



HIV in Schools: Uncovering the Unmet Needs in Management of Children Affected By

HIV 3rd October 2014

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Study context



Sample and methodology

Market: UK

Methodology:

- 15 minute survey using multiple online panels
- All respondents had opted in to take part in market research

Target group and sample size: n=500 secondary school teachers

Fieldwork dates: 26th September - 20th October

Recruitment criteria:

- Full time teacher working in a secondary school
- Not taken part in market research in past 2 weeks

The sample structure has been compared to the known profile of schools in the UK and is representative. As such the survey results have not been weighted. Further details can be found in the [appendix](#)

Study objective

To generate robust statistical evidence to support communication messages around improving awareness and management of children with or affected by HIV in schools



Notes on this presentation

Definitions

The following definitions were used in the questionnaire and in this report:

- **Students with/ who have HIV:** this refers to children or young people who are HIV positive
- **Students who are affected by HIV:** children or young people who have a family member who is HIV positive

Sub-groups considered

The following sub-groups were considered in the analysis. Significant differences of interest are called out in the report:

- School type
- Regional area
- If member of senior leadership team



Executive summary

1. Level of awareness of the context of HIV in schools as more than a sexual issue

- There is little experience of dealing with children who have or are affected by HIV; no more than 1 in 10 teachers are aware of having taught such a student
- Two fifths have never taught a lesson that mentioned HIV; whilst 24% had but did not consider whether their class included a student with/ affected by HIV
- Three quarters say that HIV is taught in PSHE classes in their school
- There are some knowledge gaps regarding the routes of transmission; for example only 45% cite mother to child transmission as the most common route of infection to children, and over 50% believe HIV can be transmitted via spitting/biting or sharing a razor

3. Training, guidance and support provided by schools

- While most teachers would be concerned about the welfare of their students if they found out one of them was HIV+, more than half (58%) are not aware of any guidance or materials which would provide information on how to manage the needs of these students
- Two-thirds would seek advice within their school in the first instance if they found out a student was HIV+

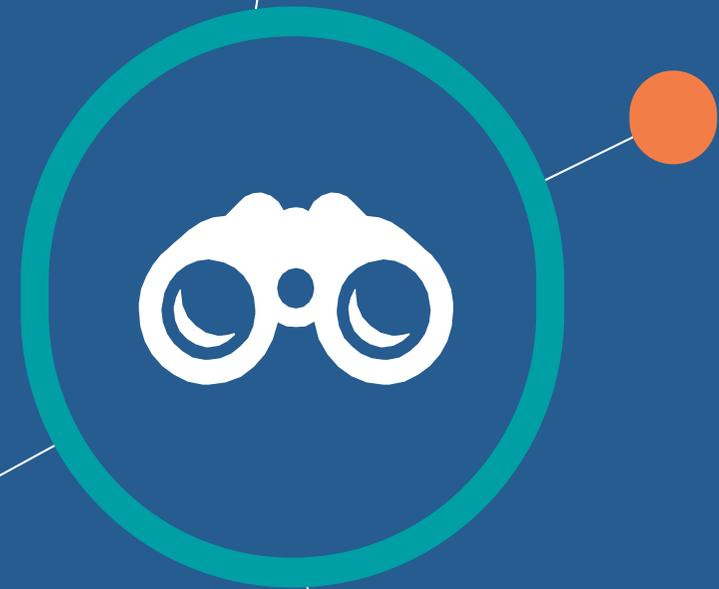
2. Level of awareness amongst teachers of the needs of a child affected by HIV

- Almost half (44%) do not know whether there are policies in their school for managing students with/ affected by HIV
- A third of teachers are either unsure about confidentiality requirements for HIV or believe that there are none
- Despite these knowledge gaps, three quarters believe that all members of staff are responsible for the pastoral needs of students with / affected by HIV

4. Additional support

- 54% of respondents said they do not wish to receive more information at this time regarding the needs of young people with or affected by HIV
- 60% of these respondents either said this is because they know enough or they don't think they will have to teach a student with HIV in the future

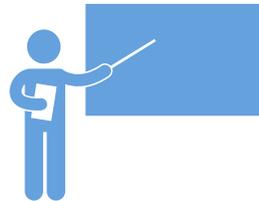
Research findings: Level of awareness of the context of HIV in schools as more than a sexual issue





Fewer than 1 in 8 teachers are aware of having taught a student who has or is affected by HIV

To their knowledge, **6%** have taught a student **who is HIV positive**



65% have never taught a student **who is HIV positive**

29% don't know if they have ever taught a student **who is HIV positive**

To their knowledge, **12%** have taught a student **who is affected by HIV**

53% have never taught a student **who is affected by HIV**

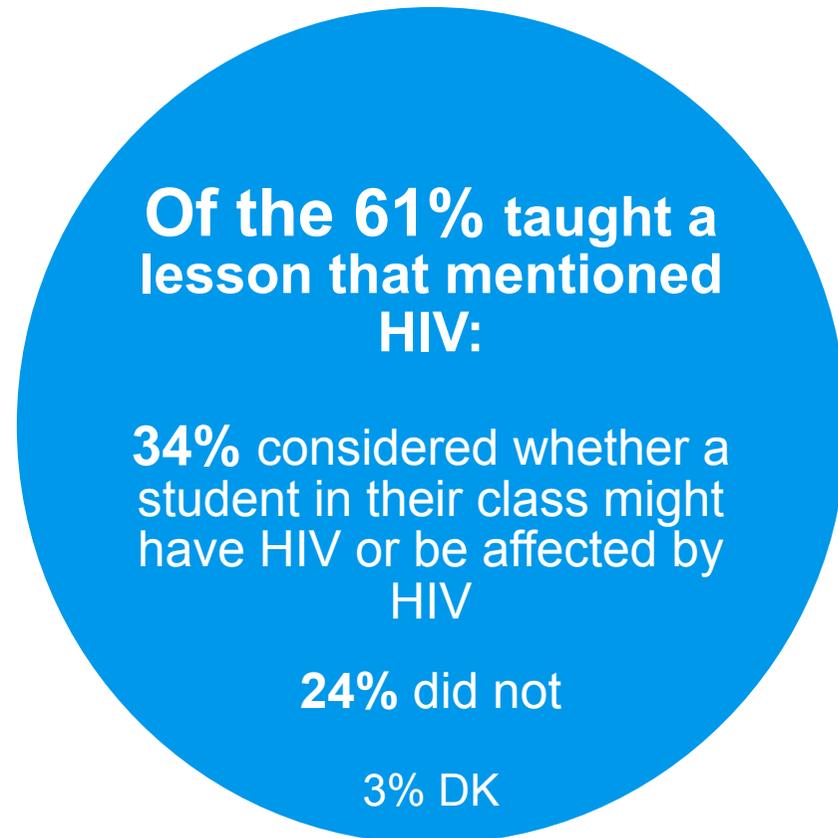
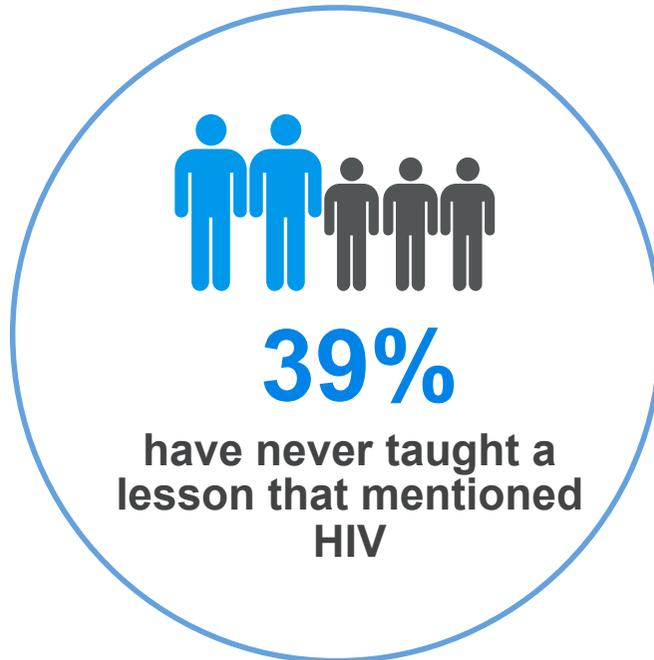
35% don't know if they have ever taught a student **who is affected by HIV**

Significantly more teachers in comprehensive schools have taught a student who is affected by HIV (16%) than in other settings (9%)

Q2. To your knowledge, have you ever taught a student who is HIV positive? Q3. To your knowledge, have you ever taught a student who is affected by HIV? Base: all respondents (500).



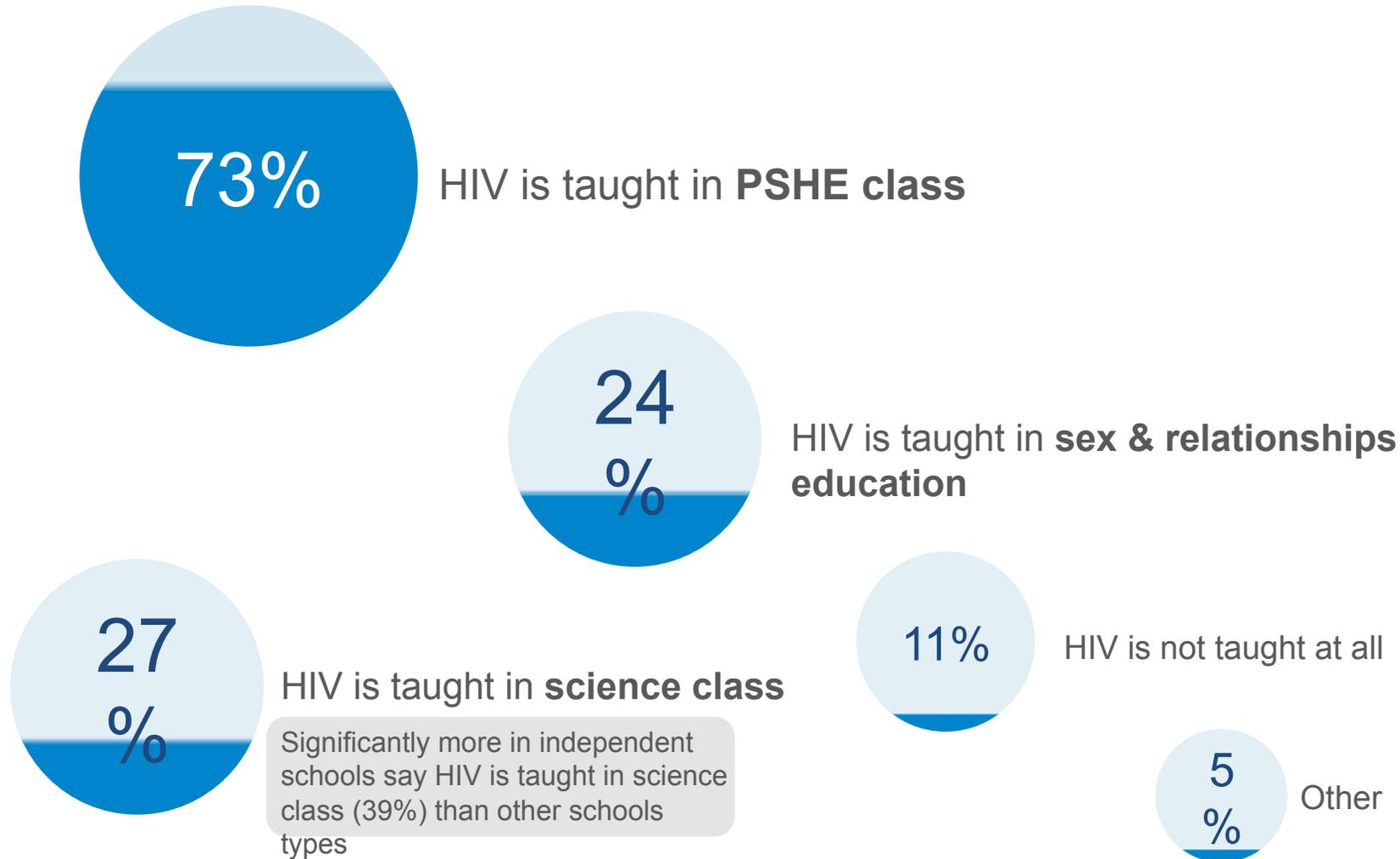
39% of teachers have **never taught a lesson** that covers HIV. **One quarter** have but **did not consider** whether any of their students might have or be affected by HIV



Q4. When teaching a lesson that mentions HIV have you ever considered whether a student in your class might have HIV or be affected by HIV? Base: all respondents (500).



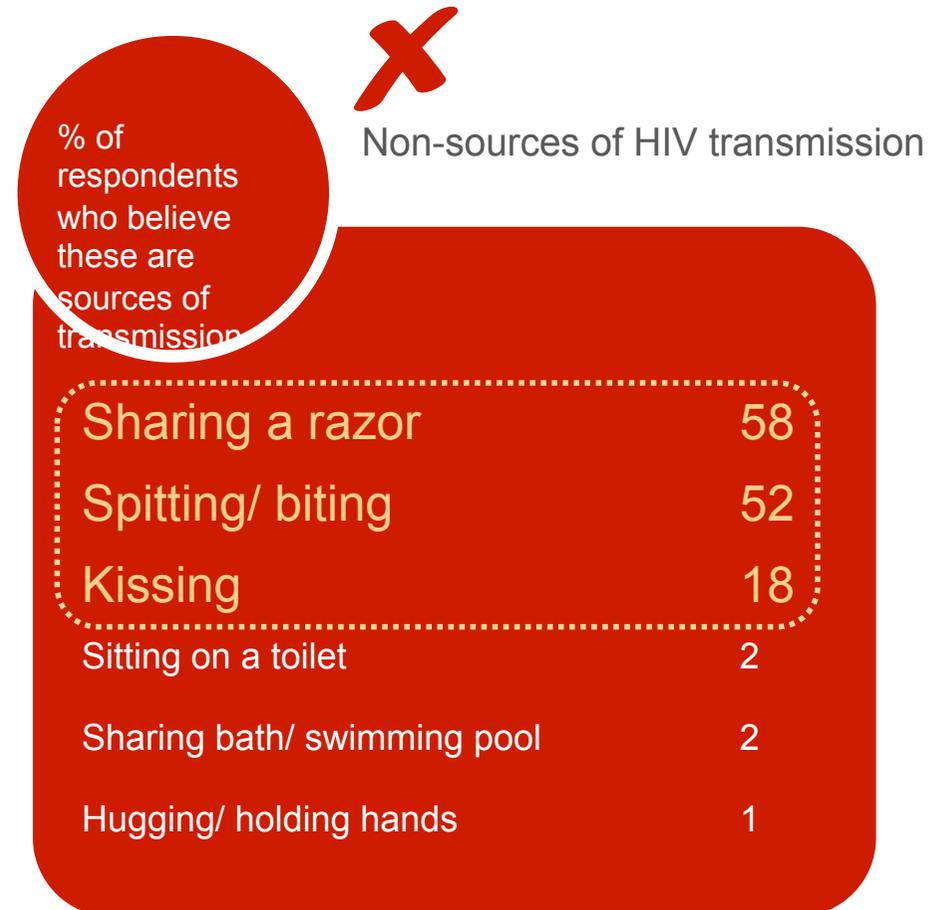
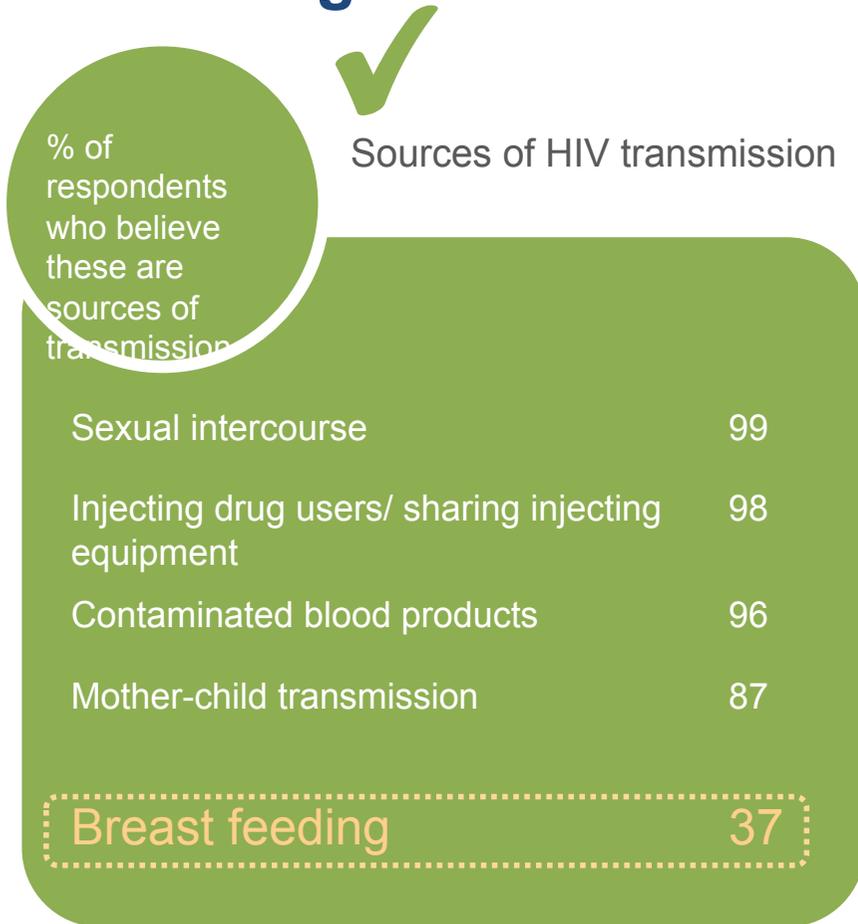
Three-quarters of teachers say the subject of HIV is taught in **PSHE** (Personal, Social, Health and Economic) classes



Q1. How is the subject of HIV taught within your school, if at all? Base: all respondents (500). [Multicode question]



Over 50% of teachers mistakenly believe that HIV can be transmitted through **sharing a razor** or **via spitting/ biting**

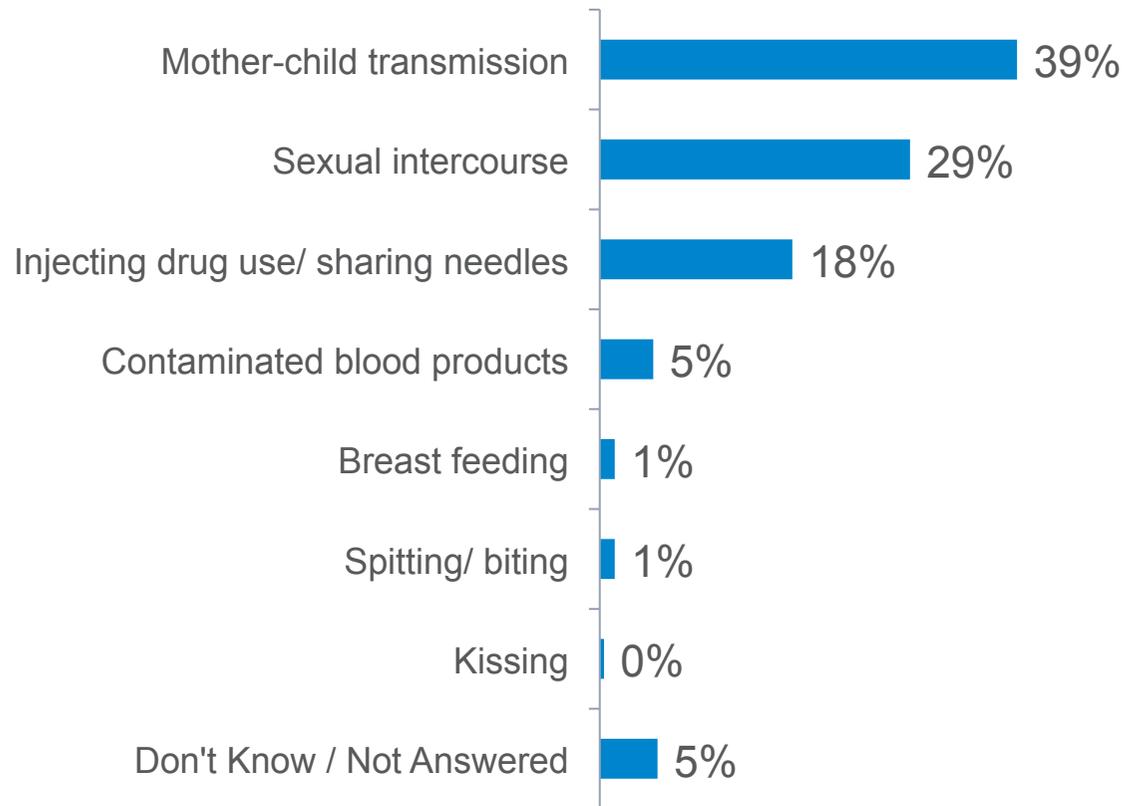


Q16. Please indicate whether or not you believe that HIV can be transmitted in the following ways? Base: all respondents (500).



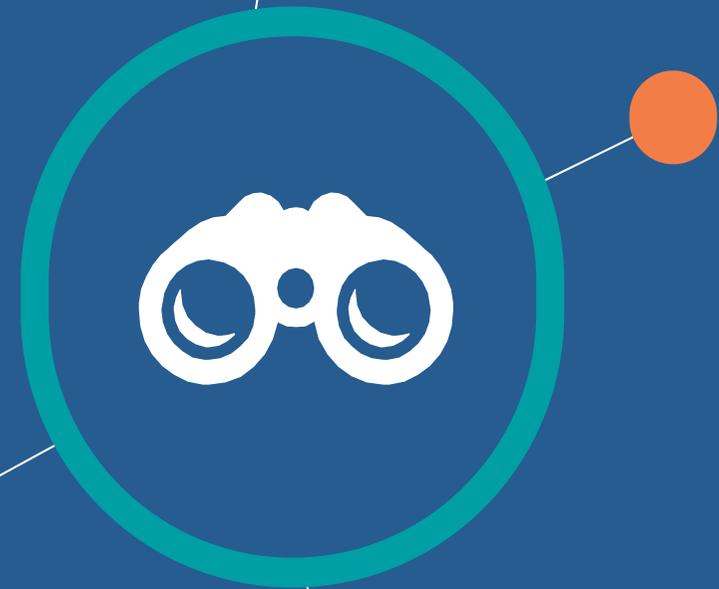
Fewer than **40%** of respondents are **aware that mother to child transmission** is the main route of HIV transmission to children

Of the ways that respondents' think HIV can be transmitted, respondents' perceptions of the most common way that children/ young people become infected with HIV (% ranking each in first place)



Q16a. In the UK, what would you say are the most common ways that children and young people (i.e. under the age of 16) become infected with HIV? Base: All respondents

Research findings: Level of awareness amongst teachers of the needs of a child affected by HIV





43% of respondents are **unaware of whether their school has policies** in place to help manage students with / affected by HIV

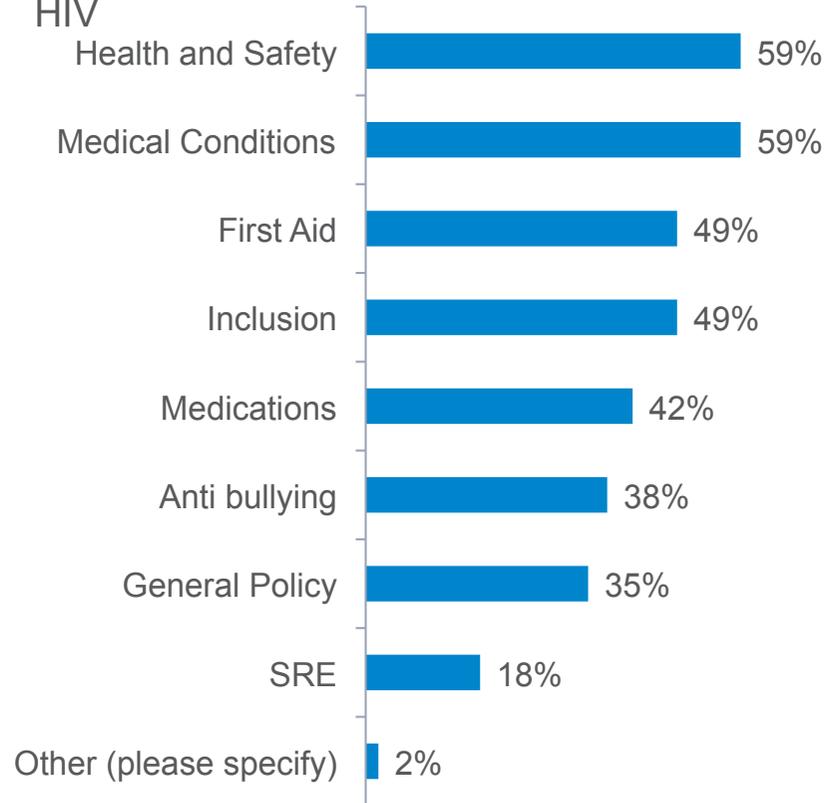
43% don't know if their school has any policies in place that provide guidance on how to manager the needs of students with/ affected by HIV

36% say their school **does not** have policies in place

21% say their school **does** have policies in place



School policies that provide guidance on management of students with/ affected by HIV



Q6. Does your school have any policies in place that provide guidance about how to manage the needs of students with or affected by HIV? Base: all respondents (500). Q6a. Which of your school's policies provide guidance on the management of the needs of students with or affected by HIV? Base: all respondents who answered yes at Q6 (105).

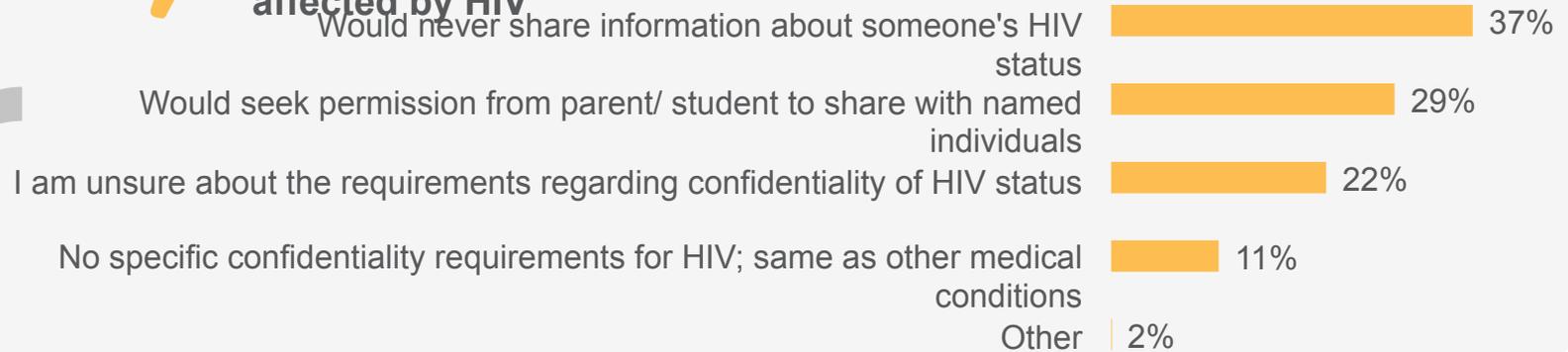
[Multicode question]



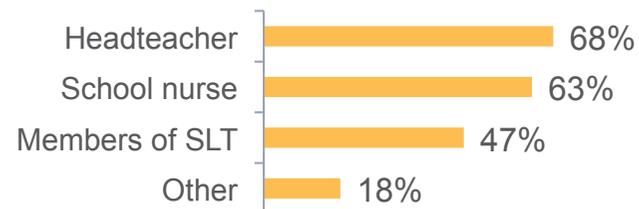
Two-fifths of respondents are unsure about confidentiality of HIV status; 1 in 10 does not believe there are any confidentiality requirements for HIV



Teachers' knowledge about confidentiality regarding students with/affected by HIV



Individual that teachers would share information with

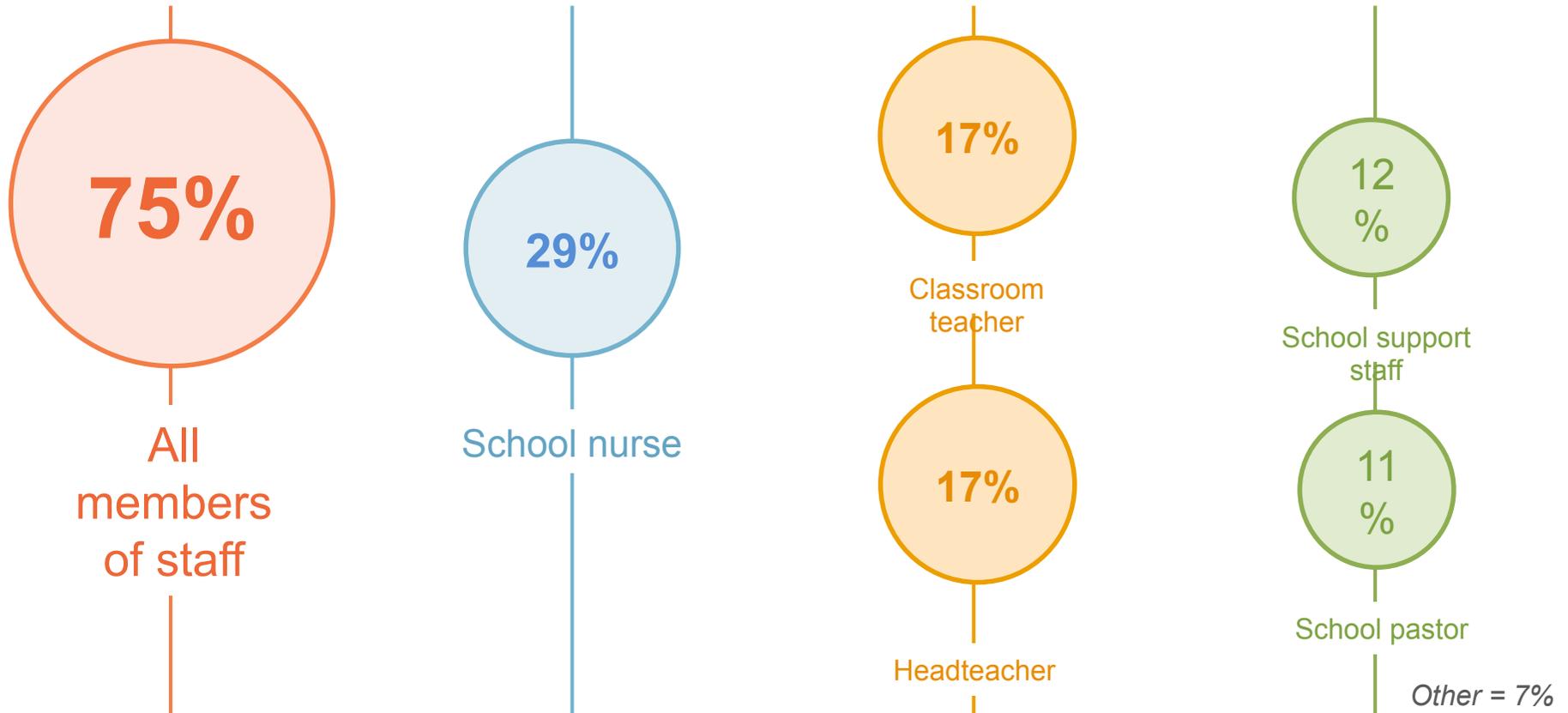


Q15. What approach would you take with regards to the confidentiality of a student's HIV status? Base: all respondents (500). Q15a. You indicated in the previous question that you would seek permission from the parent/ student about HIV status to share with named individuals. Please specify who you would want to share this information with. Base: all respondents who would seek permission at Q15 (146). [Multicode question]



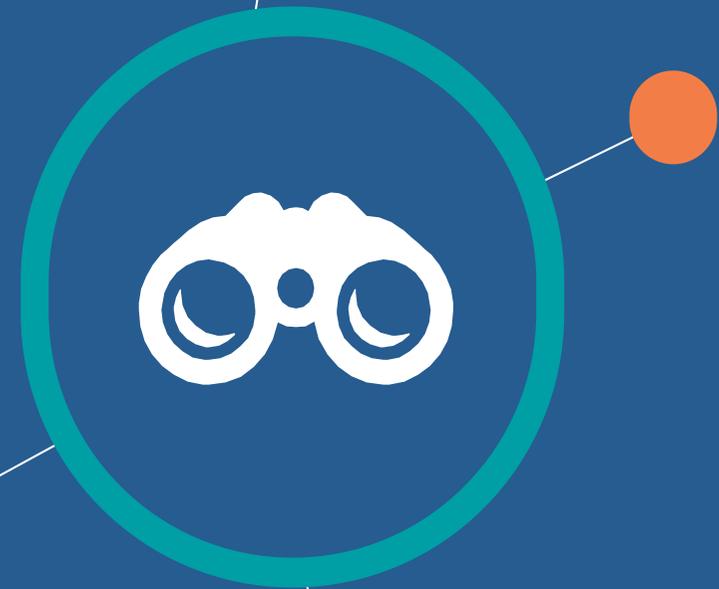
Three-quarters believe that all members of staff are responsible for the pastoral needs of students with/ affected by HIV

Who is responsible for the pastoral needs of students with/ affected by HIV?



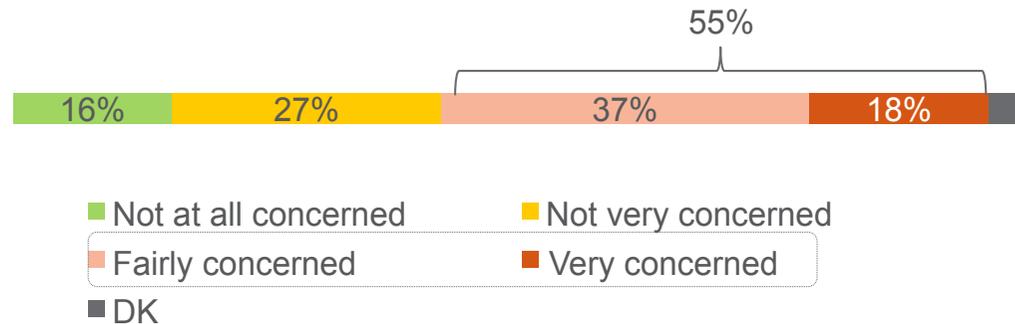
Q5. In schools, who would you say should be responsible for the pastoral needs of students with or affected by HIV?
Base: all respondents (500). [Multicode question]

Research findings: Training, guidance and support provided by schools





55% of respondents would be concerned if they found out that one of their students was HIV positive



58% of respondents are **not aware** of guidance/ materials for teachers which provide information about how to manage the needs of students with/ affected by HIV

20% of respondents are **aware** of guidance/ materials

23% don't know

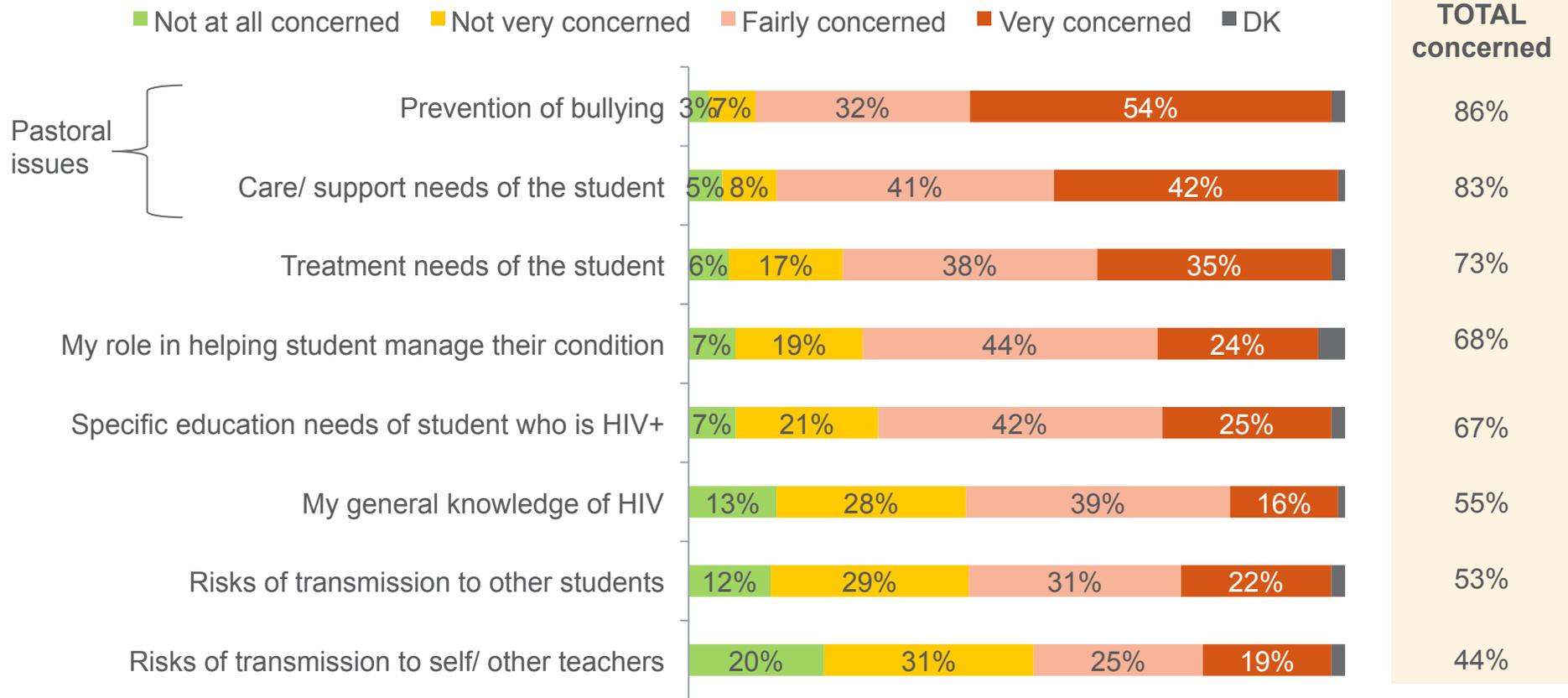
Significantly more in senior leadership teams say yes (36%) compared to more junior teachers

Q8. How concerned would you be, if at all, if you found out that one of your students was HIV positive? Q7. Are you aware of any guidance or materials for teachers, either within your school or available externally, which provide information about how to manage the needs of students with or affected by HIV? Base: all respondents (500).



For over **80%** of teachers, if they found out a student was HIV+, they would be concerned about the student's **pastoral needs** e.g. preventing bullying, support

Specific concerns teachers would have if they found out a student was HIV+

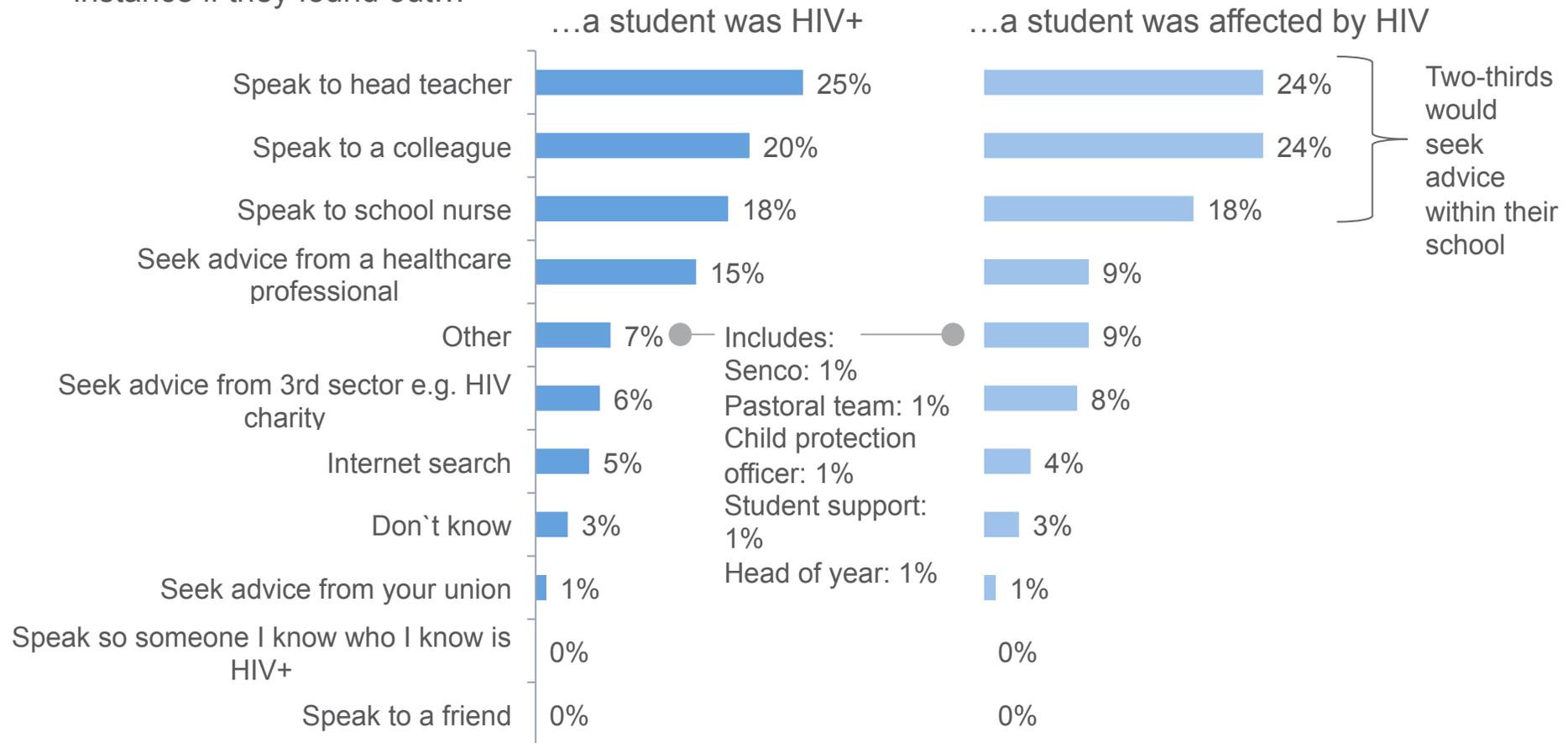


Q9. More specifically, if you found out that one of your students was HIV positive, how concerned would you be about each of the following? Base: all respondents (500).



Two-thirds of teachers would seek advice **within the school** if they had a student who was HIV+/ affected by HIV

Where teachers would go in first instance if they found out...

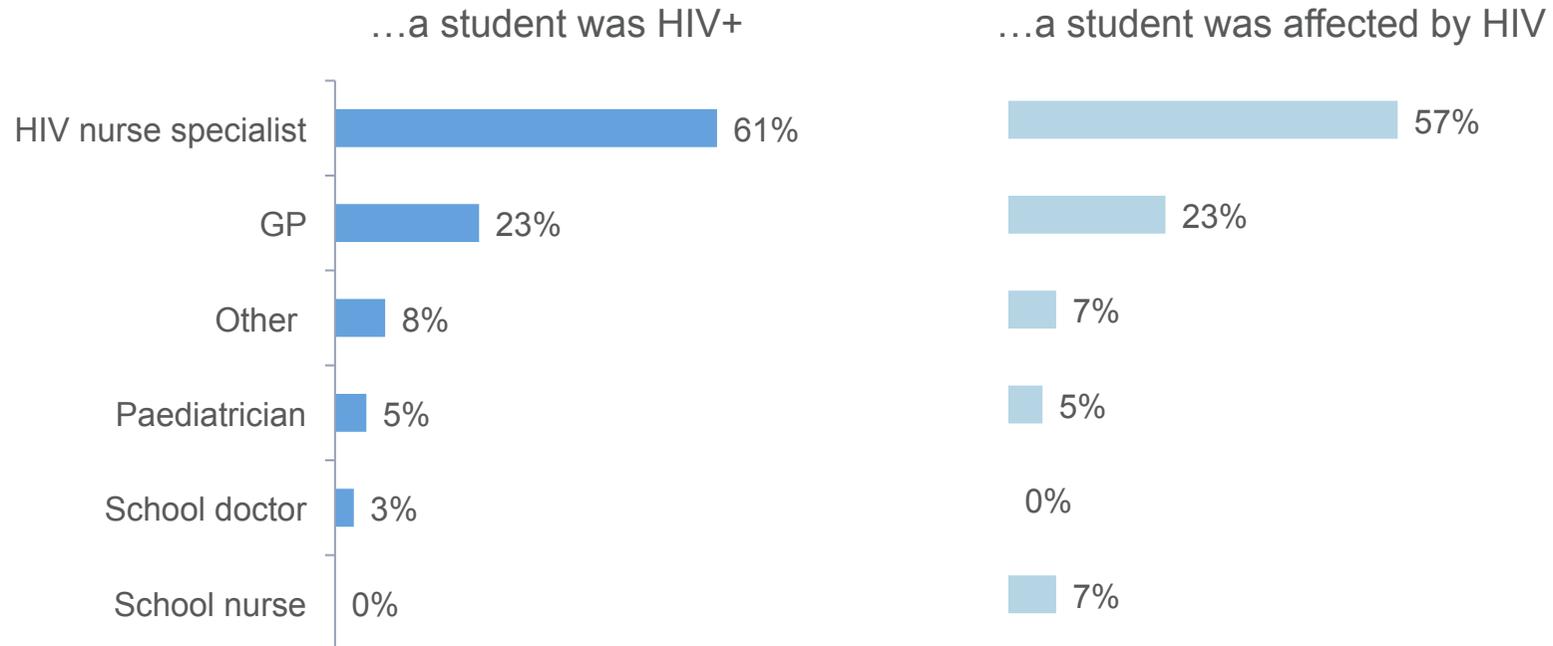


Q10. If you found out that one of your students was **HIV positive**, where would you go **in the first instance** for advice and/ or support? Q11. If you found out that one of your students **was affected by HIV**, where would you go **in the first instance** for advice and/ or support? Base: all respondents (500).



Of those teachers who would seek advice from a HCP if they had a student who was HIV+ / affected by HIV, the most common source would be a **HIV nurse specialist**

Which **health care professional** teachers would go to in first instance if they found out ...



Q10a. You indicated in the previous question that in the **first instance** you would seek advice from a healthcare professional if you found out one of your students is HIV positive. Which of the following healthcare professionals would you seek advice from? Base: all respondents who answered HCP at Q10 (75). Q11a. You indicated in the previous question that in the **first instance** you would seek advice from a healthcare professional if you found out one of your students was **affected by HIV**. Which of the following healthcare professionals would you seek advice from? Base: all respondents who answered HCP at Q11 (44).

Research findings: Additional support





29% said they **would like** to receive more information about the needs of children/ young people with or affected by HIV



54% said they **would not like** to receive more information about the needs of children/ young people with or affected by HIV

17% said don't know

Significantly more in independent schools say no (67%) than in other school types

Significantly more in senior leadership team say no (64%) than more junior colleagues



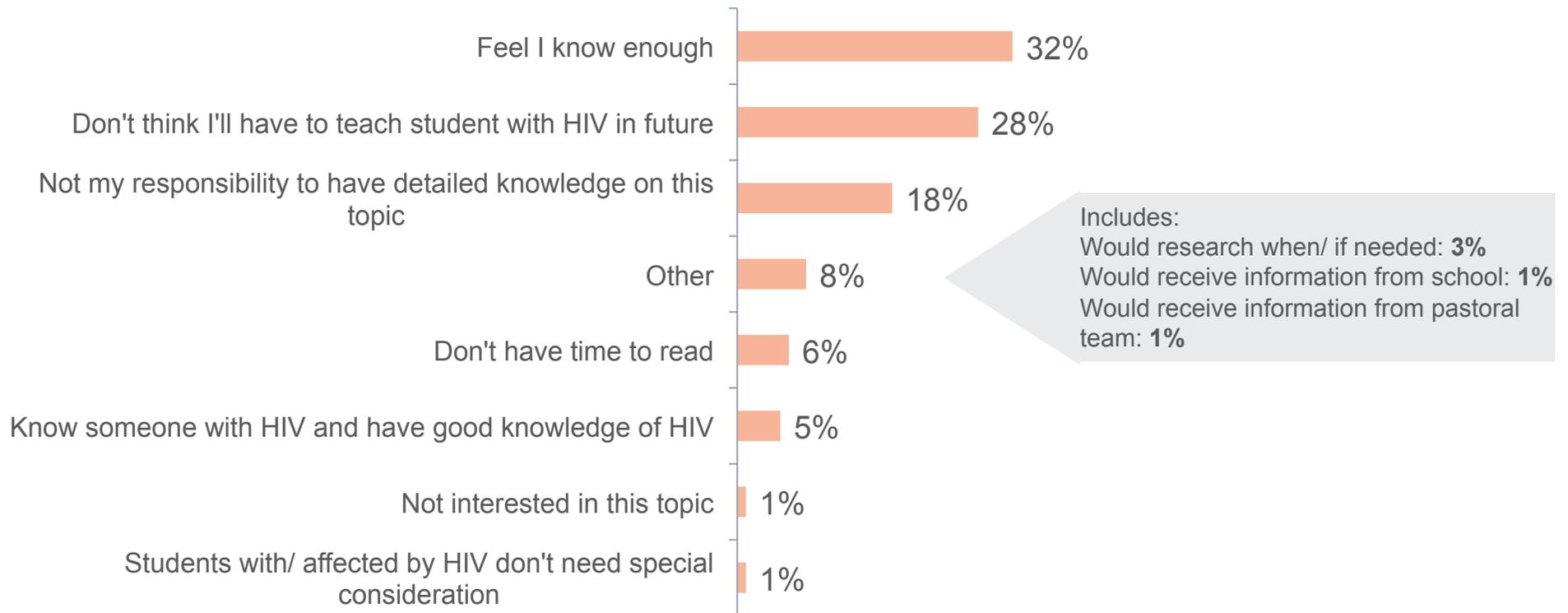
Reasons for this shown on next slide

Q12. Would you like to receive further information about the needs of children or young people with or affected by HIV?
Base: all respondents (500).



For **60%** of those who do not want more information, it is either because they **feel they know enough** or **don't think they'll teach** a student with HIV in the future

Reasons given for not wanting more information about HIV



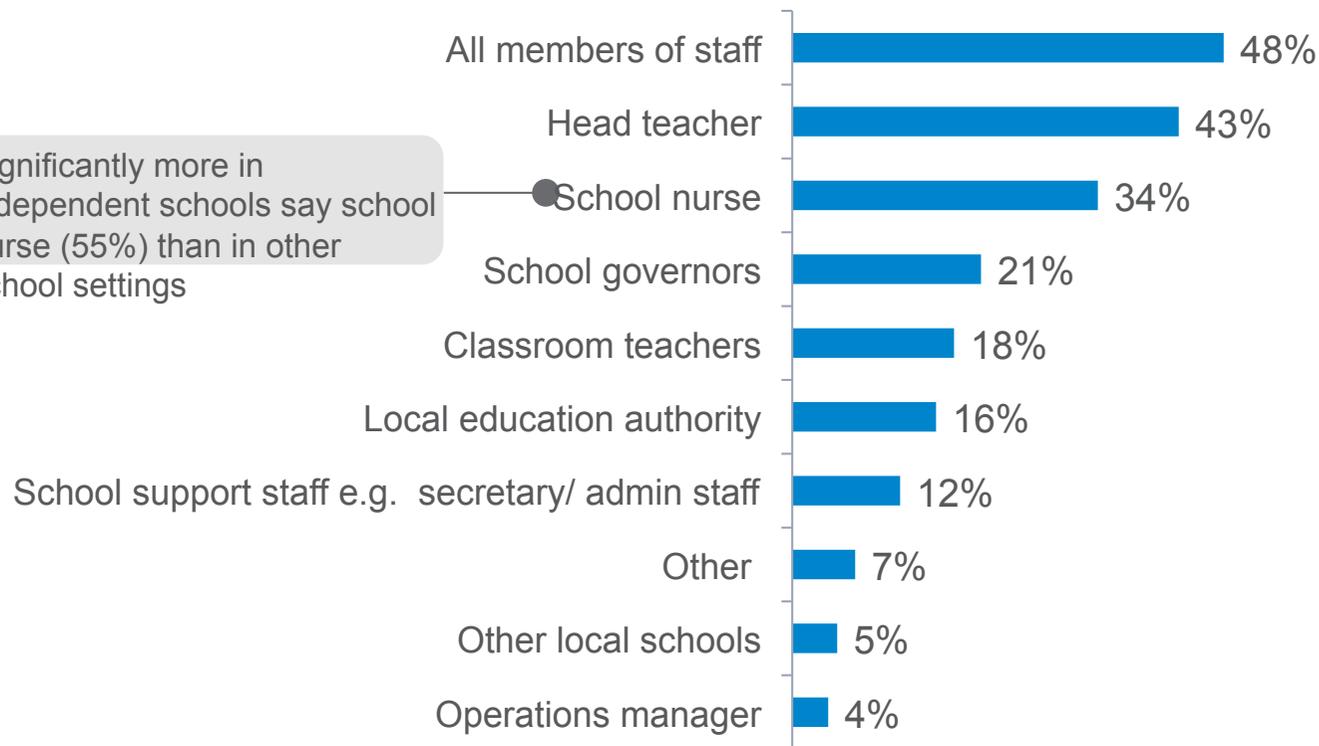
Q13. If you would **not** like to receive information about the needs of children or young people with or affected by HIV, why is this? Base: respondents who said they did not want to receive more information at Q12 (271).



Half of respondents think that all members of staff should receive information if it is to be implemented in their school

Who should receive information to make sure its implemented in my school

Significantly more in independent schools say school nurse (55%) than in other school settings



Q14. If resources were available covering the needs of children or young people with or affected by HIV, who would you say would need to receive them to make sure they are implemented in your school? Base: all respondents (500). [Multicode question]

Conclusions and recommendations





Conclusions and recommendations

Given the knowledge gaps illustrated in this report there is an opportunity to improve teachers' ability and confidence to effectively manage and support students with or affected by HIV

The majority of teachers are keen to support their students. However, because they are not often presented with a student who has/ is affected by HIV, the challenge may be to engage them in this topic
→ they may have to be persuaded of the relevance of this topic to them

The research demonstrates the importance of increasing knowledge, as misinformation exists, and any individual teacher presented with a student who has/ is affected by HIV may not have the requisite knowledge to support their student effectively

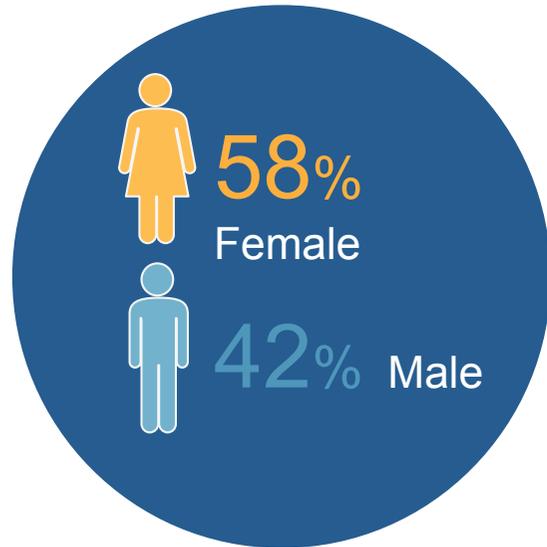
Because the school is the first port of call for teachers who need information about HIV, it is important that resources are available and that teachers are able to support and advise each other on supporting children with / affected by HIV

Appendix

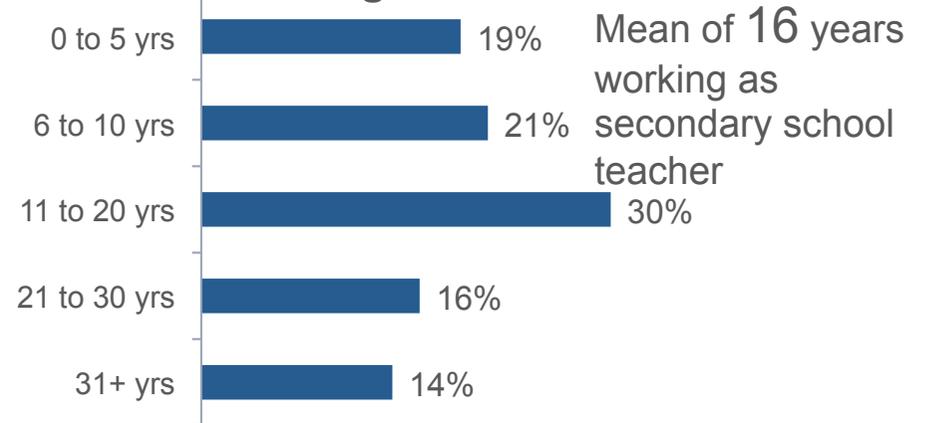




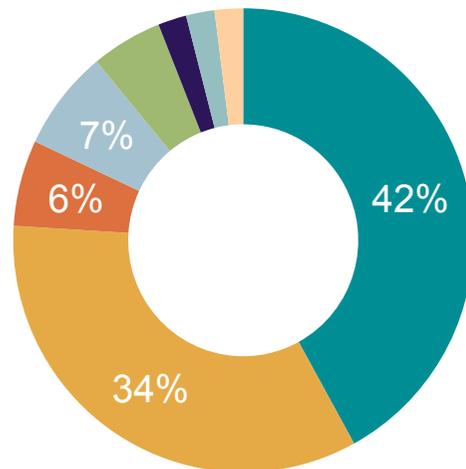
Sample details



Number of years in teaching



Current professional role



- Classroom teacher
- Head of dept/ subject
- Deputy/ assistant head of dept/subject
- Head of year or of key stage
- Assistant head teacher
- Deputy/ assistant head of year/ key stage
- Deputy head teacher



Sample details

 19% are a member of the senior leadership team at their school

Subject taught

 **17%**

 **16%**

 **14%**

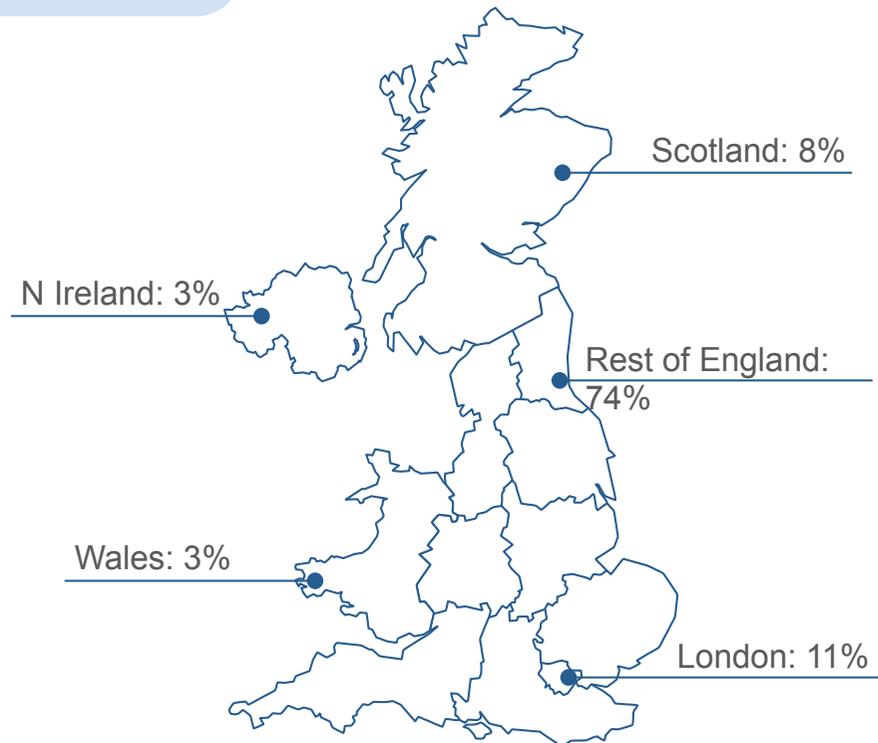
Maths

Science

English

- 2% Art and design
- 7% Design and technology
- 2% Economics
- 3% Geography
- 5% History
- 9% Modern foreign languages
- 3% Music
- 6% Physical education
- 5% ICT
- 3% No specialism
- 9% Other

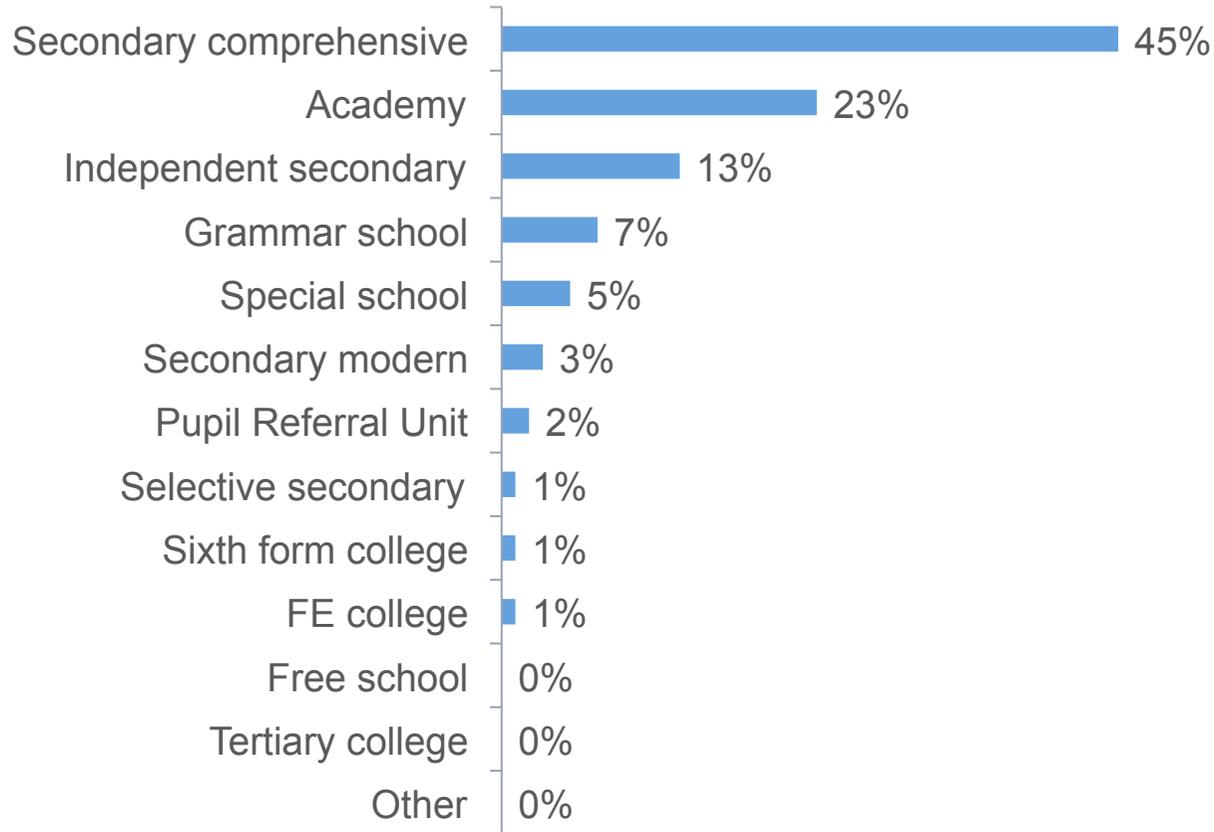
Regional split





Sample details

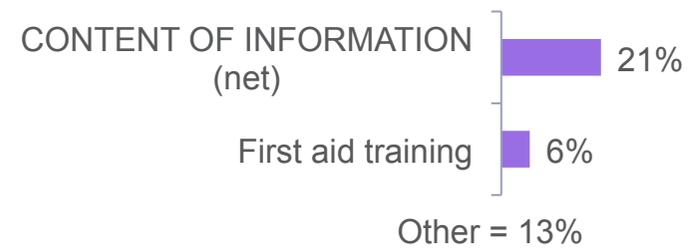
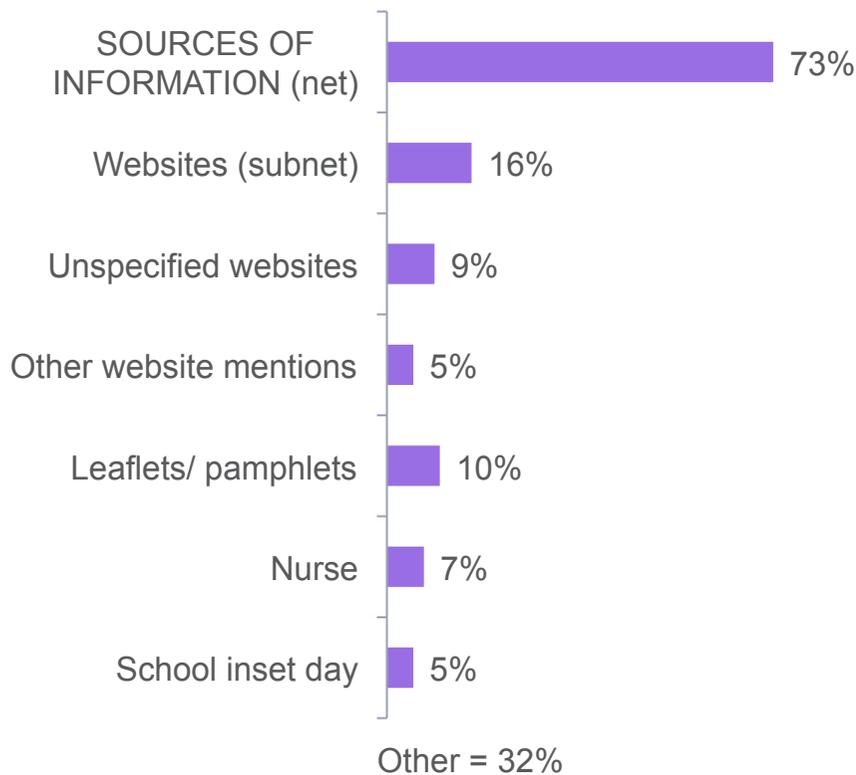
Type of school





For those who are aware of guidance for teachers, their main source of information is the internet

Details about the guidance/ materials teachers are aware of on how to manage students with/ affected by HIV



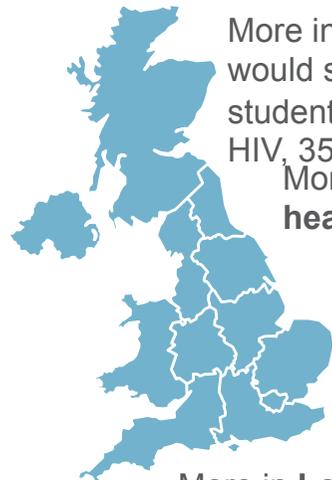
Only nets & subnets ≥ 5% shown

Q7a. Can you give some details about this guidance / materials (e.g. content, how you became aware of it)? Base: all respondents who are aware of guidance/ materials for teachers on how to manage students with/ affected by HIV (98).



Where teachers would go in first instance if they found out student was HIV+/ affected by HIV: sub-group differences

Regional differences



More in **NI/ Scotland/ Wales** would speak to **head teacher**: student HIV+, 37%; affected by HIV, 35%

More in **Rest of England** would speak to **head teacher**: student HIV+, 24%

More in **Rest of England** would speak to **school nurse**: student affected by HIV, 19%

More in **London** would speak to **school nurse**: student HIV+, 25%; affected by HIV, 22%

School type differences



More in **secondary comprehensive** would speak to a **colleague**: student HIV+, 25%
More in **secondary comprehensive** would speak to head teacher: student affected by HIV, 26%

More in **independent secondary** would speak to head teacher: student affected by HIV, 31%

Management differences



More **not in SLT** would speak to a **colleague**: student HIV+, 22%; affected by HIV, 26%
More in **SLT** would speak to a **HCP**: student HIV+, 26%; affected by HIV, 19%

Q10. If you found out that one of your students was **HIV positive**, where would you go **in the first instance** for advice and/ or support? Q11. If you found out that one of your students **was affected by HIV**, where would you go **in the first instance** for advice and/ or support? Base: all respondents (500).