

APPENDIX 2

SCHOOL WELLBEING CHECKLIST

Give a rating from 1 to 5 on the following. 1 is low, 'never' or 'not at all' and 5 is high, 'always' or 'absolutely'. Sometimes the answer will be 'it depends!' This provides useful information. This checklist is for understanding where your school is at, what has been achieved and where you might go next. Look at it again in a year and see what differences have occurred.

Wellbeing vision					
There is agreement on the meaning and importance of wellbeing	1	2	3	4	5
There is a shared vision and direction for the school that reflects this	1	2	3	4	5
School leaders are driving the agenda on wellbeing	1	2	3	4	5
All stakeholders are fully consulted and feel part of the process	1	2	3	4	5
Each person is valued as a unique individual with qualities and skills to offer	1	2	3	4	5
There is a strong focus on developing positive relationships at all levels	1	2	3	4	5
A positive 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	1	2	3	4	5
All students feel respected and valued in all classrooms	1	2	3	4	5
The school climate is calm and 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
There is a strengths and solution-focused approach	1	2	3	4	5

The whole school is a 'no put-down' zone	1	2	3	4	5
Diversity is explored and celebrated through whole school and class practice	1	2	3	4	5
Everyone takes responsibility for maintaining a positive climate	1	2	3	4	5
There is a celebration of a wide range of student achievements	1	2	3	4	5
There is regular acknowledgement of a range of staff contributions	1	2	3	4	5
Communication					
Information channels are open, efficient and constructive. People know what is happening.	1	2	3	4	5
Conversations are respectful of students and families	1	2	3	4	5
Communications home are primarily positive	1	2	3	4	5
In general there are more positive than negative statements	1	2	3	4	5
Pedagogy					
Cooperative learning is well planned and happens regularly in all classrooms	1	2	3	4	5
There is bi-directional feedback between teachers and students	1	2	3	4	5
Students are encouraged to develop learning goals and aim for personal bests	1	2	3	4	5
Teaching approaches incorporate and respond to multiple intelligences	1	2	3	4	5
Tasks are differentiated to ensure all students experience progress	1	2	3	4	5
Management					
Senior management are approachable	1	2	3	4	5
Staff feel their views matter and are taken into consideration	1	2	3	4	5
Staff who are struggling are offered non judgemental support	1	2	3	4	5
Problematic issues are actively and constructively addressed	1	2	3	4	5
There are support networks for staff and mentoring for new staff	1	2	3	4	5
All students are given a voice in individual, class and school decisions	1	2	3	4	5
There are peer support networks for students	1	2	3	4	5

Collaboration is fostered throughout the school	1	2	3	4	5
<i>Embedding social and emotional learning</i>					
Social and emotional competencies are modelled by staff	1	2	3	4	5
Social and emotional learning is integral to the life of the school	1	2	3	4	5
Social and emotional skills are actively encouraged in students	1	2	3	4	5
The pedagogy for SEL emphasises thinking, doing and talking with others	1	2	3	4	5
Appropriate assertiveness is taught and encouraged	1	2	3	4	5
There are opportunities for all students to develop and practice leadership skills	1	2	3	4	5
<i>Behavioural issues</i>					
There are high expectations for pro-social behaviour across the school	1	2	3	4	5
Both difficulties and solutions are seen as the outcome of interactive factors – not just situated within the student	1	2	3	4	5
The emphasis is on promoting and reinforcing positive behaviours	1	2	3	4	5
Behavioural policies are congruent with relational and wellbeing values	1	2	3	4	5
Students are given agency for developing behavioural guidelines	1	2	3	4	5
Difficult behaviour is seen as reflective of student need	1	2	3	4	5
Staff know how to reduce conflict and confrontation	1	2	3	4	5
Staff are mutually supportive and share effective strategies	1	2	3	4	5
Students are expected to take responsibility for their behaviour by taking action to repair harm	1	2	3	4	5
Parents are positioned as experts on their child and partners with the school	1	2	3	4	5

Summarising

What are the strengths of the school?

What might be a priority for change and development?