdoor space	4	2
Those in unsatisfactory homes (poor living conditions, temporary accommodation, limited space)	4	2
Families with younger children	4	2
Families without transport	3	2
Adoptive families	2	1
BAME families	2	1
Families where there is substance use	2	1
Families with parental illness	2	1
Families who are new to areas	2	1
Those impacted by employment issues	2	1
Other	13	7
Don't know	3	2

Schools

Summary

Eighty-one per cent of practitioners (309 of 380) are supporting families where children have returned to school. These practitioners report that families' main concerns are:

- Following new rules around social distancing (72%; 218 of 303)
- Different school environment to before (72%)
- Fear of catching the virus in school (71%).

Forty-three per cent of practitioners (130 of 304) supporting families where children have returned to school said the experience of returning has been positive for the children and families concerned.

Thirty per cent of practitioners (76 of 250) who told us about families' experiences of children returning to school said 'getting routine or structure back has been beneficial', 28% said 'social interaction and seeing friends has been beneficial', and 21% said returning to school 'has caused children, young people and families anxiety, stress and worry'.

A quarter of practitioners (26%; 98 of 374) are supporting families where children are off school because they have been asked not to attend due to partial or complete school closure, as a result of Covid-19. Almost three quarters of these practitioners (73%; 64 of 88) said the schools provided 'home or online education provision/devices/online support', 19% said schools provided 'none or not much support', and 16% said schools provided 'on-going contact or check ins'.

Half of practitioners (53%; 50 of 94) supporting families where children are off school due to partial or complete closures as a result of Covid-19 said children and families have not been provided with sufficient support to help children engage with learning. Fifteen of 43 practitioners, who told us how this support could have been improved, cited 'better home-school communication', followed by 'improved access to technology at home' (11 of 43), and 'more online content for work' (6 of 43).

A fifth of practitioners (21%; 77 of 370) are supporting families where children are eligible to attend school but are choosing not to. These practitioners report that families' main concerns are:

- Fear around catching the virus in school (66%; 51 of 77)
- Adapting to a change in routine (38%)
- Following new rules around social distancing (31%).

A fifth of practitioners (9 of 45) who told us what additional support has been provided by schools for children who are not attending cited 'school work to do at home', followed by 'phone check ins/on-going school-home communication' (7 of 45), and 'online work/portal' (6 of 45).

A third of practitioners (33%; 17 of 51) supporting families where children are eligible to attend school but are choosing not to feel children and families have not been provided with sufficient support to help children re-engage with learning. Two fifths of practitioners (6 of 15) who told us how this support could have been improved said 'more pastoral support/access to services', followed by 'improved access to technology' (5 of 15), and 'better home-school communication/check ins' (3 of 15).

Sixty per cent of practitioners (170 of 285) think children and young people from poorer backgrounds face particular barriers to re-engaging with learning. Practitioners most commonly identified the following as barriers:

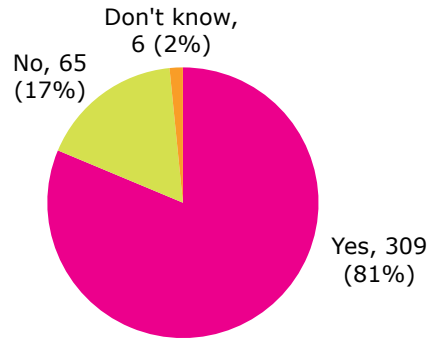
- Digital poverty (61%; 98 of 160)
- Being more behind on their learning (43%)
- Home environments not conducive to learning (14%)
- Lack of finances (14%).

Sixty per cent of practitioners (219 of 368) are supporting families with children or young people with Special Educational Needs and Disabilities (SEND) or Additional Learning and Support (ASL) needs; a fifth of whom (20%; 32 of 163) report that these children and young people have experienced challenges around the return to school. The challenges most commonly identified by practitioners are:

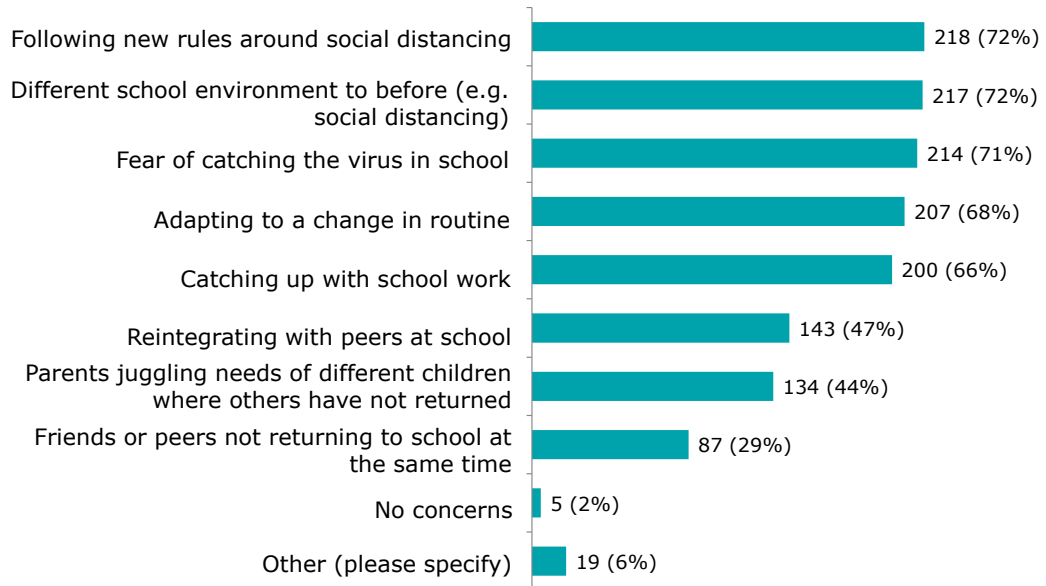
- Harder to adapt to going back to change in routine/unsettled by changes (48%; 48 of 99)
- Struggle to understand/comply with new rules/procedures (32%)
- Lack of necessary support/services/equipment (23%).

Approximately a fifth of practitioners (19%; 17 of 90) who told us what additional support these children and families need cited 'access to services/additional support', followed by 'graduated transition/improved transition support' (18%), and 'additional teaching/in-school support' (13%).

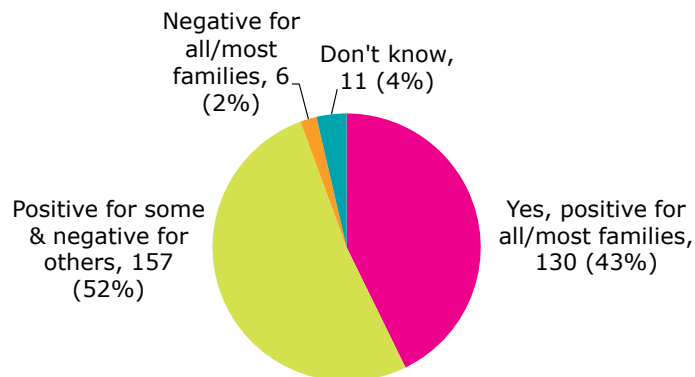
Q. Are you supporting families where children have returned to school? (n=380)



Q. What are the main concerns of families in relation to children returning to school? (n=303)



Q. For children who have returned to school, do you think that the experience has been a positive one for the children and families concerned? (n=304)



Q. For children who have returned to school, do you think that the experience has been a positive one for the children and families concerned? Can you explain why?

Base: All who answered this question (250)	n	%
Getting routine/structure back has been beneficial	76	30
Social interaction/seeing friends has been beneficial for CYP	69	28
Has caused CYP/families anxiety/stress/worry	53	21
Provides access to education	31	12
Difficulty adjusting to new routines/school environment	31	12
Provides parental respite/relieved pressure on parents	30	12
Depends on the individual child/family	30	12
Schools have managed the situation well	13	5
CYP/families are glad to be back/positive experience	13	5
CYP don't want to/refuse to attend/preferred not attending	11	4
Depends on the school	10	4
Access to school as a safe place/exposed to less adversity in school	9	4
Difficult to manage uncertainty of situation/logistical challenges	8	3
Provides access to school meals	7	3
CYP have re-adjusted well	6	2
Allows parents to get back to work	6	2
Provided stimulation/reduced boredom	4	2
Results in less tension in home	2	1
Lack of additional/SEN support on return	2	1
Resulted in increase in challenging behaviours	2	1
Eases financial pressures on family	2	1
Other	16	6

Examples of responses:

"Some young people are now refusing to go to school at present as the routines are too far away from their usual routines - this is leading to anxiety."

Coded to: Has caused CYP/families anxiety/stress/worry. Difficulty adjusting to new routines/school environment

"Some of the families I am supporting have young people who have a diagnosis of ASD and they have found the school environment extremely difficult and some of the young people are refusing to attend school."

Coded to: Difficulty adjusting to new routines/school environment. CYP don't want to/refuse to attend/Preferred not attending

"Children starting secondary school have at times struggled with the transition, making new friends etc. and all in a socially distanced manner. Some have enjoyed getting back to routine and structure and friendships."

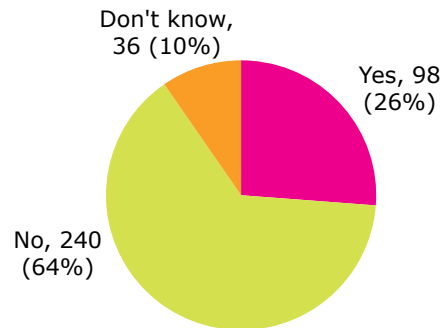
Coded to: Getting routine/structure back has been beneficial. Social interaction/seeing friends has been beneficial for CYP. Difficulty adjusting to new routines/school environment

"For those with additional needs it has mostly been negative. Young people I support with Autism have struggled immensely with the change of routine and rules, it has

caused intense anxiety. Those with pre-existing anxiety have felt it worsen with all the school changes and adaptations.”

Coded to: Has caused CYP/families anxiety/ stress/worry. Difficulty adjusting to new routines/ school environment.

Q. Are you supporting families where children are off school because they have been asked not to attend due to partial or complete school closure as a result of Covid-19? (n=374)

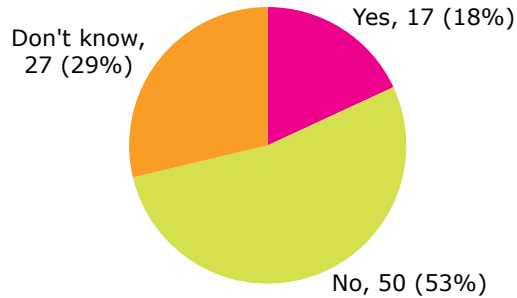


Q. What additional support has been provided by schools to children who have been asked not to attend due to partial or complete school closures?

Base: All who answered this question (88)

	n	%
Home/online education provision/devices/online support	64	73
None/not much	17	19
On-going contact/check ins from school	14	16
Depends on the school/varies between schools	3	3
Provision of food vouchers	2	2
Pastoral support/mental health & wellbeing signposting/support	2	2
Other	1	1
Don't know	8	9

Q. Do you think that children, young people and families have been provided with sufficient support to help children engage with learning while they are unable to attend school due to partial or complete closures? (n=94)



Q. How could the support provided to children and families impacted by partial or complete school closure as a result of Covid-19 have been improved?

Base: All who answered this question (43)

	n	%
Better home-school communication	15	35
Improved (access to) technology at home	11	26
More online content for work	6	14
Support for parents to support CYP learning	5	12
More teacher input/more teacher-child time	4	9
More mental health & wellbeing focus/support	2	5
Paper based work options	2	5
Improved awareness of individual CYP needs	2	5
Other	3	7
Don't know	1	2

Examples of responses:

"Schools having more awareness of individual needs & vulnerabilities & making alternative access to work available without intervention."

Coded to: Improved awareness of individual CYP needs

"More support for the parents to be able to help their children - possibly some virtual face to face time between children and teachers. Some of the parents I work with struggle with basic literacy and numeracy themselves."

Coded to: Support for parents to support CYP learning

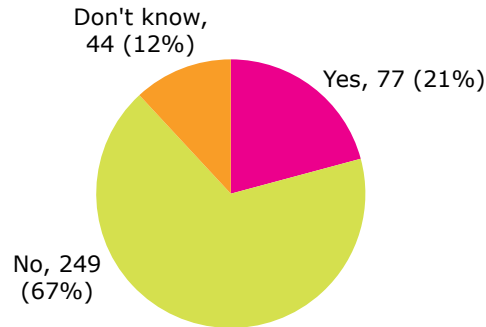
"More communication with school and telephone/online support to encourage children to complete their work."

Coded to: Better home-school communication

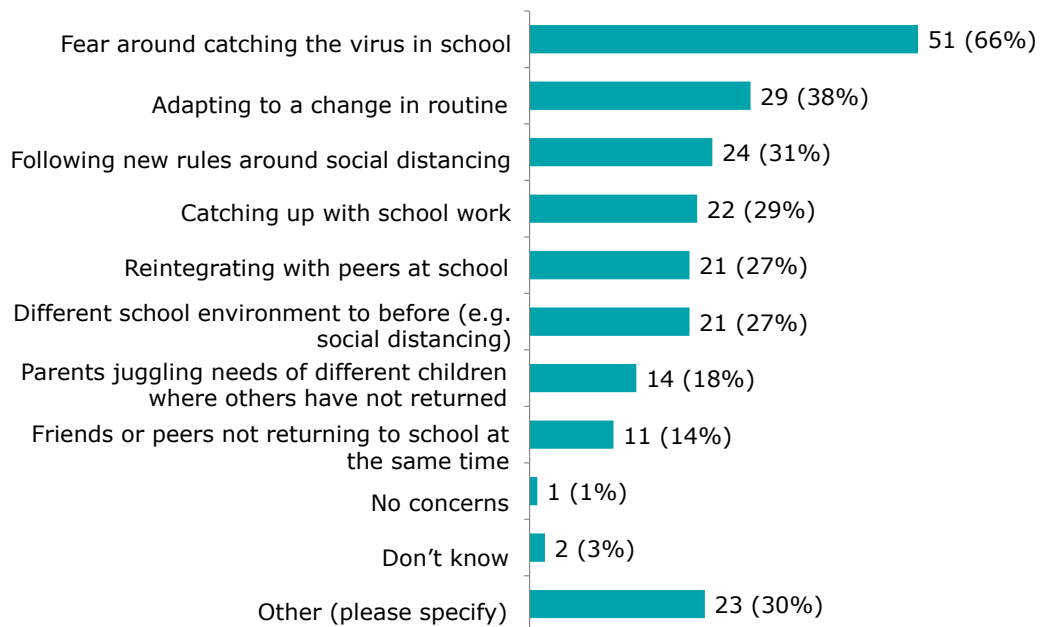
"Internet access and electronic equipment available to all that need it, so they can learn remotely. Also checks on vulnerable families to make sure that their living environment is suitable for children and young people so that extra support can be given if needed."

Coded to: Better home-school communication. Improved (access to) tech at home.

Q. Are you supporting families where children who are eligible to attend school are choosing not to attend? (n=370)



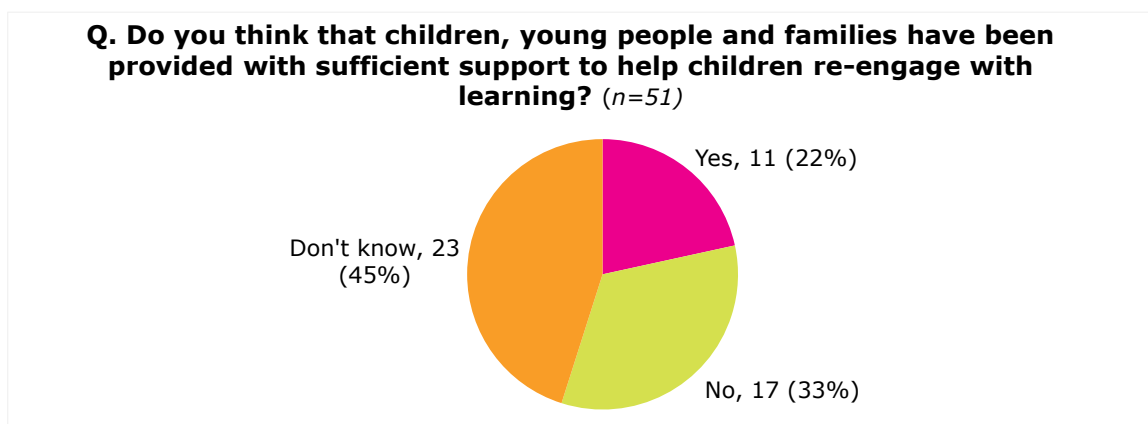
Q. What are the main concerns of families in relation to children who are eligible to attend school but are not currently attending? (n=77)



Q. What additional support has been provided by schools to children who are not attending school?

Base: All who answered this question (45)		
	n	%
Schoolwork to do at home	9	20
Phone check ins/on-going school-home communication	7	16
Online work/portal	6	13
None/very little	4	9
Reassurance/encouragement to return	3	7
Support from Barnardo's	3	7
Access to/provision of technology	2	4
Allowing gradual return/reduced timetable	2	4
Other	6	13
Don't know	9	20

46. Do you think that children, young people and families have been provided with sufficient support to help children re-engage with learning?



Q. How could the support provided have been improved?

Base: All who answered this question (15)		
	n	%
More pastoral support/access to services	6	40
Improved access to technology (access, equipment, skills)	5	33
Better home-school communication/check ins	3	20
Offline work/resources	2	13
Better understanding of individual child's needs	2	13
Other	5	33

Examples of responses:

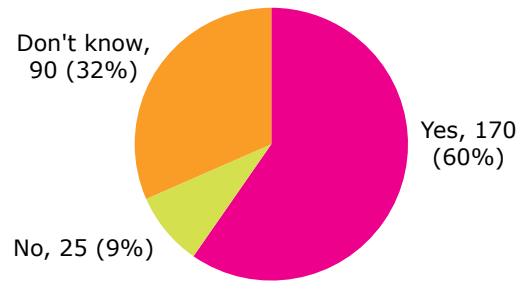
"Better empathy and understanding of the circumstances surrounding the young person/s recent family history and support measures put in place when sought out by the young person and their family."

Coded to: More pastoral support/access to services. Better understanding of individual child's needs

"IT and online work has been the answer to everything but not all families can afford this. Worksheets, stationary, crafts all these items should be provided to all children. Support for parents on IT needs to be introduced too."

Coded to: Improved access to tech (access, equipment, skills). Offline work/resources

Q. Do you think children and young people from poorer backgrounds have faced particular barriers to reengaging with learning? (n=285)



Q. What barriers to re-engaging with learning do children from poorer backgrounds face?

Base: All who answered this question (160)

	n	%
Digital poverty (lack of IT equipment, skills)	98	61
More behind in their learning	69	43
Home environment not conducive to learning	22	14
Lack of finances	22	14
Impacted by food poverty	12	8
Find it more difficult to re-engage/get back into routine	10	6
Less encouragement/support	10	6
CYP/family mental health & wellbeing issues	9	6
Parental employment issues	5	3
Low confidence/low self esteem	5	3
Issues with transport to school/college	4	3
Increased likelihood of catching Covid-19	3	2
Suffering impact of neglect/abuse during lockdown	3	2
Impacted by familial substance use issues	3	2
Other	17	11
Don't know	1	1

Examples of responses:

"Where families don't have the tech to support their children's learning, or where parents' capacities are affected by other factors such as substances, mental health or other unmet needs and not able to support their child's learning during lockdown - preventing children from returning to school on an equal level to their peers."

Coded to: Digital poverty (lack of IT equipment, skills). More behind in their learning. CYP/family mental health and wellbeing issues. Impacted by familial substance use issues. Less encouragement/support

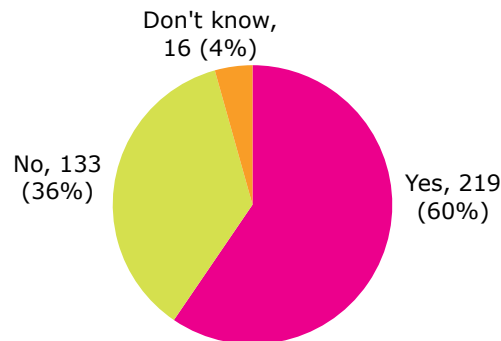
"They have not had consistent encouragement from teachers to support their learning. In some situations there may be a lack of equipment i.e. laptops, to support their learning; plus a lack of space at home to freely study."

Coded to: Digital poverty (lack of IT equipment, skills). Home environment not conducive to learning. Less encouragement/support

"A lot did not have the resources to complete work over lockdown, or didn't have the support from working family members (parents not having enough time to school them). Meaning they are further behind, whilst their peers are very far ahead. A lot of these young people aren't getting the extra support they need."

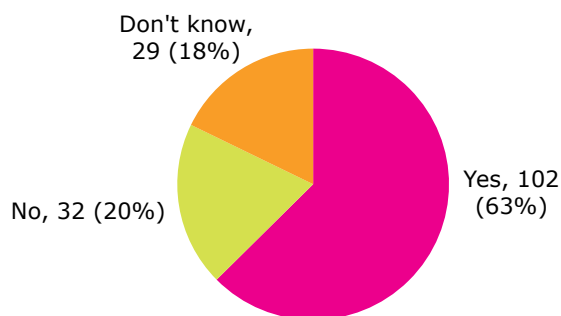
Coded to: More behind in their learning.

Q. Are you currently supporting families with children or young people with Special Educational Needs and Disabilities (SEND) or Additional Support and Learning needs (ASL)? (n=368)



Q. Have the children and young people with special educational needs and disabilities that you work with experienced specific challenges around the return to school or early years settings?

(n=163)



Q. What challenges have children and young people with special educational needs and disabilities experienced around the return to school or early years settings?

Base: All who answered this question (99)

	n	%
Harder to adapt to going back to change in routine/unsettled by changes in school environment	48	48
Struggle to understand/comply with new rules/procedures	32	32
Lack of necessary support/services/equipment	23	23
Increased anxiety	13	13
Delayed assessments	6	6
Greater fear/risk of contracting Covid-19	4	4
Health has been impacted by lockdown	3	3
Travel disruption	2	2
Aren't returning due to increased risk of contracting Covid-19	2	2
Struggled with educational transitions	2	2
Other	16	16
Don't know	1	1

Examples of responses:

"Understanding and adhering to safety measures such as social distancing. Overcoming anxiety about many changes of routines and how 'different' school has now become."

Coded to: Harder to adapt to going back to change in routine/unsettled by changes in school environment. Struggle to understand/comply with new rules/procedures

"The transition from home to school has been a particular struggle. Settling into a bubble has been a challenge - where they may be mixing with children who are less familiar to them. Socially distancing is particularly challenging and they may not understand the rules that are in place."

Coded to: Struggle to understand/comply with new rules/procedures.

"Some schools have said they can only attend part time as they do not have the resources to support them."

Coded to: Lack of necessary support/services/equipment

"Face coverings have been a challenge for some, not necessarily them wearing them but others, loss of visual expression/communication."

Coded to: Harder to adapt to going back to change in routine/unsettled by changes in school environment

"Inconsistency in support provided. Removal of supports such as sensory rooms, breaks, use of sensory equipment. Parents being told supports are being removed and there is nothing school can do at this time. This is not reflective of all schools but where applicable is having significant impact."

Coded to: Lack of necessary support/services/equipment

Q. What additional support do these children, young people and their families need from school, local authorities or other services?

Base: All who answered this question (90)

	n	%
Access to services/additional support	17	19
Graduated transition/improved transition support	16	18
Additional teaching/in-school support	12	13
Clear guidance & expectations	11	12
Increased targeted/one-to-one/tailored support	10	11
Advice/info/support for parents	9	10
More mental health & wellbeing support	9	10
Assessment & understanding of individual needs	8	9
Good communication and planning	6	7
Encouragement	4	4
Provision of technology	2	2
Routines that were in place for them previously	2	2
Other	22	24
Don't know	2	2

Examples of responses:

"Clear rules and guidance. Support in understanding what to expect and for someone to really make it clear to them what things have changed and what school will look like, before they enter the situation."

Coded to: Clear guidance & expectations

"Additional provision available in nursery places to support the child who needs a quiet environment to learn and to thrive."

Coded to: Access to services/additional support

"More individual support for transitions e.g. parents now not allowed past school gates into the playground but schools not able to provide an adult to accompany a child to class."

Coded to: Graduated transition/improved transition support. Advice/info/support for parents

"They need a settling period where they are able to settle in at their own pace. E.g. over a period of 4/6 weeks and a gradual approach. They need teaching assistants and SENCOs to be on hand to offer physical support upon transition into school."

Coded to: Graduated transition/Improved transition support

"Consistent contact with teachers during restrictions; consistent communication between teachers and adopters; specific teacher/helper when at school to support a child throughout the day."

Coded to: Advice/info/support for parents. Additional teaching/in-school support.

Christmas

Summary

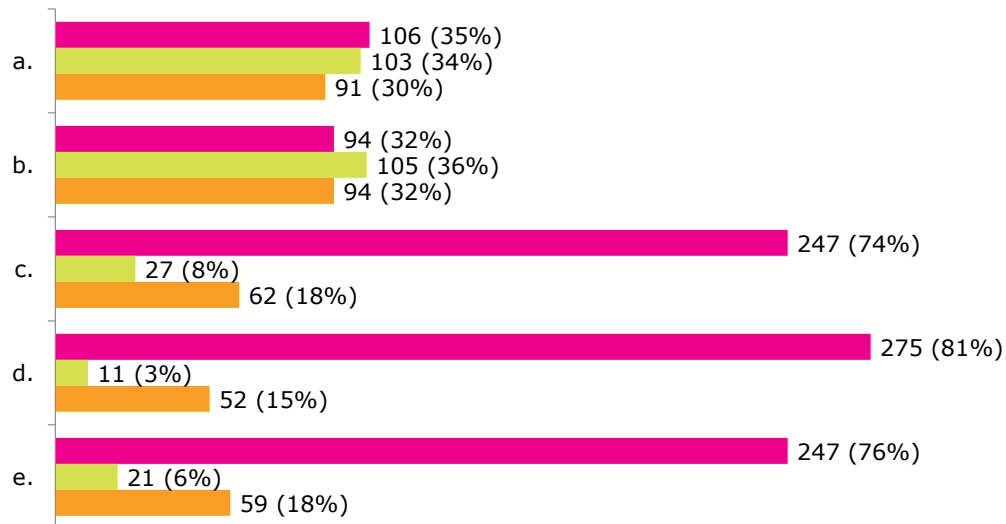
Four fifths of practitioners (81%; 275 of 338) feel the children, young people and families they support, who would normally celebrate Christmas, are likely to experience an increase in mental health issues over the Christmas period; 76% (247 of 327) feel they are likely to experience an increase in loneliness; 74% (247 of 336) feel they are likely to get into debt; 35% (106 of 300) feel they are likely to not receive any presents; and 32% (94 of 293) feel they are likely not to have a Christmas meal.

When asked what support is needed over the Christmas period, approximately a third of practitioners (34%; 88 of 258) said 'financial support and advice on money management', 21% said 'providing meals', and 16% said 'providing gifts/gift donations'.

Q. Do you think any children, young people or families you currently support, who would normally celebrate Christmas, are likely to...?

- a. Not receive any presents (*n*=300)
- b. Not have a Christmas meal (*n*=293)
- c. Get into debt over the Christmas period (*n*=336)
- d. Experience an increase in mental health issues over the Christmas period (*n*=338)
- e. Experience an increase in loneliness of the Christmas period (*n*=327)

■ Yes ■ No ■ Don't know



Q. What support do you think is needed?

Base: All who answered this question (258)	n	%
Financial support and advice on money management	88	34
Providing meals (incl. access to foodbanks)	55	21
Providing gifts/gift donations	40	16
Mental health, wellbeing and emotional support	30	12
Telephone/virtual support	18	7
Increased support/more funding for services	15	6
Groups/activities/resources	14	5
Access to/any support (non-specific)	14	5
Multiagency approaches to providing support (incl. information sharing, signposting)	13	5
Already provide support/continue providing support	9	3
Community based support/outreach	8	3
Support to reduce the expectations and (financial) pressure put on families	7	3
Government to lift restrictions/return to 'normality'	7	3
Support for those who may be alone or feel lonely	5	2
Face-to-face support	5	2
Raising awareness of available support	5	2
Improved benefits support/benefit provision/welfare support	4	2
Clearer Government guidelines/restrictions	4	2
Access to digital technology	3	1
Listen to the needs of CYP and families	2	1
Other	12	5
Don't know	13	5

Examples of responses:

"Practical support around finances and how to cook a meal as well as awareness around debts and how this can impact negatively."

Coded to: Financial support and advice on money management

"Information on what services are available stressing the importance of not overspending on Christmas presents, budgeting support."

Coded to: Financial support and advice on money management. Raising awareness of available support

"Information and options as to services and help available over the Christmas period to be put in place early enough to reduce the onset of fear and thus lessen the risk of increased anxiety at the onset of the Christmas period."

Coded to: Raising awareness of available support

"Fundraising/donations of gifts to give to families; access to community events (even virtual) to give sense of family/support; Christmas meals provided for those alone."

Coded to: Providing gifts/gift donations. Providing meals (incl. access to foodbanks). Community based support/outreach

"Financial and practical support by way of accessing community funds and schemes which support families. Regular check in with families with advice and information of available support for mental health."

Coded to: Financial support and advice on money management. Mental health, wellbeing and emotional support

"Advice on budgeting better for Christmas and support to explain to older children the need to scale back on gifts to ensure there is less pressure on parents to get into debt."

Coded to: Coded to: Financial support and advice on money management. Support to reduce the expectations and (financial) pressure put on families

"Food parcels are always appreciated over Christmas. Most families I support go without or bills don't get paid in order to get the presents the kids want. Maybe education about the importance of budgeting."

Coded to: Financial support and advice on money management. Providing meals (incl. access to foodbanks)

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Service Adaptations

Summary

Eighty-seven per cent of practitioners (316 of 362) said their service is currently providing remote/digital support to children, young people or families; 86% said home working/remote working for staff; and 79% said their service is signposting and referring children, young people and families to other agencies.

Eighty-six per cent of practitioners (311 of 362) said their service implemented changes over the last three months (since July). Service changes most commonly identified by practitioners were:

- Providing support remotely/digitally (44%; 102 of 231)
- Continuing with/restarting face-to-face/direct work where necessary (32%)
- Staff working from home/remotely (23%).

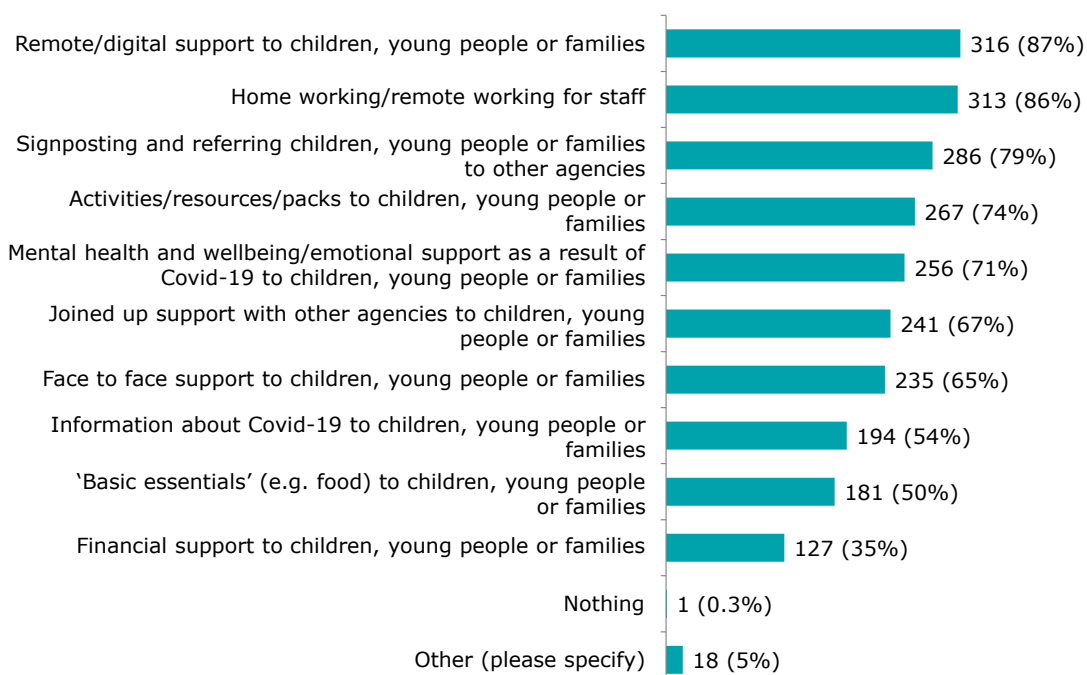
Eighty-two per cent of practitioners (248 of 304), who said their service implemented changes, said the changes were to meet the existing aims of the service within current restrictions; 63% said changes were to meet new need arising as a result of Covid-19; and 22% said changes were to reach more service users than previously.

Among practitioners who told us about the impact of these changes:

- 67% (159 of 238) said changes led to increased levels of stress for staff
- 36% (109 of 304) said changes led to reduced levels of engagement with service users
- 33% (99 of 302) said changes led to reduced quality of support
- 30% (90 of 305) said changes led to decreased reach.

A quarter of practitioners (25%; 53 of 212) who told us what further service delivery changes they would like to see said 'resumption/increase in face-to-face work', followed by 'improved/increased/continued online presence/delivery' (8%), and 'increased reach/frequency of support/universal services' (7%).

Q. What is your service providing currently? (n=362)



Q. Please state the changes

	n	%
<i>Base: All who answered this question (231)</i>		
Providing support remotely/digitally	102	44
Continuing with/restarting face-to-face/direct work where necessary	74	32
Staff are working from home/remotely	53	23
Adopting additional Covid-19 specific health measures	42	18
Providing additional/broader/more frequent/longer support	25	11
Adapted session format/size e.g. self service, reduced group size, appointment only	22	10
No/reduction in face-to-face work/support	22	10
Reopening buildings/move away from home based working	21	9
Providing activities/resources to CYP & families	20	9
In situ/outreach support in settings where YP/families are	20	9
Supporting with 'basic essentials' (e.g. food, money)	16	7
Outdoor sessions	12	5
Reduction in support	12	5
Adhering to Government restrictions/protocols	11	5
Increasing risk assessments	11	5
Creating rotas for staff/adapting staff working patterns/staggered appointments	10	4
Completing learning/training	10	4
Providing mental health & wellbeing support	9	4
Creating staff bubbles	9	4
Providing the service/support as normal	9	4
Providing information (non-specific)	8	3
Providing additional support/resources to staff/volunteers	8	3

Closing/restricting access to buildings	5	2
Improved online offers	5	2
Signposting and referring CYP & families to other agencies	4	2
Providing financial support	3	1
Reducing number of staff in buildings	3	1
Working with other agencies to provide joined up support	2	1
Flexible working to support CYP & families at times that best suit them	2	1
Other	10	4

Examples of responses:

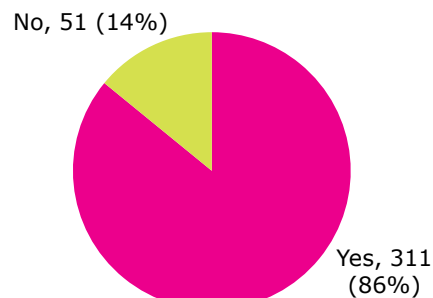
"We have updated procedures to support home working for staff and virtual work with children and families. We reviewed our service staff well-being plan to adapt to the current Covid-19 restrictions and to maintain a feeling of staff connectedness. We have worked in partnership with other voluntary sector organisations to support our local authority."

Coded to: Providing support remotely/digitally. Staff are working from home/remotely. Working with other agencies to provide joined up support. Continuing with/restarting face to face/direct work where necessary.

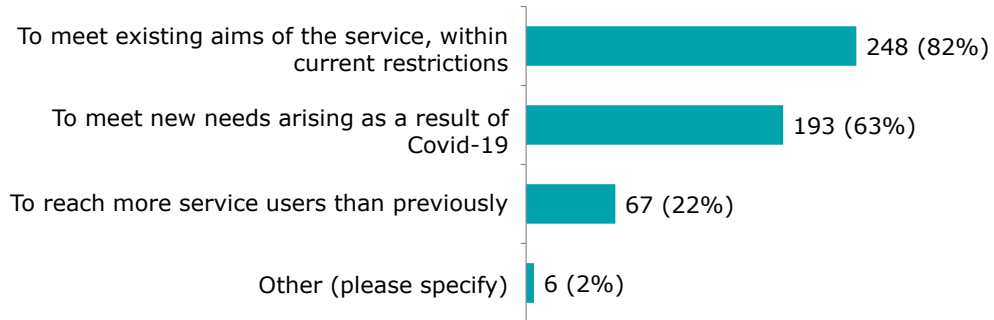
"We have re-opened our centre with limited capacity and safety measures in place and are seeing some families face to face either in our centre or other venues when needed. We are still trying to do most work over video or phone."

Coded to: Providing support remotely/digitally. Adopting additional Covid-specific health measures. Continuing with/restarting face to face/direct work where necessary. Reopening buildings/move away from home based working.

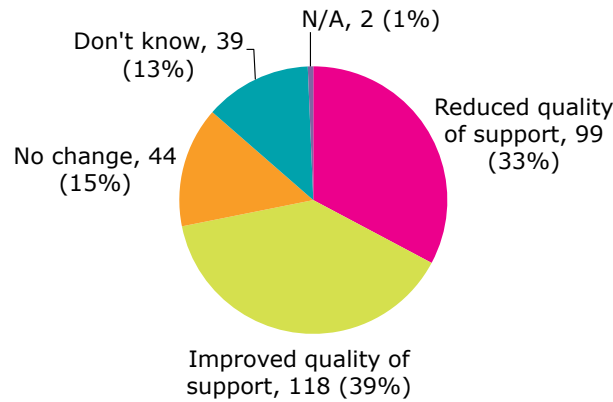
Q. Has your service implemented any changes over the last 3 months? (Since July) (n=362)



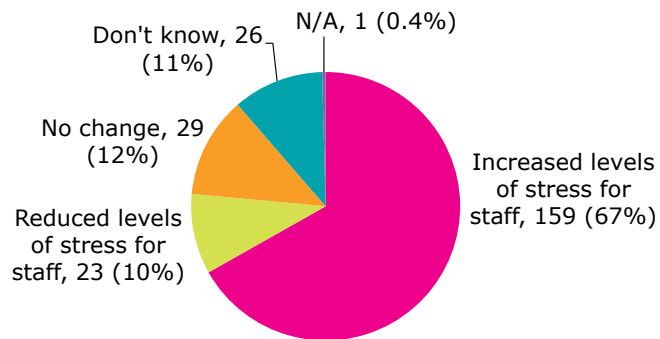
Q. Is the reason for your service change...? (n=304)



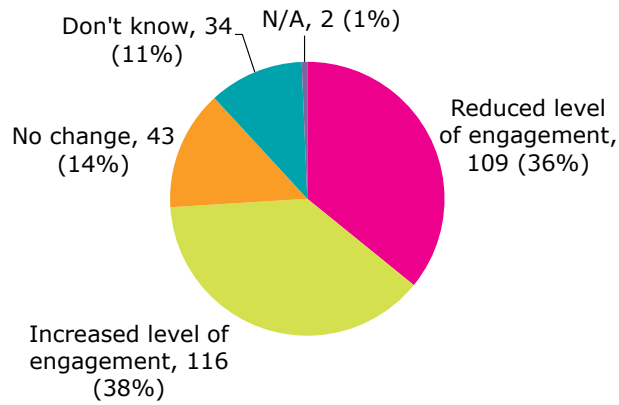
Q. How does this change in your service impact on the quality of support your service provides? (Compared to the first three months of lockdown, April - June) (n=302)



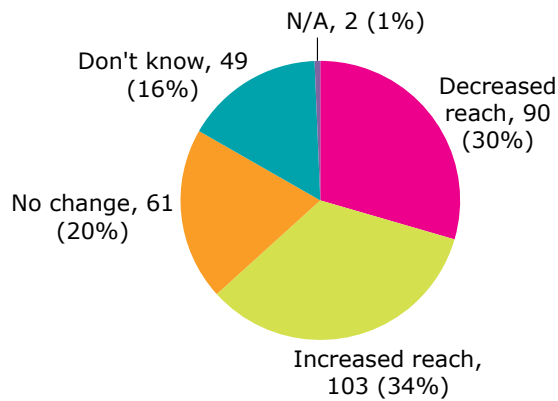
Q. How does this change in your service impact on the stress levels of staff? (Compared to the first three months of lockdown, April - June) (n=238)



Q. How does this change in your service impact on the levels of engagement with service users? (Compared to your service at the start of lockdown, April - June) (n=304)



Q. How does this change in your service impact on the number of children, young people or families you are reaching? (Compared to the first three months of lockdown, April - June) (n=305)



Q. What further service delivery changes would you like to see in your service?

Base: All who answered this question (212)	n	%
Resumption/increase in face-to-face work for YP/families	53	25
Improved/increased/continued online presence/delivery	18	8
Increased reach/frequency of support/universal services	14	7
Provision to better meet service user needs/targeted provision for specific groups	11	5
Nothing/no further changes	11	5
More staff	10	5
Outreach/in situ work e.g. home/school visits	8	4
More/greater access to resources	6	3
To provide Covid-19 safe services	6	3
Continued/more remote/flexible working for staff	5	2
Better IT/connectivity/platforms/tools	5	2
Introducing group work	5	2
More funding	5	2
Restarting services which have been halted/returning to full capacity	5	2
Blended offer (face-to-face/digital)	4	2
Better access to technology (smartphones, laptops, iPads)	4	2
Resume/increase office working	4	2
Indoor sessions	4	2
Outdoor sessions	4	2
Improved/continuation of multiagency working	3	1
Access to mental health support for CYP/families	3	1
Extra support for parents/carers	3	1
Return 'back to normal'	3	1
More emotional/mental health support for staff	3	1
Improve process/more support to implement changes in services	3	1
More training/support for staff	3	1
Reduce number of referrals/cases allocated	3	1
Supporting service users with transport	3	1
Creating family bubble groups	2	1
Run additional services for YP/families	2	1
Other	19	9
Don't know	25	12

Examples of responses:

"With additional staff we could increase the number of families we could support particularly over Christmas time and less families would be on a waiting list over this additional stressful time."

Coded to: More staff. Increased reach/frequency of support/universal services.

"We would like to support fewer families at a time so we can give a quality service. We would like less paper work so we can spend more time with families. We would like our families to have access to some sort of IT suite to access at our centre so that they can talk to us in a safe place."

Coded to: Reduce number of referrals/cases allocated

"Return to face to face working with adherence to safety guidelines. Access to hubs for indoor meetings or a fund allocated to meet families in cafes as currently this comes out the project workers pocket. Ideally a return to group work and children's groups."

Coded to: Resumption/increase in face-to-face work for YP/families. Indoor sessions. More funding. Restarting services which have been halted/returning to full capacity.

"Provision of adequate tech/devices to support effective working. Increase in mobile devices to enable staff to use organisational devices to deliver work - to increase digital delivery, rather than 'paper' activities. Currently not enough Barnardo's devices to do this and using own devices brings other risks/boundary issues."

Coded to: Improved/increased/continued online presence/delivery. Better access to tech (smartphones, laptops, iPads).

"I would like to see the service back to working with children and young people face-to-face in schools. Also, I would like to continue with digital work, as I feel this has been very beneficial to those families who are struggling with times and transport."

Coded to: Improved/increased/continued online presence/delivery. Resumption/increase in face-to-face work for YP/families.

"A balance of digital and face to face delivery - to meet the needs of all (some parents like digital and find easier to access and attend - some prefer face to face) balance of the two would work well."

Coded to: Blended offer (face-to-face/digital).

Appendix

Where relevant, comparisons are made with data from previous waves of Barnardo's Practitioner Survey.

Covid-19

- 36% of practitioners (142 of 397) are currently supporting, or have previously supported, someone with symptoms suspected to be associated with Covid-19

The proportion of practitioners supporting, or previously having supported someone with symptoms suspected to be associated with Covid-19 has increased as the pandemic has unfolded:

In Wave 5 (June/July 2020), 31% of practitioners (154 of 489) reported supporting someone, or previously supporting someone with symptoms suspected to be associated with Covid-19

In Wave 4 (April 2020), 23% of practitioners (148 of 637) reported supporting someone with symptoms suspected to be associated with Covid-19

- 83% of practitioners (276 of 332) who told us what children and families are concerned about cite 'reduced social contact' as a concern, followed by 'impact on mental health' (79%; 263 of 332)

These concerns are broadly similar to those cited by practitioners in previous waves, with boredom less commonly cited over time:

Wave 5 (June/July 2020): 'reduced social contact' (88%; 415 of 472), and 'impact on mental health' (81%; 382 of 472)

Wave 4 (April 2020): 'reduced social contact' (83%; 512 of 617), 'boredom' (76%; 471 of 617), and 'impact on mental health' (75%; 464 of 617)

- Practitioners continue to be more concerned about the indirect impacts of lockdown/quarantine and reduced service provision for children and families resulting from Covid-19, than the direct impact of Covid-19 on those they support
 - On a scale of 1-10 (where 10 is significant threat), in terms of the threat Covid-19 poses to the children, young people, and families they support, 37% of practitioners (122 of 329) rate the impacts resulting from reduced services as '9' or '10', and 28% (92 of 329) rate the impacts of lockdown/quarantine as '9' or '10', compared to only 11% (37 of 325) rating the direct impact of getting Covid-19 as '9' or '10'

This is similar to Wave 5 (June/July 2020), although concerns about indirect impacts have reduced around quarantined and increased around reduced services:

34% of practitioners (155 of 450) rated the indirect impacts resulting from reduced services/provision as '9' or '10', and 31% (142 of 453) rated the indirect impacts such as extended

lockdown/quarantine as '9' or '10', while only 9% (42 of 447) rated the direct impact of getting Covid-19 as '9' or '10'

- On a scale of 1-10 (where 10 is very compliant), 13% of practitioners (42 of 319) rate young people's compliance with official guidance about lockdown as '9' or '10'

This has decreased since Wave 5 (June/July 2020), when 18% of practitioners (81 of 444) rated young people's compliance with official lockdown guidance as '9' or '10'

- On a scale of 1-10 (where 10 is very influenced), 14% of practitioners (43 of 318) rate the impact of factors other than official guidance influencing whether young people stay in/go out as '9' or '10'

This is a small increase from Wave 5, (June/July 2020) figure, when 11% of practitioners (48 of 438) rated the impact of factors other than official guidance influencing whether young people stay in/go out as '9' or '10'

- Around half of practitioners (52%; 170 of 326) report young people becoming less compliant with official guidance since lockdown began, while 31% (100 of 326) feel young peoples' compliance has remained about the same since lockdown began, and 6% feel young people have become more compliant (20 of 326)

Compliance is generally perceived to have waned over time.

In Wave 5 (June/July 2020), a third (34%; 155 of 452) reported young people becoming less compliant with guidance over time, two fifths (41%; 184 of 452) felt young peoples' compliance had remained about the same since lockdown began, and 11% (49 of 452) felt young people had become more compliant

Poverty

- 67% of practitioners (262 of 389) are currently supporting someone in, or at risk of being in, poverty

The proportion of practitioners supporting someone in, or at risk of being in, poverty has increased steadily since April 2020:

- **60% of practitioners (282 of 471) in Wave 5 (June/July 2020)**
- **47% of practitioners (273 of 585) in Wave 4 (April 2020)**

- Among practitioners reporting issues around poverty:
 - 78% report an increased need for financial support/grants among young people and families (149 of 192)

This has increased substantially since Wave 4 (April 2020), at which point 45% of practitioners (183 of 450) reporting issues around poverty reported an increased need for financial support/grants

- 77% report young people or families experiencing reduced income due to job losses/reduced hours (148 of 192)

This is similar to the proportion of practitioners reporting this in Wave 4 (April 2020): 75% (302 of 405)

- 69% report an increase in young people or families unable to pay bills/rent (133 of 192)

This has increased substantially since Wave 4 (April 2020), when 35% of practitioners (140 of 450) reporting issues around poverty were supporting young people or families with increased need for financial support/grants

- 53% report an increased need for budgeting help (102 of 192)

This has increased substantially since Wave 4 (April 2020), when 33% of practitioners (134 of 405) reporting issues around poverty reported an increased need for budgeting help

- 43% report young people or families with difficulties accessing foodbanks (83 of 192)

This is similar to the proportion of practitioners reporting this in Wave 4 (April 2020): 40% (163 of 405)

- 42% report an increase in those affected by waiting time for benefits (80 of 192)

This has increased since Wave 4 (April 2020), when 32% of practitioners (130 of 405) reported an increase in those affected by waiting times for benefits

- 35% report young people or families being unable to access the application process for benefits (68 of 192)

This has increased since Wave 4 (April 2020), when 24% of practitioners (97 of 405) reported young people or families being unable to access the application process for benefits

Hate crime

- Over the last year, 29% of practitioners (88 of 302) report supporting a child or young person who has experienced a hate crime:
 - 15% (43 of 288) have supported a child or young person who has experienced a hate crime or incident/abuse due to a **disability**
 - 14% (40 of 289) have supported a child or young person who has experienced a hate crime or incident/abuse due to their **race**
 - 11% of practitioners (33 of 289) have supported a child or young person who has experienced a hate crime or incident/abuse due to their **sexual orientation**
 - 10% (30 of 290) have supported a child or young person who has experienced a hate crime or incident/abuse due to their **gender identity**

- 6% (18 of 282) have supported a child or young person who has experienced a hate crime or incident/abuse due to their **sex**
- 6% (18 of 285) have supported a child or young person who has experienced a hate crime or incident/abuse due to their **religion**

Compared with Wave 2 (Sept/Oct 2019), there has been a slight increase in the proportion of practitioners supporting children or young people in relation to hate crime.

In Wave 2, 26% of practitioners reported supporting a child/young person in relation to hate crime:

12% of practitioners (30 of 242) reported that over the last year they had supported a child or young person who had experienced a hate crime or incident/abuse due to their gender identity; 11% due to their sexual orientation (27 of 240); 10% due to their sex (25 of 240); **10% due to their race** (25 of 240); **10% due to a disability** (24 of 235); and, 5% due to their religion (11 of 235)

- The majority of practitioners say they do not know whether or not hate crimes are happening more frequently in their local area compared to 12 months ago (65%; 251 of 385), while two in five (19% 73 of 385) think frequency of hate crimes has stayed the same, 14% (52 of 385) think they are happening more frequently, and only 2% think less frequently

There has been a substantial decrease in the proportion of practitioners who feel hate crimes are increasing in their local area over the previous 12 months.

In Wave 2 (Sept/Oct 2019), 26% of practitioners (61 of 237) felt hate crimes were increasing in their local area, compared to 12 months previously

Christmas

- The vast majority of practitioner (81%;275 of 338) feel the children, young people or families they support who would normally celebrate Christmas are likely to experience an **increase in mental health issues at Christmas**; 76% (247 of 327) feel these children, young people or families are likely to experience an **increase in loneliness** at Christmas; 74% (247 of 336) feel that they are likely to **get into debt**; 35% (106 of 300) feel they are **likely not to receive any presents**; and, 32% (94 of 293) feel that they would **not have a Christmas meal**

In wave 2 (Sept/Oct 2019), 78% of practitioners (189 of 243) felt children, young people or families who would normally celebrate Christmas were likely to experience an increase in mental health issues at Christmas; 74% (179 of 242) felt they were likely to get into debt; 64% (154 of 240) felt they were likely to experience an increase in loneliness; 43% (102 of 238) felt they were unlikely to receive any presents; and 42% (101 of 238) felt they were unlikely to have a Christmas meal

Service provision

- Around 2 in 5 practitioners (42%; 141 of 335) report an increased number of referrals to their service over the last three months, compared to 13% (43 of 335) who report a decrease

In Wave 5 (June/July 2020), 30% of practitioners (142 of 471) reported an increased number of referrals to their service since lockdown was announced

- 51% of practitioners (172 of 335) report an increase in the 'level of complexity of need' of service users over the last three months, 27% (63 of 335) say 'level of complexity of need' has stayed about the same, and 19% (63 of 335) report not knowing whether this has increased or decreased

In Wave 5 (June/July 2020), 44% of practitioners (208 of 471) reported an increase in the 'level of complexity of need' of service users since lockdown was announced

- 63% of practitioners (212 of 335) feel that demand on services has increased in the last three months. 17% (57 of 335) feel demand on services has remained the same, and 13% (45 of 335) report not knowing whether the level of demand has changed over this period

In Wave 5 (June/July 2020), 56% of practitioners (265 of 471) felt that demand on services has increased since lockdown was announced

- On a scale of 1-10 (where 1 is 'can't meet demand', and 10 is 'able to meet demand'), 34% of practitioners (109 of 325) rate feeling able to meet demand for services between '1' and '5'

In Wave 5 (June/July 2020), 29% of practitioners (129 of 452) rated feeling able to meet demand for services between '1' and '5'

- 86% of practitioners report that their service implemented changes over the last three months (since July). The vast majority of whom (82%; 248 of 304) report changes being made in order 'to meet the existing aims of the service within current restrictions', while 63% (193 of 304) report changes being made in order 'to meet new needs arising as a result of Covid-19', and 22% (67 of 304) report service changes being made in order 'to reach more service users than previously'
- Among practitioners who told us how service changes in the last three months have impacted on the quality of support their service provides:

- Two thirds of practitioners (67%; 159 of 238) report that changes have increased levels of stress for staff, compared to 10% (23 of 238) who report reduced levels of stress

In Wave 5 (June/July 2020), 75% of practitioners (304 of 407) said changes increased levels of stress for staff

- 39% (118 of 302) report that changes have resulted in improved quality of support, compared to 33% reporting that changes have resulted in a reduction in quality of support (99 of 302)

In Wave 5 (June/July 2020), 56% of practitioners (236 of 418) said changes resulted in a reduction in quality of support

- 38% (116 of 304) report that changes have resulted in an increase level of engagement with service users, a similar proportion (36%; 109 of 304) report that changes have resulted in a reduced level of engagement with service users

In Wave 5 (June/July 2020), 50% of practitioners (198 of 398) said changes resulted in a reduced level of engagement with service users

- 34% (103 of 305) report that changes have resulted in increased reach, 30% report that changes have resulted in decreased reach (90 of 305)

In Wave 5 (June/July 2020), 36% of practitioners (144 of 401) said changes resulted in decreased reach