

WAS - Stakeholder Evaluations

Staff Evaluation Form results

As of 20th March 2019 03:01 PM There have been 29 submissions

Results are scored out of 5 and each average score has been colour coded as below



= 1.0 to 2.9



= 3.0 to 3.9



= 4.0 to 5.0

Any amber or red scores indicate areas that need further examination and development with the relevant stakeholder group/s.

Please be aware that low respondent numbers can skew results, both positively and negatively.

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



Average score 3.8

Improvements

Don't know what all is involved.

an email was sent to all members of staff to inform them.

Not sure what needs to be done in order to achieve the award.

I knew what I could do to personally support and contribute to the award.

We had a whole staff meeting about it or a drop in to ask questions

n/a

Evidence

I am a member of SLT and know about some elements of the award.

Informed at a staff meeting.

It has been sent in an email and I've read about it.

the well being/PSHE lead has informed staff about this award and what has been put in to place in order to achieve this.

It has been mentioned in briefings and the members of staff involved have been talking about it.

I am a school leader and have been fully part of all discussions.

Heard about in in passing but not directly involved in any meetings or discussions and do not know what it entails

I have heard of the Wellbeing award in passing but did not know what it was or that we were going a head with it.

I am aware of this award but not fully clear on what is involved.

CT and CM have discussed this with me and I am aware of some of the tasks needed to complete the award.

Staff have been discussing this for the past few weeks.

I feel that I would like more information

We were briefed about the importance of the award.

Governors briefing

details given in a presentation to governors

The headteacher informed us of her intention to pursue this award. We have also discussed pupil mental health within the governing body.

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



Average score 4.5

Improvements

More training linked to individual needs

I am attending more training in the future

More training for governors would be beneficial.

Evidence

Have taught many children with poor emotional wellbeing and I am aware of the impact of this on their academic achievement.

You look for the indicators as to why children aren't performing.

of previous training and CPD throughout my time as a teacher as well as the school's outlook on its importance.

I attend training regularly and am aware of local and national issues. I am also aware that this is a priority for Government.

We have had some training in school to support us to understand emotional well being and how it can affect children.

Happy children learn better.

I have a good awareness of mental health specifically in SEN

professional experience

My background as a recently retired Westmoor teacher and also information provided at governors meetings.

My work as a teacher and school manager brought me into contact with many young people who needed help and were sometimes referred professionally because of mental health issues and emotional wellbeing. I am aware, through my governing experience, that the pressures of modern life have led to an upsurge in mental health issues amongst the young, including my 8 year old grandson who attends a different school and has been referred for counselling due to anxiety issues.

I understand my contribution in promoting emotional wellbeing and mental health within the school.



Average score 4.3

Improvements

Finding the time when there is so much pressure from so many other areas of the curriculum.

Others were aware of this

Evidence

It is something which we face on a regular daily basis.

It is part of our PSHE program.

each teacher has a responsibility for the happiness and wellbeing of each child within their care.

As a school leader, not only do I have a duty of care, but I am committed to the health and well being of both staff and pupils in school.

It is my duty to ensure that children in my class are feel safe and happy in school.

I see mental health as being just as important as physical health

link governor for PHSCE

All developmental issues, including learning, are impacted by emotional wellbeing and good mental health in school. This has to include all members of the school community - staff as well as pupils.

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



Average score 4.8

Improvements

If there was more of a combined response from all staff and a awareness of what contributes to others' emotional wellbeing.

All staff and children felt they could talk honestly and openly to one another without fear of repercussion or judgement.

There was more training and awareness around these issues

More training

Evidence

We need each others' support in a difficult job where there are many different issues.

this school offers support and guidance for each teacher and there is a common knowledge that support will be offered if needs be without judgement.

Through personal experiences: I have been well supported by colleagues when in difficult phases of my life.

When trying to care for children's emotional well-being, those members of staff need emotional support as well.

We are a strong team who help each other on a daily basis and build personal relationships

As staff team we always 'look out' for each other and support each other when needed.

I suffer from mental health and emotional issues which I share with some staff and more children present with MH issues

I am fully aware of the importance of emotional well being in every aspect of life.

Teachers know their children extremely well and there is a caring ethos that pervades the school. The staff, teaching and non-teaching, are extremely supportive of each other and any concerns are swiftly flagged up.

The school really cares about the emotional wellbeing and mental health of everyone involved with the school.



Average score 4.3

Improvements

As above.

School worked more closely with parents to develop resilience in children, encouraging children to think for themselves and make choices, rather than parents doing this for them

I feel that there could be more support eg chill zone, incentives or rewards for going extra mile, being able to take a mental health day etc

Evidence

the head teacher's outlook upon wellbeing and each member of staff within the school. Each member of staff is approachable and helpful.

School has committed to a staff insurance cover which provides counselling and health services in an aim to proactively keep staff in school. School has committed to services such as counselling to support individual pupils.

We have a team that cares about each other.

see this in evidence as a parent governor

My background as a recently retired Westmoor teacher and also information provided at governors meetings.

See above.

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



Average score 4.2

Improvements

Does not seem to be a school priority even though some efforts are being made to address this - like the buddy initiative.

Clear plan to develop emotional wellbeing in children linked to resilience, problem solving and decision making

See above

Evidence

as well as the staff, children are made aware of the importance of emotional wellbeing and the impact it has upon teaching and learning.

Emotional wellbeing is openly discussed

It is in its early stages

My background as a recently retired Westmoor teacher and also information provided at governors meetings.

Discussion, purpose statements as well as it being alluded to in school assemblies.

The school actively encourages staff to be open about how they are feeling.



Average score 4

Improvements

Concerns were listened to and addressed.

There was a clear language around emotional wellbeing demonstrating a balance towards empathy and understanding along with skills for resilience.

Follow up on issues to further support staff

Evidence

any problem, big or small, can be openly talked about with any member of staff without judgement or scrutiny and due to a part of the school's ethos being truthfulness, it is apparent that each member of staff is there to support and guide others.

As a school leader, I reassure and advise staff of support mechanisms. I believe staff feel that the leadership and management team are approachable and can be completely honest

On most occasions, there's is an open door policy and I know I can speak to SLT if I have an issue or feel like I need to speak to someone.

I often feel awkward when talking about my issues. I tend to speak to close colleagues but sometimes I find it difficult to talk and luckily I have people who are looking out for me

staff feel able to talk to the leadership team

My background as a recently retired Westmoor teacher .

The staff are incredibly supportive of and caring towards each other. When supportive action is needed (eg after a bereavement) it is taken.

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



Average score 3.8

Improvements

All concerns were taken seriously

A shared language.

Haven't really been in a situation of this type so not sure how I'd react in the situation.

I was aware of others who were willing to talk as I wouldn't want to be the only one

Evidence

Not something which I would feel comfortable with.

I know that I am able to turn to any member of staff with any concerns or issues, as I have done in the past. I am also aware of who I would need to talk to if I felt as if I was struggling or even simply having a bad day.

I have already done so.

Only to staff members that I have a friendship with.

I am more at ease talking since seeing a counsellor

don't feel I have anything to contribute

I have done this in the past, both in school and in church.

I believe that increasing staff's awareness, understanding and skills in relation to emotional wellbeing and mental health is a priority for the school.



Average score 4.3

Improvements

Commitment from all stakeholders.

Staff are willing to share their stories and support

Evidence

it is already a common ethos that emotional wellbeing is of utmost priority and that help and support is available if and when needs be in relation to this.

It is locally and nationally recognised that this is a growing need.

Talking can help as long as it's judgment free

part of the school development plan

My background as a recently retired Westmoor teacher and also information provided at governors meetings.

It has been widely discussed in governors meetings, not only as a concern, but as a way of looking forward and improving the wellbeing of all stakeholders.

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



Average score 3.2

Improvements

More courses around it

High on the agenda within school and frequently updated to parents. A shared language and vision that can be referred to and embody day to day practice : just like core values

More CPD opportunities

There was staff training and CPD opportunities for this

would need some training to be in a position to support staff

I am unsure how skilled I would be in addressing someone else's mental health issues

Again, the opportunity to engage with up to date training would be appreciated.

Evidence

of previous and ongoing training as well as knowing the importance of the subject within schools and daily life.

I have strength in communication and empathy, along with understanding the priorities of the organisation. I have a duty of care to all and am truly committed to this.

We have had training on some specific elements during my time at the school but there are other areas which are becoming more significant with regard to children and young people which I'm not sure I'd know quite how to handle.

I am very empathetic to mental and emotional well-being in children and adults

I have struggled to understand how to support children with mental health issues properly in the past

I can draw on my own knowledge and experience of many years of working with adults, young people and children.

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



Average score 3.7

Improvements

More training in the area.

There was clear routes to discussing emotional well being with designated members of staff and knowledge of next steps and support.

CPD as a whole school to support children.

Evidence

Have dealt with issues of this nature previously and currently

of previous and ongoing training as well as acknowledging that every child is different and each child has their own individual needs. By building a strong professional relationship with the children in your care, you are able to assess changes in behaviour as well as other signs of emotional or mental stress.

I am aware that I personally can put on a "brave face" so it is highly likely that many others do too. We can ask if one another is Ok but generally a stock answer is fine

I am aware of picking up on certain traits or signs of distress in adults I work with closely, however I'm often unsure how to approach staff who are not as forth coming. nurture groups allow us to support children's well being.

Of personal experience and training

My background as a recently retired Westmoor teacher and also information provided at governors meetings.

Previous experience.

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



Average score 3.5

Improvements

Further training

Staff training so there is a shared vision, and plan of response which is known and agreed by all.

Evidence

Have deal with issues like this previously.

of previous and ongoing training as well as considering how you would like or need to be helped in a certain

situation and by attempting to consolidate as well as find support in other members of staff to address issues.

Through years of experience managing people including children and adults I have developed an effective skills set to calm situations, provide empathy and encourage finding solutions to problems.

Of experience and training

My background as a recently retired Westmoor teacher and also information provided at governors meetings.

I am confident that I would recognise 'the signs' and would offer support before seeking help and advice should it be appropriate.

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



Average score 4.1

Improvements

Mental health issues need to be more clearly identified.

Identified pathways for support to avoid unnecessary delays. A shared language within school.

Evidence

Emotional wellbeing is supported well.

there are nurture groups that take place weekly as well as the positive relationships between pupils and staff.

Our school acts in the very best interests of our children. Support services are not always immediately accessible but staff go above and beyond to do the very best within our abilities.

support services from health and social care available eg CAMHS

My background as a recently retired Westmoor teacher and also information provided at governors meetings.

This is a major concern for the management team, staff and governors and is reflected in our on-going discussions.

The school offers good quality support for staff's emotional wellbeing and mental health.



Average score 3.8

Improvements

We do not know what we don't know. Perhaps someone is struggling and have hidden it well. However, once we are trained to recognise the signs, and emotional wellbeing has more prominence in school, then staff may open up or approach one another more readily.

Evidence

of the opportunities to talk and discuss issues as well as the ethos and overall atmosphere of the school being friendly and helpful at all times.

We try our best and am aware that staff have come to the SMLT when needed.

I was offered counselling through the school

My background as a recently retired Westmoor teacher and also information provided at governors meetings.

Absolutely! I am personally aware of confidential examples where this has been the case.

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



Average score 3.7

Improvements

Annual wellbeing questionnaire.

Evidence

I know if I were ever to have an issue or problem, that I could approach any member of staff and be able to discuss these issues.

We have annual general questionnaires but nor specifically around wellbeing

Listens to but not seeks out

My background as a recently retired Westmoor teacher and also information provided at governors meetings.