

Cyflwynwyd yr ymateb hwn i ymgynghoriad y [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Flaenoriaethau'r Chweched Senedd](#)

This response was submitted to the [Children, Young People and Education Committee](#) consultation on [Sixth Senedd Priorities](#)

CYPE SP 45

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Response from: Emma Gooding, Policy and Communications Officer, Samaritans Cymru

Beth yn eich barn chi yw'r prif flaenoriaethau neu'r materion y dylai'r Pwyllgor eu hystyried yn ystod y Chweched Senedd? Os oes modd, nodwch eich barn o ran sut y gallai'r Pwyllgor fynd i'r afael â hyn.

What do you consider to be the main priorities or issues that the Committee should consider during the Sixth Senedd? Where possible, please set out your view about how the Committee could address them.

Thema 1: Addysg oedran ysgol | Theme 1: School-age education

Diben Samariaid Cymru yw lleihau nifer y bobl sy'n marw trwy hunanladdiad. Ers lansio Dyfodol Llwyddiannus, rydym wedi gweithio i ddylanwadu ar ddatblygiad y cwricwlwm mewn perthynas ag addysg iechyd meddwl a chynnwys yn statudol gwersi sy'n canolbwyntio ar les emosiynol.

Er bod achosion hunanladdiad yn gymhleth, mae llawer o ffactorau risg sy'n cynyddu risg syniadaeth hunanladdol a hunanladdiad a gwblhawyd, a grwpiau risg uchel y mae'r ffactorau risg hyn yn fwy tebygol o effeithio arnynt. Mae pobl ifanc yn grŵp sydd â risg uchel ar gyfer salwch meddwl a hunanladdiad yng Nghymru ac o'r herwydd mae'n hanfodol i gwricwlwm newydd Cymru gyflawni ei ymrwymiad i iechyd a lles mewn ffordd glir ac ymarferol. Yn dilyn ein gwaith cydweithredol gyda Mind Cymru, roedd yn galonogol iawn inni weld iechyd meddwl yn cael ei gynnwys ar y bil.

Rydym yn credu y gallai posibiliadau a chyfleoedd y cwricwlwm newydd gyflwyno diwylliant newydd o newid ym maes diwygio iechyd meddwl. Mae hanner yr holl broblemau iechyd meddwl yn dechrau erbyn 14 oed ac felly mae'r ddadl dros ddull ataliol yn glir; y blynyddoedd yn yr ysgol yw'r cyfle hanfodol i roi i blant a phobl ifanc y sgiliau mae arnynt eu hangen.



Rhaid harneisio'r Maes Dysgu Iechyd a Lles ochr yn ochr ag ymagwedd ysgol gyfan, a dealltwriaeth drylwyr a dosbarthiad eang o'r canllawiau 'Ymateb i faterion hunan-niweidio a theimladau hunanladdol ymhlith pobl ifanc' a gyhoeddwyd ar ddiwedd 2019.

Mae'r cwricwlwm newydd yn cynnig cyfle gwirioneddol inni wreiddio newid diwylliant a diogelu cenedlaethau'r dyfodol. Gyda chyfeiriadau at CAMHS ar gynnydd a rhestri aros hir, rhaid inni ganfod ffordd y gall ysgolion gynorthwyo â'r gwaith hwn yn enwedig o safbwynt ataliol yn is yn y gadwyn.

Rhaid inni –

- Gynnwys iechyd meddwl ac iechyd emosiynol yn y gwaith o gyflawni'r cwricwlwm mewn modd systematig fel bod pob plentyn ym mhob ysgol yn cymryd rhan mewn gwarsi ar les emosiynol. Dylid ystyried addysg iechyd meddwl mewn ysgolion yn ffurf o atal ac ymyrraeth gynnar a allai leihau'r pwysau ar wasanaethau iechyd meddwl plant a'r glasoed (CAMHS), lleihau problemau iechyd meddwl penodol a lleihau cyfraddau hunanladdiad ar draws pob grŵp oedran.
- Sicrhau bod gan bob ysgol gynllun atal hunanladdiad a fydd yn cynnwys:
 - Sicrhau bod pob disgybl yn gwybod i ble y gall droi os yw'n cael trafferth i ymdopi, gan gynnwys gwasanaeth cwnsela'r ysgol a chymorth ychwanegol.
 - Sicrhau y gall yr holl staff presennol a newydd gael hyfforddiant o ansawdd da ar ymwybyddiaeth o iechyd meddwl a/neu hunanladdiad.
 - Sicrhau bod gan bob ysgol gynllun rhagweithiol ymateb i hunanladdiad ar gyfer adeg pan fo hunanladdiad ameuedig neu ymgais at hunanladdiad; cynllun sy'n cael ei lywio gan arbenigedd yn y maes hwn. Dylent fod yn ymwybodol o ffynonellau cyngor a chymorth. Mae'r Samariaid yn cynnig gwasanaeth o'r enw Cam wrth Gam sy'n gweithio gydag ysgolion mae hunanladdiad ameuedig neu ymgais at hunanladdiad wedi effeithio arnynt. Mae'r Samariaid yn cynnig y gwasanaeth hwn er mwyn cynorthwyo cymuned yr ysgol a lleihau risg rhagor o hunanladdiadau. Mae ymchwil ddiweddar ar hunanladdiadau 'efelychol' a 'heintus' yn awgrymu, ymysg pobl ifanc yn arbennig, fod dod i gysylltiad â hunanladdiad yn gallu cynyddu'r risg y byddant yn cael meddyliau hunanladdol.
- Canolbwyntio ar leihau i'r eithaf nifer y plant sy'n cael eu gwahardd o ysgolion er mwyn torri cylch anfantais economaidd-gymdeithasol gydol oes. Dylai Llywodraeth Cymru wneud hyn trwy roi i ysgolion a staff yr ymwybyddiaeth a'r



wybodaeth ynghylch sut i gynorthwyo plant sydd wedi cael profiadau niweidiol yn ystod plentyndod, gofalwyr ifanc, plant sydd mewn trallod, plant sydd ag iechyd meddwl gwael neu blant a all wynebu mwy o risg cael eu gwahardd oherwydd anfantais.

- Ymchwilio i fecanweithiau i sicrhau bod plant a phobl ifanc rhwng 16 a 18 oed yn cael eu cynorthwyo mewn addysg, cyflogaeth neu hyfforddiant, sy'n cynnwys hyfforddiant seiliedig ar waith, er mwyn lleihau i'r eithaf effeithiau unigrwydd, ynysigrwydd cymdeithasol a diffyg ymdeimlad o berthyn y gall pobl ifanc sydd allan o addysg eu profi, ac y mae pob un ohonynt yn cyfrannu at fwy o risg hunanladdiad.

Atodiad - Gwahardd unigolion o addysg yng Nghymru: y gost gudd

Samaritans Cymru exists to reduce the number of people who die by suicide. Since the launch of Successful Futures, we have worked to influence the development of the curriculum in relation to mental health education and the statutory inclusion of lessons focused on emotional wellbeing,

Whilst the causes of suicide are complex, there are many risk factors which increase the risk of suicidal ideation and completed suicide and high-risk groups who are more likely to be subject to these risk factors. Young people are a high-risk group for mental illness and suicide in Wales, and as such, it is crucial that the new curriculum for Wales fulfils its commitment to health and wellbeing in a clear and tangible way. Following our collaborative work with Mind Cymru, we were very encouraged to see mental health on the face of the bill itself.

We believe the possibilities and opportunities of the new curriculum could introduce a new culture of change within mental health reform. With half of all mental health problems beginning by the age of 14, the case for a preventative approach is clear; school years are the crucial opportunity to equip children and young people with the skills they need.

The Health and Wellbeing Area of Learning must be harnessed alongside a whole school approach and thorough understanding and distribution of the 'Responding to issues of self-harm and suicide in young people' guidance which was initially published late 2019.

The new curriculum provides us with a real opportunity to embed culture change and protect future generations. With increases in referrals for CAMHs and lengthy waiting lists, we must identify the way in which schools can assist with this; particularly from a preventative downstream perspective.

We must –



- Include mental and emotional health in the delivery of the curriculum systematically so that every child in every school takes part in lessons on emotional wellbeing. Mental health education in schools should be viewed as a form of prevention and early intervention which could reduce pressure on children and adolescent mental health services (CAMHS), reduce specific mental health problems and reduce suicide rates across all age groups. Ensure that all schools have a suicide prevention plan which will include:
 - Ensuring that all existing and new staff have access to quality mental health and/or suicide awareness training.
 - Ensure that all schools have a proactive suicide response plan which is in place for when a suspected or attempted suicide occurs, and which is informed by expertise in this area.
 - They should be aware of sources of advice and support. Samaritans offers a service called Step by Step which works with schools that have been affected by a suspected or attempted suicide. Samaritans offers this service in order to support the school community and reduce the risk of further suicide. Recent research on 'copycat' suicides and suicide 'contagion' suggest that, in young people especially, exposure to suicide can lead to increased risk of suicidal thoughts.
- Focus on minimising the number of children who are excluded from school to break the cycle of lifelong socio-economic disadvantage. Welsh Government should do this by equipping schools and staff with the awareness and knowledge of how to support children who have experienced adverse childhood experiences (ACEs), young carers, children in distress, children with poor mental health or those who may be at an increased risk of exclusion due to disadvantage.
- Explore mechanisms to ensure children and young people between the ages of 16 and 18 years are supported in education, employment or training, which includes work-based training, to minimise the adverse effects of loneliness, social isolation and lack of belongingness that young people who are out of education can experience, all of which contribute to increased suicide risk.

[Appendix – Exclusion from education – The hidden cost](#)

Thema 2: Addysg bellach ac addysg uwch | Theme 2: Further and higher education



Thema 3: Iechyd a lles, gan gynnwys gofal cymdeithasol (i'r graddau y maent yn ymwneud â phlant a phobl ifanc) | Theme 3: Health and well-being, including social care (as they relate to children and young people)

Thema 4: Plant a phobl Ifanc | Theme 4: Children and young people

