



Staff Wellbeing Questionnaire – ‘You Said’ ‘We Did’ November 2020 / November 2021

Key:  1.0-2.9  3.0-3.9  4.0-5.0

I have been informed about the Wellbeing Award for schools and what is involved in achieving it.


You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● Had PowerPoints for the students. ● Received emails throughout the stages. ● A meeting was held to describe the process, people involved, the objectives and time scale. 	<p>4.5</p>  <p>4.2</p>	<ul style="list-style-type: none"> ● Keep staff, students and parents updated with the progress being made towards the award. ● Wellbeing award display board in the reception, updated with what we are working towards. ● Message board in staff room – keep all ‘bubbles’ updated. 	<ul style="list-style-type: none"> ● Continue to keep staff informed

I have a good understanding of the importance of emotional wellbeing and mental health on children’s performance in school.


You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● We have had lots of training around mental health and wellbeing. ● Forms part of our ethos. ● As a school we put children’s wellbeing as a priority. 	<p>4.6</p> 	<ul style="list-style-type: none"> ● Further training from the Wellbeing in mind team – Reflective Practice sessions / Low level CBT ● Coaching training/sessions 	<ul style="list-style-type: none"> ● Phoenix Compass Buzz Webinars available ● WIM Team training ● Nurture training ● THRIVE training

		<ul style="list-style-type: none"> ● Explore the use of interventions. ● Teenage brain training for upper formal. 	<ul style="list-style-type: none"> ● Teenage brain training for lower formal this half term.
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I understand my contribution in promoting emotional wellbeing and mental health within the school.


You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● I value support and teamwork when fulfilling my role so feel others will have a similar mindset. ● I see this as a natural part of my role which I feel is vital to enable pupils to learn and reach their full potential. ● I am aware of how to treat my colleagues. 	<p>4.4</p> 	<ul style="list-style-type: none"> ● School working closely with the Wellbeing in Mind team ● Ensure a consistent approach in place across the school ● Wellbeing Champions for staff set up and active part of school. 	<ul style="list-style-type: none"> ● Wellbeing Champions embedded ● Coaching for all staff

Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health.


You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● It affects everyone, especially when working in this type of environment. ● We are a team. It is better for the school and for each other if everybody is working optimally. ● I am able to support staff when required. Aware of issues. 	<p>4.8</p> 	<ul style="list-style-type: none"> ● Training the Wellbeing Champions as Mental Health First Aiders to support staff. ● Staff checked on/given some time after serious incidents 	<ul style="list-style-type: none"> ● Continue to offer 'Drop Ins' ● Continue to offer 'open door' policy SLT ● Workload audits ● Emails for Staff wellbeing Champions – staff wellbeing activities

	4.6	<ul style="list-style-type: none"> ● 'Drop ins' for staff to meet with Staff Wellbeing Champions ● Work closely with the Wellbeing in Mind team ● Introduce 'acts of kindness' 	
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The school really cares about the emotional wellbeing and mental health of everyone involved with the school.


You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● The student's wellbeing is supported and really cared for; more work can be done for the staff. ● I have always been supported when I needed it. ● I am asked, pupils are asked. It is seen as high priority. ● Not always consistent – better in some areas than others. 	3.8 	<ul style="list-style-type: none"> ● Drop-in sessions for staff with Wellbeing Champions ● Work closely with the Wellbeing in Mind team ● Training opportunities ● Staff checked on/given some time after serious incidents ● Parent work shops ● Improve signposting e.g. SAS service for staff / resources for website / G Suite 	<ul style="list-style-type: none"> ● SAS drop in to look at what is on offer ● Wellness plans for identified staff ● CPD

It is clear that emotional wellbeing is valued and important across the school.

You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● We are given access to agencies who would be able to support us if needed. ● I feel this is varied according to the part of school you are in and staff involved. 	4.1 	<ul style="list-style-type: none"> ● Drop-in sessions for staff with Wellbeing Champions ● Staff checked on/given some time after serious incidents ● Training – WIM Team - Reflective Practice 	<ul style="list-style-type: none"> ● Drop Ins ● Reflective Practice ● Coaching training ● Continue to work with WIM Team


<ul style="list-style-type: none"> ● It is high on the agenda as a nurturing school and we differentiate resources and focus on barriers to learning. ● Support not always followed through. 	4	<ul style="list-style-type: none"> ● Wellbeing Champions trained as mental health first aiders ● Ensuring staff are aware of support available both in school and outside services. 	
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The school actively encourages staff to be open about how they are feeling.


You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● Management are encouraging and supportive when you go to them ● Only asked by the staff in my class. ● We have access to SAS. Getting support is encouraged. ● More opportunities to have informal 'check ins' and support. 	3.7 	<ul style="list-style-type: none"> ● Drop-in sessions with Wellbeing Champions ● Look at mentors for new staff ● Possible debriefs after school twice a week for 10 mins so staff have the opportunity to offload before going home. ● Development of welfare team and Welfare Fund. 	<ul style="list-style-type: none"> ● Reflective practice timetabled ● Debriefs after incidents ● Solution Circles ● SLT check ins, ensure consistency

If needed, I would feel comfortable talking about my own emotional wellbeing and mental health at school.


You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● I feel there is someone I could talk to. ● I feel there would be support if needed. 		<ul style="list-style-type: none"> ● Wellbeing Champions trained as mental health first aiders to support staff. 	<ul style="list-style-type: none"> ● Coaching sessions ● Drop ins ● SAS – regular updates about the service

<ul style="list-style-type: none"> ● I have done in the past and have had school's full support. ● Improvement if set up a team that involves trained and trusted staff NOT just managers. 	<p>3.6</p> 	<ul style="list-style-type: none"> ● Drop-in sessions with Wellbeing Champions. ● Ensure all staff aware of the SAS helpline for school. 	<ul style="list-style-type: none"> ● Wellness actions plans
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I believe that increasing staff's awareness, understanding and skills in relation to emotional wellbeing and mental health is a priority for the school.

You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● Staff need more support in helping each other ● Improving staff awareness and skills will help to meet complex needs. ● Sometimes people need someone to talk to. 	<p>4.5</p>  <p>4</p>	<ul style="list-style-type: none"> ● Training ● Work closely with the wellbeing in mind team ● Wellbeing champions with set roles 	<ul style="list-style-type: none"> ● Training opportunities ● Embed strategy and monitor outcomes


I have the knowledge and skills needed to address emotional wellbeing and mental health

You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● Always need skills updating and willing to learn more. ● We have regular training, and I would know where to go for support. ● At a basic level. 	<p>3.7</p>  <p>4</p>	<ul style="list-style-type: none"> ● Training ● Wellbeing Champions trained as mental health first aiders to support staff ● Work closely with the wellbeing in mind team ● Drop-in sessions with Wellbeing champions 	<ul style="list-style-type: none"> ● Training opportunities ● THRIVE updates ● Nurture School

I feel comfortable with identifying signs of emotional or mental distress in both pupils and colleagues.


You said	Key	We Did	Actions
<ul style="list-style-type: none"> I would have liked to score this higher but aware these issues are complex. I have compassion and empathy. More so for pupils than staff. 	<p>4</p> 	<ul style="list-style-type: none"> Work closely with wellbeing in mind team Training Training wellbeing Champions Share information 	<ul style="list-style-type: none"> Coaching opportunities Nurture training Safeguarding training THRIVE

I know what to do next if I see someone with signs of emotional or mental distress.


You said	Key	We Did	Actions
<ul style="list-style-type: none"> I know what I would do personally, however I am not sure of the official way these should be handled I know I need to help in any way possible. Any concerns I pass on to SMT. 	<p>3.9</p>  <p>4.1</p>	<ul style="list-style-type: none"> Training Training Wellbeing Champions Work closely with the wellbeing in mind team 	<ul style="list-style-type: none"> Continue to offer training Nurture School THRIVE training

The school offers good quality support for pupils with emotional wellbeing and mental health difficulties.

You said	Key	We Did	Actions
<ul style="list-style-type: none"> I feel children can be supported but find sometimes there are waiting times if busy. 		<ul style="list-style-type: none"> Explore the use of interventions Training 	<ul style="list-style-type: none"> Intervention Lead – resources sourced PSHE advisor visit and actions


<ul style="list-style-type: none"> ● I have seen pupils being supported and cared for. ● We don't have some of the resources to offer interventions. 	<p>4.1</p> 	<ul style="list-style-type: none"> ● Use of Wellbeing Champions to share knowledge and information ● Work closely with the wellbeing in mind team 	<ul style="list-style-type: none"> ● Nurture training ● THRIVE training ● Bespoke packages – So Safe / WIM Team 'My Big Life' ● Zones of Regulation training
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The school offers good quality support for staff's emotional wellbeing and mental health.

You said	Key	We Did	Actions
<ul style="list-style-type: none"> ● I feel this is an area that is improving. ● I believe the school focus has been on students, although we have access to a buy in service. ● I am not sure what the school offers. 	<p>3.5</p> 	<ul style="list-style-type: none"> ● Training ● Wellbeing champions trained as mental health first aiders ● Drop-in sessions with Wellbeing Champions ● Positives of the day in briefings ● Introduce acts of kindness ● Check in/some time after serious incidents ● Virtual lunchtime chats twice a week to check in with others in different parts of the school ● Virtual mindfulness sessions once a week ● Reflective practice sessions to be held with Wellbeing in Mind team. ● All staff aware of how to get external support – SAS 	<ul style="list-style-type: none"> ● Mental Health Lead in school ● Wellness action plans available ● SAS signposting ● Reflective Practice ● Coaching ● Staff room – revamp

The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health.

You said	Key	We Did	Actions
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<ul style="list-style-type: none"> ● Staff, student and parent surveys are used and opportunities to meet. ● We are encouraged to speak out, give feedback and responses. ● More awareness of staff wellbeing. 	<p>3.4</p>  <p>3.3</p>	<ul style="list-style-type: none"> ● Work closely with the Wellbeing in Mind team ● Listen to ideas from staff about how we can improve ● Keep staff updated on actions been taken ● Suggestion box for staff ● Reflective practice sessions to be held with wellbeing in mind 	<ul style="list-style-type: none"> ● Continue with wellbeing questionnaires ● Opinions Box in staff room ● Reflective Practice ● Coaching
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