

Feedback from Well-being questionnaires



The questions you were all asked were linked to the objectives we have to meet to gain the award. The scores are divided into red, amber and green. We will need to focus on the Amber and green areas. Here are some of the results



= 1.0 - 2.9



= 3.0 - 3.9



= 4.0 - 5.0

Ensuring emotional wellbeing and mental health is seen as the responsibility of all



Staff Average score 4.69
Score breakdown



Parent Average score 3.51
Score breakdown



Pupils (all) Average score 3.37
Score breakdown

Supporting pupil emotional wellbeing and mental health



Staff Average score 4.03
Score breakdown



Pupils (all) Average score 3.26
Score breakdown

Engaging the whole-school community in emotional wellbeing and mental health



Staff Average score 3.38
Score breakdown



Parent Average score 3.44
Score breakdown



Pupils (all) Average score 3.2

Understanding the importance of emotional wellbeing and mental health



Staff Average score 4.46
Score breakdown



Parent Average score 4.73
Score breakdown



Pupils (all) Average score 3.23

Encouraging people to talk about mental health



Staff Average score 3.26
Score breakdown



Parent Average score 4.02
Score breakdown



Pupils (all) Average score 2.58

Ensuring emotional wellbeing and mental health is seen as the responsibility of all



Staff Average score 4.69
Score breakdown



Parent Average score 3.51
Score breakdown



Pupils (all) Average score 3.37
Score breakdown

Feedback from Well-being questionnaires



Here is a snippet of the many amazing positive comments we have received about the things we already do to support the Well-being within our school 😊

•This is something we discuss in tutor time and on PSHE days, we have a weekly wellness presentation for staff and students

•The training we are given focuses on how wellbeing and safeguarding students is the priority and responsibility of all staff members, even those not in a teaching role such as myself. I have completed training on fostering empathy through reading. that is relevant to my contribution to student wellbeing.

•We are a very caring and nurturing staff body and look after each other and the students, using some of the key strategies provided.

•The leadership team take wellbeing of staff seriously and are very supportive. They often send emails to say thank you to all staff for our hard work. They try to foster time for departments to meet and interact.

•we receive weekly wellbeing emails and there, genuinely, are people that care and notice if you are having a bad day. There is a real sense of a team.

•I have seen Wellbeing Wednesday's FB posts

•My child feels fully supported by the staff at Regents Park and knows that he can at anytime access someone to help him If he or someone else felt worried or unhappy.

•The school have listened to my concerns. Year head, pastoral support and tutor work together well to support my child. Counselling was also offered.

•They put needs and feeling of their students first, which helps with the students learning

•I have regular contact with the school, and am always confident through conversations that the well being of my child is always a priority.

• I went through some mental trouble but the staff helped me and I'm able to enjoy school and like coming in everyday.

•All the times I have been upset I have gone to them to tell them about how I feel and they have helped me through all my worries and feelings

•Teachers are always asking how are you or are you alright.

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Here are some of the comments highlighted in the questionnaires for the things we need to improve on 😊

•We did more as a school, more social occasions, more events to mix group and to create more of a team environment

•For other people to be more proactive with well-being and promote it.

•More signposting to who we could talk to if needed

•There is a culture of stigma around mental health issues that only openness and honesty in the wider community can combat, which is why this award will be a positive step.

•More training for all staff so they could offer support in the first instance before the need to refer

•there was a permanent position for a school counsellor

•someone was there for constant wellbeing support

•If the students could be more nice to people then they would be more happy

•I would feel comfortable talking if I knew that no one was going to judge me for my feelings.

•There were more one to one times with your teachers so they could realise a bit quicker

•If the well Being team had some children psychiatrists to talk to people about there days or the staff in the key stage three office can have an apprentice to also talk to them

•if there was more people you could go to when you are feeling upset.

•More help by teaching all children to be mindful

•A better description of what it is!

Due to the amazing amount of responses we have had from all of our stakeholders, you can imagine the amount of positive comments and areas for improvement. These are just a few to share with you.

We have already made a start on improving our Well-being.

- We have a Well-being section on our website to help sign post help and support which is available to all
- Further information has been sent out to inform you further about what the award is about
- We are researching into courses for both staff and students to enable us to help and support each other
- We have started Well-being Wednesdays for staff and students to enable us to discuss together, make it more explicit and get the message out there, that it is ok to not be ok
- Our Well-being champions are up and running