

1. I know about the Wellbeing Award for Schools. 2.8/5

Positive feedback:

- 'You're amazing. Nothing could be better'.
- 'I think I am very well informed. No improvements needed'.
- Assemblies
- Tutor time
- REAL 3
- Wellbeing club
- 'Teachers talk about it'
- PSHE lessons
- School notices
- Previous questionnaire
- Friends talk about it
- SSLT meetings and activities
- 'The school does everything it can to help students'.
- Friends are wellbeing ambassadors
- Assemblies with medical staff
- Awards ceremony/end of year assembly

Areas for improvement:

- More awareness of wellbeing club and award
- Detailed explanation of the award in form, assembly, PSHE
- Posters around school explaining the award
- Information given to students on induction
- Tutor notice board leaflet
- More reference made in assemblies
- Wellbeing group more visible to other students
- Themed days relating to the award

2. In our school, we learn about how important it is to talk about our feelings and emotions. 3.3/5

Positive feedback:

- 'I think it is already good and I feel confident talking about my feelings during PSHE because I get the right help'.
- 'It could not be better it is an amazing thing about CPS'.
- 'I think the school has done a great job of teaching us about our emotions and feelings'.
- PSHE lessons cover this
- 'It is already good enough'
- 'I don't think it needs to be better it's fine I have had many talks on it'.
- 'It is the best it can be'

Areas for improvement

- Perception that teachers do not care
- Alternative to HUB preferred for some
- More assemblies, tutor activities and PSHE lessons on mental health
- Raise the profile through better education

- Feelings of being judged
- Student banter: 'they do not realise they are being disrespectful'.
- All teachers need to know how to deal with mental health
- Mentioned in subject lessons as well as assemblies and PSHE
- Better provision for Year 11 stress and anxiety
- Improved private, quiet places to go for support
- Student to adult communication can be intimidating for shy students
- HUB is perceived as a place for behaviour issues
- EduLink booking facility for support
- Students should have more of a say in situations concerning them and feel that their wishes are understood and respected
- More PSHE and Enrichment lessons
- Leaflets
- Younger HUB
- Jars in form time to add your name to if you want support
- More appointments available (ELSA and Magda)
- Posters around school

3. I believe I can make a difference if someone else is feeling worried or unhappy. 3.8/5

Positive feedback:

- Several statements saying that they have experience of helping people
- 'I can speak to a trusted adult if it is something serious'
- Part of the Calthorpe Way (care and consideration)
- PSHE and Enrichment lessons cover this (morals, being mindful of others' feelings)
- 'Everybody at Calthorpe is really nice'
- Teachers, medical and the HUB can help
- Anti-bullying ambassadors can help
- Assemblies and tutor time encourages helping others
- Help friends via social media

Areas for improvement:

- 'Occasionally a professional is needed'
- Some people keep worries to themselves
- 'At school we don't really learn what to do'
- Would like to learn more about helping friends in school

4. My school really cares about me and how I am feeling. 3.2/5

Positive feedback:

- 'This could not be any better'
- 'This is perfect already'
- 'Some teachers are very caring'
- 'I am feeling happy because I love school'
- 'The HUB really helps'. Several positive comments about the HUB
- ELSA appointments. Several positive comments about ELSA

- 'Tutors are really nice and are always offering to help'
- 'I can speak to a teacher if I'm feeling sad'
- 'Everyone in the school is really nice and kind'
- Medical are kind and approachable
- PSHE and RE lessons
- Assemblies
- 'Everyone says good morning and if you're sad ask if you're OK'
- Outside agency support
- Ensure internet safety
- External visitors/speakers on mental health
- School system respects student decisions and needs
- Calthorpe Way
- Speak-outs

Areas for improvement:

- Achievable amounts of work
- Teachers do not understand how students are feeling/tutors could get more involved
- Quiet place to go to be mindful
- More ELSA appointments available
- Teachers should share good practice to improve consistency
- More notice for exams, assessments and events
- Too much homework/subject clashes
- More teachers around during duty times (MUGA mentioned twice)
- Negative classroom environment (teacher shouting)
- Too many students for support staff
- More year group assemblies to discuss feelings
- HUB is not preferred by some students/alternative?
- PSHE for all year groups/less emphasis in older years
- Cynicism about the award
- Focus on academic achievement and not wellbeing
- Student ambassadors
- Bullying concerns

5. My school really cares about all its pupils and how they are feeling. 3.3/5

Positive feedback:

- 'This couldn't be any better'
- 'We all respect each other'
- 'Perfect already'
- 'HUB and ELSA and Magda really help'
- School talks about health and wellbeing a lot.
- Shown in assembly
- 'All the teachers are really nice and caring'
- Heads of House solve problems efficiently
- IT, PSHE and Enrichment lessons

- Emails, letters and notices express care for student welfare
- Students with SEN receive lots of support
- Calthorpe Way
- Emotional First Aid Kit in planners
- Tutors care

#### Areas for improvement

- Quiet, relaxing room for students to visit with mindful activities
- More contact with home
- Too much focus on grades and too much homework
- Too much pressure
- Teachers inconsistent - not all are approachable
- Speak outs discussed more
- Negative learning environments
- Too many teachers, so it is difficult to get to know them
- More information on emotional support (posters, signs, leaflets)
- Less stigma attached to HUB
- PSHE lessons stop
- Closer bonds with form tutors
- Bullying
- More ELSAs
- Students treated differently depending on ability/behaviour

6. If needed, I would feel comfortable talking about how I am feeling at school. 2.9/5

#### Positive feedback:

- Regularly discussed at school
- Teachers, tutors, support staff and HUB trusted
- 'This is perfect already'
- Talk to family and friends
- Assembly encourages it
- PSHE lessons encourage it
- 'HUB is an amazing environment'
- 'This benefits me mentally'
- 'Teachers give me confidence'
- School policy encourages it

#### Areas for improvement

- Lack of confidence to talk
- Lack of trust
- Worries about confidentiality
- More therapists/professionals/appointments needed
- Anonymous place to post worries
- Stigma associated with the HUB - more strategically placed
- Better relationships with teachers/tutors

- Younger people to talk to
- Club available
- Exit cards for anxiety
- Fear of being judged
- Concerns/experience of about being ignored
- Not knowing who to go to

7. My teachers knows when I am feeling worried or unhappy. 2.8/5

Positive feedback:

- Happy with current situation
- 'My teachers are brilliant at noticing'
- Teachers ask how students are feeling
- Referrals to the HUB/ELSA
- By showing the emotional first aid kit
- Teachers are aware due to notes on SIMs/EduLink
- Communication between support staff and teachers
- 'HUB is an amazing environment and trustworthy'
- Get to know teachers and have a bond with them

Areas for improvement

- Teacher training to recognise signs
- Perception that teachers do not care
- Anonymous ways of speaking out
- Teachers are inconsistent
- More focus in tutor time/one-to-one sessions
- More staff around at duty times
- Tutor honesty boxes
- Too many students/large class sizes
- Over-emphasis on grades
- Focus on bad behaviour
- No time to talk to teachers 'they are too busy teaching'

8. I am able to get help at school when I am feeling worried or unhappy. 3.4/5

Positive feedback:

- Experience of receiving help
- This is already good
- Bullying has been sorted out
- ELSA, teachers, medical, Magda, HUB, tutors all help
- Parent emails are followed up 'super efficiently'
- Help clubs (e.g. maths help club) improves anxiety/stress
- Emotional first aid kit
- Exit cards
- Extra-curricular clubs

Areas for improvement:

- Anonymous communication
- Teacher training on mental health issues
- More signs around school about where to go for help
- Stigma associated with HUB
- More support staff and HUBs/long waiting lists for Magda and ELSA
- Information in assemblies
- Teachers are too busy
- Not comfortable seeking help at school
- Experience of/concerns about being ignored

9. The school really cares about what I think and listens to what I have to say. 3.2/5

Positive feedback:

- Speak-outs - 'they actually change things'
- Enrichment and PSHE lessons allow for opinions to be voiced
- REAL3 Rights respecting School
- Calthorpe Way
- Extra-curricular clubs
- 'Surveys and questionnaires'
- 'Caring school' Students feel listened to.

Areas for improvement:

- Students do not feel listened to
- Perception that issues are not always dealt with fairly
- 'Hate mufti days'
- Designated person to speak to
- Anonymous place to speak out
- Student suggestion box to inform speak outs for non-reps
- More feedback from speak-outs
- Virtual speak-outs that involve everyone
- Sensible suggestions are not acted upon (more seating at lunch and lockers for PE kit)
- Speak-outs do not involve everyone
- More assemblies to explain how to be heard, especially for Year 7
- Too many students to be heard, especially for quiet students