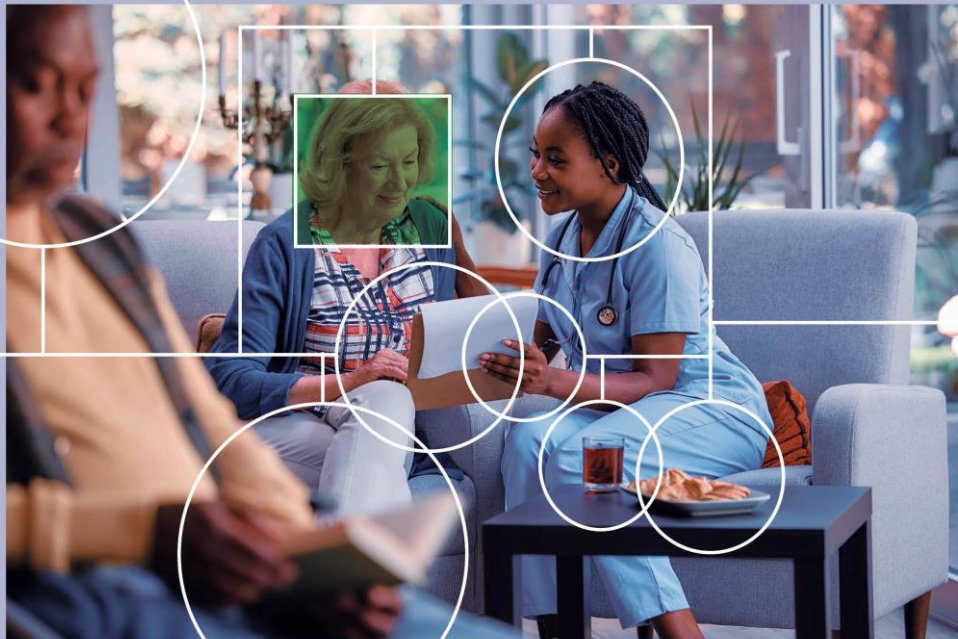


# PaJeS Wellbeing programme

- Qualitative research – evaluation and feedback



Alison Benson

Date November 2024

# Overview of presentation

## INTRODUCTION

## MAIN FINDINGS

- 1 Observations on the sample
- 2 Overall responses to Wellbeing programme
- 3 Participating in the Wellbeing programme
- 4 The vision and overall framework
- 5 Specific elements of support
- 6 Achieving the award

Research Objectives

Sample Overview

7 Overall impact of the Wellbeing programme

8 Future considerations



# Research Objectives



- Evaluation and feedback on PaJeS Wellbeing programme, role and value in relation to Wellbeing
- Feedback on specific elements of the programme including leadership training, support for staff, initiatives for students and information for parents
- Feedback from teachers and Wellbeing leads about the range of resources as a way of embedding the programme
- Assess the overall impact with examples of any differences noticed as result of the programme
- Feedback on the Award process, both in achieving and post Award
- Any suggestions for learnings, developments for the Wellbeing programme to help reinforce health and Wellbeing in schools

# Sample overview

## 2 x 1½ hour groups with SLTS and Wellbeing leads

- 4/6 teachers per group all from different schools
- Range of roles across sessions : Heads, deputy heads
- But also covering other roles: Wellbeing leads, pastoral leads, staff Wellbeing, safeguarding leads

## 1 x 1 hour interview with head/Wellbeing lead



## • Broad mix of schools covered as part of the sample

- 11 schools in total across sample
- Mix of primary (6) and secondary schools (3)
- 2 specialist schools Geshar and Gateways covering broader ages and specific needs
- Larger schools: 2 / 3 form entry – smaller, 1 form entry
- State and independent sector
- Mostly London based, 1 Northern
- Fieldwork conducted 4<sup>th</sup>-6<sup>th</sup> November 2024

## Time involved Award programme

- Varies from 1- 2/3 years
- Some achieved award 2 years ago, others more recent in last year and few still working towards
- Some have achieved in shorter time if more elements in place prior to starting process, 'fast tracked 'through process
- Others, taking longer to work towards, reflecting capacity, other demands, overall priority etc
- Low levels of concern about time taken to achieve Award as process of achieving feels far more relevant

**1**

# Observations on the sample

# Current context is challenging for teachers and SLTs

All teachers under pressure



- Often managing **multiple roles**, hard to juggle
- Many competing demands
- Often dual roles Head/Deputy head, Mental health/ Wellbeing lead, safeguarding lead, therapist or class teacher as well
- Or Deputy head, SENCO and Wellbeing lead
- Mix of senior leadership as well as dedicated Wellbeing leads
- All feel **under pressure**, can be a **struggle to manage to get everything done** as well as find **capacity for new initiatives**



Capacity also varies across schools



## Differences in schools

- Size of school and pastoral team –1 person vs team, some manage everything vs subdivided roles in larger schools
- Some well established in Wellbeing journey, many initiatives, policies already in place
- Others, a more recent focus or undergone recent transitions, changes, new in role
- Independent schools and different funding streams
- Some schools have a more unique role, different from mainstream schools in provision and focus
- Staff teams vary from well established long serving staff vs higher turnover and need to constantly retrain staff

## Appreciation of participating in the research

- **Welcomed participation** and keen to be part of the feedback process
- All valued opportunity to share experiences, and hear from others across different schools, their challenges and successes – **validating and supportive**
- Enjoyed **reflective process** and thinking back from past to present and **changes and achievements** they have made since being involved with PaJeS Wellbeing programme
- Keen for **interaction with other schools** to share Wellbeing learnings and help maintain momentum especially post Award



# 2

## **Overall responses to the Wellbeing programme**



## Past – overview of provision

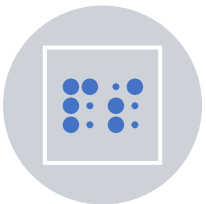
- Reflecting on how Wellbeing was managed in schools prior to the programme is helpful in making them **appreciate what has changed over time**
- For many this exercise highlights the changes that have taken place in both the **thinking and practice**
- Wellbeing is now a formalised element of school policies and approach** and is more **integrated** throughout the school



Schools were often undeveloped in their processes; Wellbeing had a low profile for students and very little focus for staff and parents



Schools knew what they needed to do but lacked skills, resources, capacity, structures or dedicated time to bring this all together and make progress



Few resources, not fully integrated into PSHE programmes, disparate coverage not cohesive across all year groups



Wellbeing, less formalised, more ad hoc, added into programmes and curriculum here and there, less evidence based

*“It was a few odd sessions of mindfulness, that was about it”*

*“The past was about pastoral care but Post covid it has been a different era”*

## Present – huge shift in focus and prominence

- **Importance of Mental health and Wellbeing better understood** and now accepted that it needs to be integrated into policies and curriculum
- Given **prominence by SLTs** and better understood by staff and pupils. Importance is now fully appreciated and recognised
- Become more **formalised, professional, embedded** “proper programmes in place”
- Provision for **dedicated Wellbeing practitioners** in post, now a recognised role
- Development of skills and training and added resources
- Greater consistency through primary school years with good programmes (HUKs and Think Equal) that work across all the year groups
- Improved understanding of **emotional literacy and shared language** has improved communication between staff and pupils
- All now recognise the huge difference these changes have made to them in their current roles

*“Wellbeing wasn’t really a thing in past , now it is firmly on the map”*

*“We had a whole inset day on Wellbeing and that’s never happened before and that shows it is now a priority”*

*“It’s like night and day and opened up another world”*

*“We are now able to formalise Mental Health training in schools and put in place a strategic plan, so now we have knowledge, confidence and we have a plan”*

*“The focus was just on pupils but now it’s about staff and parents and there are budgets set aside for Wellbeing rooms and there is investment in it”*

# Huge improvements, but still some way to go

## Current ratings of their schools are relatively highly

- Most schools rate themselves around 7- 8/10 on a Wellbeing score
- Although this is a huge improvement, able to identify areas of focus for future
- Relevant both for schools already received Award and those in progress
- Dedicated funding has improved things as well as staff awareness
  
- Also worth noting that **external pressures around continued workload, funding challenges, staff shortages make it hard to both maintain and progress further**

## Areas for future focus include:

- Managing new staff and building capacity
- Finding ways to work better with and engage parents, hard to work alongside, in particularly need more support to work with EYFS and KS1 parents
- Awareness of burden on staff managing the pastoral load as well as those responsible for SENCO and autism provision



# 3

## Participating in the Wellbeing programme

## Strong support for engagement in the Wellbeing programme

- Across the sample **overwhelming positive support for participating in programme** and the wide range of both **practical and emotional benefits** they have noticed as a result
- **Valuable** time spent that has reaped far wider benefits than might have envisaged
- Provided practical toolkit, resources, advice, structures and processes to develop and embed a Wellbeing strategy across their schools
- Very positive about experience that has reduced rather than added to their workload, as some had feared

### Receptive to invitation to participate



- *For most, invited to take part and fitted in with broad Wellbeing strategy, happy to take part*
- *May have started process and this created more momentum*
- *Less time sensitive and happy to progress at own pace, some faster, others more relaxed*

*“They reached out to me and it seemed like a really good idea, we are not a school to collect badges but it seemed to offer a comprehensive set of resources and I thought why not?”*

### Opportune timing



- *For others, invitation came at an ideal moment, coincided with time of change and real need*
- *New in role, unsure how to develop and create a Wellbeing strategy, or just finished their SMHL training and needed to implement changes*
- *About to renew other similar programmes, opportune*

*“This came as gift and I grabbed it, perfect timing as I was just trying to find my feet”*

*“We were just creating new dedicated roles, so this was ideal”*

# Summary of key benefits of participating

## Emotional benefits

- **Supportive** experience
- Helped make Wellbeing **integral** to what they do
- Approach has been **accessible, easy, enjoyable**
- Given **credibility, status and prominence** of Wellbeing across the school

## Practical benefits

- Given clear **guidance and a useful framework** to embed Wellbeing
- **Tailored and flexible** approach to match the needs of individual schools
- **Productive time** spent on engaging and developing the support
- **Cost effective** programme



# Emotional benefits of participating

## Supportive experience

- Described as very, helpful, constructive
- Team has been available, responsive
- Excellent follow up after meetings, good carry though
- High levels of trust

## Helped make Wellbeing **integral** to what they do

- Complementary to the day to day running of the school
- Easy to embed the values and work alongside current approaches

## Approach has been accessible and easy

- Easy to engage with, no conflicts with approach

## Given credibility and status to Wellbeing across the school

- Helpful to raise prominence and status across SLTs, some had encountered resistance
- Supportive partner, helped to 'land the message' more broadly

*"I feel supported throughout and they hold your hand all the way throughout the award process"*

*"I have had access to wisdom and guidance, and they helped me to find my feet when I needed it"*

*"Excellent follow up after the meetings , they do what they say they will do so you have high levels of trust, the team has been totally consistent and reliable"*

*"It has helped Wellbeing to become more every day and integrated across a wider range of interactions, so it becomes more part of what we do"*

*"It has made things easy and helped to reinforce Wellbeing and make it a priority rather than something always on the 'to do list'"*

*"Some of the staff ignored the importance of this but the programme helped me to feel listened to and helped me get the Head on board who was senior to me and that would have been difficult"*

# Practical benefits of participating

Given clear **guidance and a useful framework** to embed Wellbeing

- Helpful and constructive framework for staff, pupils and parents
- Gives a sense of progress and a 'roadmap' of what is needed
- Easy checklists, things to achieve, regular follow ups to check in, maintain progress

**Tailored and flexible** approach to match the needs of individual schools

- Key benefit is flexibility to meet schools 'where they are currently at in the process' their specific needs and stage, personalisation and **adaptation**
- Avoids unnecessary duplication and effort

**Productive time** spent on engaging and developing the support

- Good use of their resources and time, very worthwhile
- Everything has been used and valuable
- Administrative burden has been reasonable and not too onerous

**Cost effective programme**

- Cheaper, excellent value for money compared to other more costly programmes
- Team respectful of issues around budget, size of staff team and capacity

*"It helped to organise things in a structured way"*

*"It's given us a checklist of action plans and policies"*

*"It gave me a roadmap to sort of follow, and one to work through with steps and stages, but they all link together"*

*"It has filled in the gaps we needed, whether it was policies, resources, information, established practice, the mindset of other staff, it gave us what we needed"*

*"It just worked at the level we needed; they came in identified your gaps and helped you address these"*

*"The way they approached Mental Health was refreshing, as an expert in the field and a trained therapist, the way they spoke to me was great, not patronising or condescending and they acknowledged my expertise, but they helped me address the gaps and worked out the resources the school needed"*

*"They meet you where you are, "it's your school, your needs and that's amazing"*

*"It's tailored to what we need as leaders and as schools"*

*"It's all been really practical and helpful resources, it feels tangible, and it leads somewhere"*

*"Compared to the cost of other programmes it is amazing value, and we pay via our subscription"*



# Tone and style of delivery is key benefit of approach

- Team approach and **personal style of delivery has enhanced participation and engagement**
- Many positive words used to describe:
  - Respectful
  - Approachable
  - Genuine and helpful
  - Non- judgmental, understanding – don't feel held to account, when things have not been done
- Communications style is helpful, supportive, facilitative
- As noted, ability to match the specific needs of schools, especially for those outside mainstream education, Geshar, Gateways
- Experience has been enjoyable, not onerous
- Feels especially important given stressful and demanding roles of the Staff responsible for delivering the programme



***“It’s a benchmark and the programme has the best resources, and the team are responsive, energetic, efficient and have high professional standards and they have created a great programme. It’s been a joy working with them”***

*“They understand our challenges and how hard it is to initiate things in schools and the day to day struggles we face”*

# Overall compares well with other Wellbeing programmes

- Experience of participating in PaJeS Wellbeing programme far more positive compared to other similar award experiences
- Described as more accessible and useful
- Comparative programmes described in more negative terms
- Carnegie award seen as expensive to buy, very onerous, multiple forms to complete, very heavy focus on uploading and collecting evidence, and felt like very 'hard work'
- The Optimus award, also took 2 years to complete, again expensive and onerous
- Local Authority resources are available, but hard to access and use



*"The amount of evidence base we had to provide was phenomenal and we didn't get much out of it and no resources provided"*

*"They (Carnegie) provided a coaching element that was all and that was about how to submit evidence"*

*"The Carnegie scheme was such hard work and at the end of it I felt we got very little out of it"*

*"This was onerous (Optimus) and actually caused me issues with my own Mental Health in completing it, it was constantly testing me and took 2 years to do, so much evidence to upload"*

## Other associated benefits of participating in programme

- Helped individual staffs' own personal development as well as other staff
- Facilitated schools to access other funding for staff training, Wellbeing rooms and being aware of what was available
- Team have become a wider and valued resource for advice, a helpful sounding board, which is appreciated



*“The team have become a useful resource, they have shared other contacts, ideas beyond the programme”*

*“They lined me up with some contacts and made introductions in related areas that was incredibly helpful “*

*“They have been someone to reach out to”*

## Increased awareness of PaJeS brand



- Involvement in programme has given greater appreciation of what PaJeS provides, availability of the wide range of resources and support, when they review the website
- Helpful to access and understand other aspects of what the organisation offers
- Excellent resources and wider support



- Although some criticisms and suggestions for areas where PaJeS can improve
- Communication and timing can be issues, sometimes resources not sent far enough in advance to be useful in helping plan lessons eg, anti bullying week, recent example

PaJeS  
Supporting Jewish Schools



*“It’s made me more enthusiastic about PaJeS, they have some great resources, although their CPD isn’t brilliant, and they are not always good at communicating things”*

*“It’s (PaJeS) valuable for many reasons and is a good organisation with access to excellent free resources”*

*“PaJeS has offered coaching to support us and that is a brilliant offer for the pastoral team, and I would never have known about this before”*

# 4

## The vision and overall framework

## Good spontaneous understanding of the programme

- **Objectives and vision of programme are well understood and aligned with objectives as outlined**
- All able to articulate and explain this clearly and mirror similar language. Described spontaneously as:
- **A way of ‘*bringing together all the different elements you need for a systemic Wellbeing policy across schools*’**
- Seen as range of measures that can be evidenced easily and feels achievable, practical and meaningful and combines training, resources, support and guidance
- A helpful way to bring together new legislation and what’s needed for safeguarding
- A good way to help embed emotional Wellbeing in staff and children and to give staff confidence
- When shown, the objectives, these are recognisable, identifiable and there is familiarity with the language and way this is framed

### The Vision

For PaJeS to support and work with the leadership and staff of Jewish Schools, to build and implement a **whole school approach** to positive mental health and Wellbeing.

The **framework** provides **support and guidance for school leaders** to embed a **positive culture for staff and students**

And opportunities for **parents to be educated and engaged in Wellbeing initiatives** to further support their children.

*“It enables a whole school approach”*

*“Its built on a relationship of trust and it is delivered physically in your school, and you know it’s grounded in the real world and the team work with you, alongside you“*

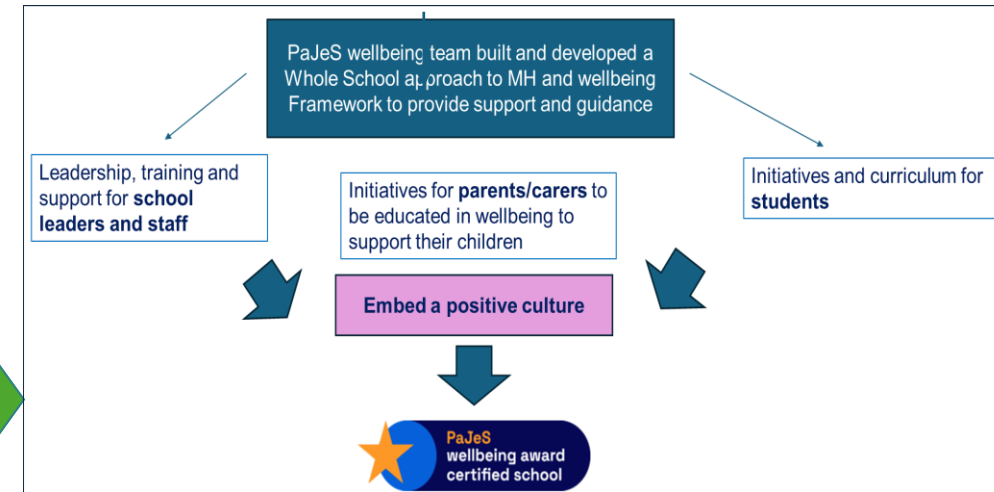
# Framework works well to give structure

## Framework

- Seen as good way to bring all the elements of the programme together, reflects how it is perceived and understood
- Although, not all recognise the 3 distinct pillars as part of the programme and some recent entrants less aware of overall model

## Overview of vision

- **Again, review of the vision attracts broad agreement, although can feel more specific compared to their actual experiences which have felt broader and more all encompassing**
- **Leadership training** – often seen as main focus and area of biggest change, new initiatives here have made a huge difference and helped to create change across whole school
- **Staff** now feel empowered to train others in school
- **Parents, carers**, often less of key focus, less visible to them. Remain a challenge, although programme tries to engage them
- **Students** – some excellent programmes, more curriculum based
- 3 pronged approach works well and shows breadth of work in schools



*“It does this, but it does a lot more besides”  
Feels it does do as it says but underplays the  
overall impact as it achieves more than this”*

*“It’s comprehensive, a structure to help you and  
they help you scope out where you are and  
what you need, and it provides a benchmark of  
good practice with other schools”*

# Whole school approach fundamental to success

- The systemic approach that works with the different parts of the system and all the key stakeholders – Staff, pupils and parents, is both credible and best practice and seen as the most likely to lead to positive change
- Furthermore, programme feels grounded and seems to be based on a working knowledge of the system. Therefore, feels authentic and relevant
- The idea of consistency and a whole school approach feels fundamental to the success and the programme very much embodies this
- 



*“It’s cohesive enough to lead to a positive culture of change and you do need all three in place to embed the culture”*

*“It involves all stakeholders and the whole school approach is the right approach”*



## Embedding a positive culture also feels achievable

- Culture, seen as something that will take time to build, develop and embed, but overall philosophy feels relevant and achievable
- The ‘whole school approach’ is needed for a cultural shift
- Many can already point to examples which demonstrate signs of a cultural shift
  - Pupils using the calm corner appropriately to help them self- regulate
  - Staff being happy to go into their staff space
  - Staff listening more to students and hearing them
  - Teachers all seem on board
  - Pupils are increasingly aware of their feelings, happy sad, etc and use things to help them express feelings, now structures in place to support this
- Although not mentioned spontaneously, on prompting, the programme is seen as a prevention programme. Although it does also include reactive elements as well reflecting specific needs



*“It’s cohesive enough to lead to a positive culture of change and you do need all three in place to embed the culture”*

*“It involves all stakeholders and the whole school approach is the right approach”*

*“ It helps establish a positive culture of Wellbeing”*

*“We have built a Wellbeing cabin, and I feel that the programme has helped us a school to be proactive”*

# 5

## Specific elements of support

# Feedback on staff leadership elements

- The leadership elements seen as key focus of the programme and one of the strongest elements overall –many have implemented these over time
- Trusted high quality resources and easy to implement
- Overall, it has helped them create a comprehensive plan, developed policies and identified gaps needed to complete the process, good checklist to follow, some helpful ideas, e.g. name of trusted adult for safeguarding
- Easy to update and refined to reflect changes, but it has helped them create the foundations and to develop clear outcomes, involve and engage more staff
- Again, a spread of those with existing policies and those needing more input in developing, reviewing and refining etc
- Process of putting these in place felt straightforward and sensible, evidence requested was readily accessible, far less prescriptive than other programmes, although still seen as rigorous and robust

School staff  
mental  
health and  
wellbeing

WELLBEING  
GOVERNORS



## For the leadership

Provide support & guidance for school leaders to help embed best practice for the school

- Wellbeing Roles and Responsibilities
- Supporting Heads & DSL's incl. supervision
- School Improvement Plan
- Wellbeing Governor
- MH&WB Policies
- Staff Performance Management
- Wellbeing space

*“Many things on this list have been implemented on the back of the award, or have been tweaked to make them work better and we now have proper policies in place”*

*“Now all the Wellbeing aspects feels more robust, we have proper policies and guidelines and Wellbeing for staff is now endorsed”*

*“We have a Staff Improvement Plan and the management now know how to do this, so it is meaningful”*

*“Our school Development plan now includes Wellbeing which we review every term”*

## Feedback on staff leadership elements – Wellbeing space

- In many ways the Wellbeing space encapsulates some of the qualities of the Wellbeing programme
- It has been appreciated as helping to create a great non- working space for staff to enjoy, highly valued by the staff team across all the schools
- This is seen as something tangible and different and created as a direct result of the Wellbeing programme
- Some benefited from funding to make this happen



*“We did an exercise call ‘trash, treasure or tweak’ and everyone put down the staff Wellbeing room as something to treasure”*

*“The room defines the learning curve for us, it has helped to create new habits and a culture of change”*

## Feedback on staff elements

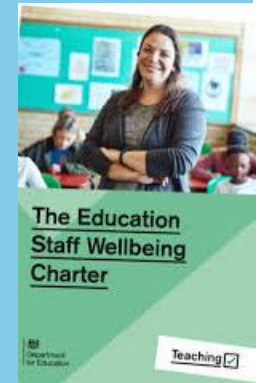
- Schools in varied stages of preparedness with some already well ahead with policies in place
- Although, even when in place, admit not always using these to full effect, the team has helped them to utilise these better and raise awareness
- Helped to formalise the different Wellbeing elements across staff team
- Staff training especially appreciated and helpful in building confidence and empowering rest of the team
- Most now running a regular staff survey
- Some elements proved more problematic to get off the ground e.g. creating a Wellbeing team: low levels of staff interest, EA programme some keen to avoid additional costs of buying into this
- **National college** resources valued but can be hard to identify the right courses and resources, poor navigation on the site



### For the staff

Ensure staff are appropriately trained and feel valued and supported

- Mental Health & Wellbeing staff training
- Staff Wellbeing Charter
- Staff Wellbeing Team
- Staff Recognition
- Employee Assistance Programme
- Staff Wellbeing survey
- DSL forum
- National College



*“There was some staff training on Trauma focussed practice and they offered to do a webinar, and all the staff came together and watched it together then discussed it and we got feedback that it was the best training they have had. They have offered to rerun it for the 11 new staff we have as a refresher.. That’s just amazing!”*

*“We have done some of these and some are on the radar like the DSL and the Wellbeing charter, but it has helped us scope and prioritise”*

## Feedback on student elements - overview

- Students feel well catered for by the programme through number of excellent age-appropriate programmes and resources with a clear focus on supporting Wellbeing
- Appreciate now have programmes that work across all the primary school years which cater for different needs of the children and the schools
- Integration of these programmes throughout the curriculum has been welcomed, Teachers no longer need to think about how to run programmes, who will implement, time to plan and resources required to do so
- HUKs, most commonly mentioned and used across all schools, EYFS Think Equal more recent addition, also welcomed
- Few references to Torah and Me, more mixed responses from very positive and great initiative, to less positive
- Schools been slower to introduce student Wellbeing reps but keen to get reps together across schools in the future

### For the students

A comprehensive, age-appropriate Wellbeing curriculum

- EYFS – Think Equal
- Primary – Heads Up Kids & Torah Wellbeing & Me
- Secondary – Form time curriculum
- Initiatives e.g. mentoring, interventions
- Student Voice



*“It’s given us consistency and we now have a curriculum”*

*“The students are now more aware of their own Wellbeing and what it means and have the emotional language”*

# Heads up Kids mostly very positive responses

Mostly very positive



Few criticisms



- HUKs consistently referred to as excellent programme with great resources and a ready-made curriculum for Wellbeing and emotional literacy
- All appreciate the great combination of training and resources
- Described as impactful and meaningful
- Particularly appreciate the sessions around bullying, playground management, emotional literacy and language
- Point to examples of consistent language being used across the school by teachers and pupils

- Has needed to be adapted to suit less mainstream schools and provision
- Some criticisms that course doesn't fulfil all PSHE curriculum and now used by some schools for specific elements only, alongside a more PSHE based programme
- As demands and breadth of PSHE increases may be harder to run the 2 programmes and detracts from the stand - alone nature of HUKs

*"The kids now have emotional literacy and the HUKs resources are high quality and our Emotional Literacy Support Assistant is going to start delivering the programme"*

*"We are not using HUKs as our main PSHE programme as it doesn't cover the whole curriculum, so we just dip in and out of it"*

## Feedback on parents and carers elements

- Very positive feedback from those more aware of and engaged with parents
- Some schools admit to feeling more removed from parents' initiatives, unsure about levels of take-up and engagement with the programme elements on offer
- Most positive feedback on the excellent webinars, - impressive, well organised, some schools report particularly high levels of interest, and good numbers appearing to sign up, less in North
- Excellent range of subjects covered, often highly topical and reflect current concerns, Eg use of mobile phones, ADHD
- Overall, seen as an ongoing challenge, with parental engagement hard to achieve, can fail to engage with sessions on offer
- Some suggestions for other resources include:
  - Making signposting to other services easier to navigate
  - Wide range of overlapping services and complex landscape makes it hard to see what is readily available in Mental health and Wellbeing space
- Less feedback on workshops and resources

### For the parents and carers

Opportunities for parents to be educated and engaged in Wellbeing initiatives to further support their children.

- Webinars e.g. ADHD, smartphones
- Wellbeing resources
- Parenting workshops
- Signposting



*"They did a session on a Smartphone free childhood and then we organised a meeting with parents, and they helped us make something out of it"*



# 6

## Achieving the award

# The PaJeS Wellbeing Award

## Receiving award

- All very positive about receiving the award, sense of pride, recognition of efforts
- Something positive to talk about and highlight
- But overall, for many it less about receiving the award rather than the **process of achieving it that makes it worthwhile**
- For those still working towards it, less concerned about time frame as recognise often other challenges that have slowed progress, but feel team have kept up momentum
- Those recently completed can express concern about vacuum at the end and relieved to hear experiences of others in the session that there is still some ongoing contact



Recognises the good practice of school leadership and staff in implementing the framework that will embed ongoing, positive Wellbeing in the culture of the school

*"I have it framed on the wall"*

*"It's good to have on the website"*

# The PaJeS Wellbeing Award – moving forward

## Post award

- For those who received award 2 years ago, appreciative of ongoing contact with the team
- Value the light touch engagement and support
- Team continue to ‘check in every term’, reassuring for more recent awards as some anxiety about loss of positive support and engagement
- Opportunity to raise any issues that arise, don’t feel it is the end of the journey, especially as likely new challenges in Wellbeing in the future

## Maintaining contact

- Idea of regular updates, post award appealing, as this will ensure schools stay current and up to date with any changes
- Helpful to have shared resources for key events, anti-bullying week, Mental Health week, etc at opportune times – although would like these further in advance to support lesson planning
- Some suggest setting up termly meetings rotating across schools to help maintain relationships and momentum and to support each other



Recognises the good practice of school leadership and staff in implementing the framework that will embed ongoing, positive Wellbeing in the culture of the school

*“I like the checks ins its frequent but not overwhelming“*

*“I’d like all the Award schools to meet up and share ideas and network, something like this session as it’s so good to hear what other schools are doing”*

# 7

## **Overall impact of the Wellbeing programme**

# Evaluating impact of specific programmes can be challenging

- **Wellbeing programme works alongside other input, training and resources**
  - Can be hard to attribute changes as a direct result of one initiative
  - Multifactorial and complex in unpicking what may have led to a positive changes
  - Acknowledged that change especially those aiming at creating systemic change across the whole system and multiple stakeholders, can take time
  - Impact may be many years down the line as changes need to embed across complex systems
- **However, feedback even from this small sample suggests the Wellbeing programme has had positive impact in a number of ways as demonstrated by:**
  - The level of consistent feedback about experiences of being part of the Award process and the emotional 'buy in' suggesting high levels of engagement and participation
  - The **framework and structured approach** which has 'packaged' a series of core elements across the different audiences and has helped schools to achieve changes in a more coherent and joined up way across the system
  - Feedback on the positive impact and changes that have made across different part of the system – leaders, staff, pupils and parents (to a lesser extent)



**Overall, the programme has helped to elevate the status and priority of Wellbeing across schools and has helped to up- skill and empower others to enable them to support Wellbeing with confidence**

# Evaluating impact – leadership

## Skills, tool, resources, leadership

### **Provide support & guidance for school leaders to help embed best practice for the school**

- Has set out clear stepping stones, policies etc to achieve this goal
- Shifted the burden from them having to investigate, work out best courses and make decisions
- Advice, guidance and implementation
- Access to resources wouldn't have had

## Examples of impact

- Training has given them confidence and skills and empowered them personally as well as across the wider team
- Given them capacity to make changes and support to do so
- Helped them take responsibility and better equipped to cope with legislative changes
- Robust policies in place
- Addressed challenges in meaningful way
- Physical changes and investment with Wellbeing spaces – identifiable sign of change

## Quotes

*“It has been one less thing for us to think about so we can get on with actually doing it, not just worrying about doing it”*

*“It has lightened the load and there is someone alongside to support you”*

*“Taken off a huge burden from us and enabled us to put things in place that we might not have managed to achieve given demands and pressures of the job”*

*“We have got things done and that’s the key thing at the end of the day”*

# Evaluating impact – staff

## Leading change

### Ensure staff are appropriately trained and feel valued and supported

- Staff encouraged to and given access good training, both individually and as a group
- Identified key areas to work on and filled in gaps of knowledge and skills across the wider team, Heads and other teachers
- Encouraged wider acceptance across Heads and others teachers, more constructive input from others'

## Examples of impact

- Elevated status and importance of Wellbeing amongst staff – as a team and for themselves
- Staff running an inset day dedicated to Wellbeing demonstrates a higher priority and acceptance that this is important
- Changes becoming more embedded and normalised
- Staff now more reflective about their own needs
- Staff feel more valued and improved morale amongst the staff team
- Demonstrated by big differences in reported staff Wellbeing by staff surveys over the last 3 years

## Quotes

*“The heads and team all went on the Mental Heath First Aid training and that was funded by PaJeS and we did it as a group and it was excellent”*

*“We have all learnt so much in the process”*

*“It’s embedded it right across the school leadership team and beyond “*

*“It has helped to win over the sceptics, so we are all on the same page”*

*“It’s led to staff reflecting on their own self care and asking personal reflecting questions”*

# Evaluating impact – students and parents

## Students – comprehensive age-appropriate curriculum

- Staff enthusiastic about the programmes and, topics, content and excellent resources , mostly well intergrade with PSHE lessons
- Equipped class teachers and given them confidence to deliver outside normal comfort zone
- Improved resources have increased staff understanding
- Pupils demonstrate and use consistent language to articulate their feelings and greater understanding of how to self regulate and help themselves and each other – consistent across the school
- Wellbeing rooms for time out as physical place used as a resource by everyone with some schools adopting 'calm corners in every room and year group'
- Able to be flexible and adaptive – “ we are now doing a' time in card' with strategies to regulate themselves in class rather than leaving class and this is a positive change

## Parents – education and engagement

- Parents starting to use consistent language and greater understanding of issues
- Appreciate Wellbeing room as physical sign of change
- Hard to comment on value of webinars, take-up and levels of interest across schools also varies



# 8

## Future considerations

## Building on the success of the Wellbeing model - overview

- The PaJeS Wellbeing programme and Award has been hugely appreciated by schools who have welcomed the structured framework to help them embed positive change. It has increased knowledge, understanding and confidence in Wellbeing across the school and helped to integrate positive changes across staff, students and parents.
- This research has focused on feedback from Wellbeing Leads and Heads/ deputy heads responsible for leading on Wellbeing and it has not included any direct feedback from students and parents.
- The Wellbeing programme has thrived in part due to the drive and passion of a small dedicated team which has worked hard to embed the programme and build positive constructive relationships developing a strong sense of support and trust, hugely valued by those schools and SLTs working with them.
- Current context for SLTs means that now more than ever, with increasing pressures, demands, lack of resources both staff and funding, means that a supportive, constructive programme that helps to create a positive culture in schools and focuses on the needs of staff welfare is relevant, valued and appreciated.
- In a time where many teachers feel overwhelmed and are struggling to manage ever increasing demands and pressure this is a very supportive and helpful resource both practically and emotionally and it is very much valued by all those schools that have engaged in the Award process so far.

## Building on the success of the Wellbeing model – considerations for growth

- The **tailor made highly personal approach** may need to be **adapted** if the programme is to be rolled out more widely across schools. It is hard to adopt a standardised programme when schools vary with their student cohort, size of intake, resources and their own stage in the process.
- Currently the team ‘meet schools where they are’ and is flexible in how the programme is evolved in each setting and this is a huge benefit to schools. Although many of the programme elements are standardised and require little adaptation.
- Furthermore, as the number of Award schools increases, schools are keen to retain the light touch ongoing contact which is helpful for access to updates and maintaining momentum. This also recognises the dynamic nature of current Wellbeing trends and the need to be responsive as new challenges emerge. This ongoing support might therefore require a review in time in terms of resourcing with updates perhaps being offered by larger group sessions bringing together different schools rather than an individualised approach.
- At the moment the PaJeS team are synonymous with the Award and the programme and so much of the success is attributed to their particular style, approach and delivery and the constructive relationships built with schools - *“They are the award as well as the programme and are figureheads for it”*.
- There needs to be some consideration around capacity and the ability to roll out to other schools and maintain relationships/ input especially as more schools come on board. This depends to some extent on the wider objectives of the programme and if it is growth, numbers of schools, quality of interactions etc that becomes the key index for success.

## Ideas for refinements and tweaks

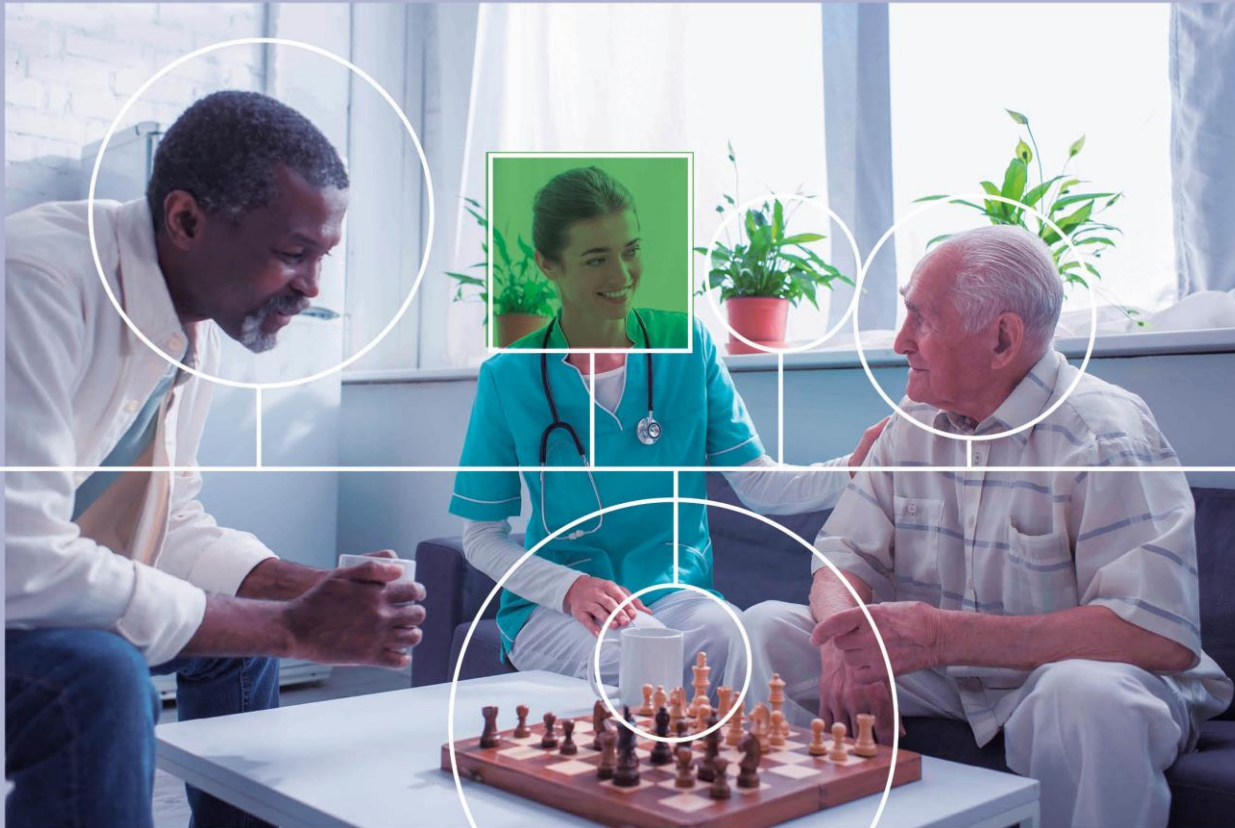
- Overall, there are few ideas for how to improve the programme and support as in many ways it has ‘over delivered’ and the experience of participating has been so positive. Gaps are mostly topic driven reflecting current issues and emergent concerns
- Suggestions for parents include:
  - Ways to increase engagement
  - Better parental signposting
- Last 2 years has seen a huge growth in **EBSA and school avoidance**
  - Schools request better resources from PaJeS to support them, an area where many are struggling, little support and specific resources
  - Some schools feel they are driving the agenda and ahead in this field and would prefer more leadership from PaJeS
  - Also seek support for students who are out of the system and just disengaged
- Greater input to help support students struggling in playground, **emotional immaturity, poor resilience** and managing conflict especially post Covid
  - Need more guidance for pupils and for parents as well
  - One school running a seminar on the 21<sup>st</sup> Century child – highlights current area of focus
- Other ideas include topics around Transitions in year 6, managing 11+ and SATs and help requested around EYFS
- Many would welcome **opportunities for networking as a broader group** – post Award and beyond

## Future funding

- Feedback from these groups suggests that schools believe there is a strong case for future funding based on their own positive experiences and that there are compelling arguments to support the programme and the inherent value it offers
- It is worth noting that the sample was amongst those who engaged fully with the programme and has not included either those who chose not to sign up or didn't fully engage
- Feedback highlights the benefits of the programme as an advisory, supportive, practical, service and the success and the commitment schools have demonstrated in engaging and making changes
- They suggest ways to **demonstrate positive impact** will be by using:
  - First hand testimonials to show how much schools have enjoyed being part of the process and benefits achieved
  - Show case schools with positive feedback and impact
  - Continuing to highlight the benefits of preventative work and a whole school approach
  - Showing number of parents who have engaged via webinars etc and the wider reach overall



*“They just have to say that they offer consistently high-quality, tailor-made resources that are well respected, and they really know their audience and its effective”*



Indigo  
Research

Thank you