

WELLBEING IN YOUR SCHOOL

Give a rating from 1 – 5 on the following. 1 is low, “never” or “not at all” and 5 is high, “always” or “absolutely” ! This is not for measuring anything but for understanding where your school is at, what has been achieved and where you might go next. See the concluding section to develop action plans to develop emotional literacy in your school.

Values

The whole school community can articulate the values of the school

1 2 3 4 5

You can see these values in practice on a daily basis.

1 2 3 4 5

Each person is valued as a unique individual

1 2 3 4 5

A high value is put on developing positive relationships

1 2 3 4 5

An emotionally and socially literate climate

People enjoy working in this school

1 2 3 4 5

Students enjoy learning in this school

1 2 3 4 5

Staff feel respected and valued by peers

1 2 3 4 5

Staff feel respected and valued by management

1 2 3 4 5

Students feel respected in all classrooms

1 2 3 4 5

Students feel valued in all classrooms

1 2 3 4 5

The ethos of the school is purposeful

1 2 3 4 5

The overall atmosphere is warm, friendly and responsive

1 2 3 4 5

There is an inclusive ethos (we all belong here)

1 2 3 4 5

Psychological safety and wellbeing is actively pursued

1 2 3 4 5

The whole school is a ‘no put down’ zone

1 2 3 4 5

There is a positive welcome to new students, new teachers, parents and other visitors

1 2 3 4 5

Diversity is explored and celebrated through whole school and class practice

1 2 3 4 5

Collaboration is fostered at every level	1	2	3	4	5
Everyone takes responsibility for maintaining a positive climate	1	2	3	4	5
Staff consider they are making a positive difference for students	1	2	3	4	5
There is a celebration of a range of student achievements	1	2	3	4	5
There is regular acknowledgement of a range of staff achievements	1	2	3	4	5

Communication

Information channels are open, efficient and constructive	1	2	3	4	5
Confidentiality is respected	1	2	3	4	5
Conversations between adults are predominantly solution focused	1	2	3	4	5
Adults speak calmly and respectfully to students	1	2	3	4	5
Adults speak calmly and respectfully to parents	1	2	3	4	5
Communications home are positive	1	2	3	4	5
Discussions with families take account of their perspectives and needs	1	2	3	4	5
Staff know how to reduce confrontation	1	2	3	4	5

Management

Senior management are committed to the well being of both students and staff	1	2	3	4	5
Senior management are approachable	1	2	3	4	5
Senior management are positive and constructive	1	2	3	4	5
Staff feel that their views matter and are taken into consideration	1	2	3	4	5
Staff who are struggling are offered non judgmental support	1	2	3	4	5
Students are offered a means of participation in decision making in class	1	2	3	4	5
Students are offered a means of participating in whole school decisions	1	2	3	4	5

There are active peer support networks for students

1 2 3 4

There are active support networks in the school for staff

1 2 3 4 5

Mentoring is available to all new staff

1 2 3 4 5

Embedding social and emotional learning in class and school practices

People talk about emotional literacy and wellbeing and what it means

1 2 3 4 5

Social and emotional competencies are modelled by all staff

1 2 3 4 5

Social and emotional learning is integral to the life of the school

1 2 3 4 5

Both difficulties and solutions are seen as the outcome of interactive factors

(no single cause or person is blamed for difficulties or held responsible for solutions)

1 2 3 4 5

Social and emotional skills are actively encouraged in students

1 2 3 4 5

Appropriate assertiveness is taught and encouraged

1 2 3 4 5

Conflict management is taught and encouraged for everyone

1 2 3 4 5

Behaviour policies and strategies demonstrate emotional literacy

(They are focused on relationships/choices/ reflection, not just rewards and sanctions)

1 2 3 4 5

There are opportunities for all students to develop and practice leadership skills

1 2 3 4 5

Summarising

What are the emotionally literate strengths of the school?

What is identified as a priority for change and development?

Action Plan

What are the first steps that might be taken to address these?

Who will do what?

Date:

Review date: