

Question	Agree	Slightly Agree	Unsure	Slightly disagree	Disagree
Leadership and management	5	4	3	2	1
Your school provides the leadership to create a positive environment that promotes emotional health and wellbeing through:					
1. A clear mission statement is in place which includes a commitment to emotional wellbeing	<input type="checkbox"/>				
2. An ethos that promotes a happy, secure and stimulating environment in which all members are valued and health and wellbeing are promoted	<input type="checkbox"/>				
3. Governors that value the emotional and physical health and wellbeing of the whole school community	<input type="checkbox"/>				
4. Leadership where the head teacher and senior management team include work to promote emotional wellbeing in all areas of school life	<input type="checkbox"/>				
5. The active support for and the promotion of staff emotional wellbeing	<input type="checkbox"/>				
There are lead members of staff/governors responsible for aspects of emotional health and wellbeing at school:					
1. PSH(C)E Education	<input type="checkbox"/>				

2. Emotional wellbeing / Mental Health lead	<input type="checkbox"/>				
3. SENCO	<input type="checkbox"/>				
4. Pastoral lead	<input type="checkbox"/>				
5. School leadership team (SLT)	<input type="checkbox"/>				
6. Governor	<input type="checkbox"/>				
School ethos and environment	Agree	Slightly Agree	Unsure	Slightly disagree	Disagree
1. The school provides information for parents and carers related to mental health and emotional wellbeing	<input type="checkbox"/>				
2. The following policies are in place and up to date:	<input type="checkbox"/>				
3. Whole school emotional wellbeing policy	<input type="checkbox"/>				
4. Staff wellbeing policy	<input type="checkbox"/>				
5. Safe to Learn / Anti Bullying	<input type="checkbox"/>				
6. Dealing with emotional distress / bereavement	<input type="checkbox"/>				

How the school environment promotes staff emotional health and wellbeing	Agree	Slightly Agree	Unsure	Slightly disagree	Disagree
1. The school provides a safe and inclusive working environment	<input type="checkbox"/>				
2. The school provides quiet areas for staff breaks	<input type="checkbox"/>				
3. The school supports a peer mentorship/buddie system	<input type="checkbox"/>				
4. The school promotes opportunities for staff to engage in physical activity	<input type="checkbox"/>				
5. The school supports staff social groups	<input type="checkbox"/>				
6. The school provides opportunities for staff to share concerns in a supportive environment	<input type="checkbox"/>				
7. Staff have regular opportunities to discuss wellbeing with the SLT	<input type="checkbox"/>				
8. Staff know how to access mental health and wellbeing support	<input type="checkbox"/>				
9. The school offers/sign posts mindfulness training	<input type="checkbox"/>				
10. The school offers/sign posts stress management training	<input type="checkbox"/>				

11. The school promotes the benefits of healthy eating and physical activity	<input type="checkbox"/>				
12. The school publicises the Education Support Partnership services	<input type="checkbox"/>				
Staff development	Agree	Slightly Agree	Unsure	Slightly disagree	Disagree
1. The school has a planned programme to train staff in mental health and wellbeing	<input type="checkbox"/>				
2. Staff have had training on mental health awareness	<input type="checkbox"/>				
3. Staff have had training on coping strategies	<input type="checkbox"/>				
4. Staff have had training on bereavement	<input type="checkbox"/>				
5. Staff have had training on the benefits of healthy eating and physical activity	<input type="checkbox"/>				
6. Staff are aware of organisations who can offer guidance and support	<input type="checkbox"/>				

Staff views on work and wellbeing	Agree	Slightly Agree	Unsure	Slightly disagree	Disagree
1. I am clear what is expected of me at work	<input type="checkbox"/>				
2. If work gets difficult, my colleagues will help me	<input type="checkbox"/>				
3. I know how to go about getting my job done	<input type="checkbox"/>				
4. I am given supportive feedback on the work I do	<input type="checkbox"/>				
5. I never have to neglect some tasks because I have too much to do	<input type="checkbox"/>				
6. There is no friction or anger between colleagues at school	<input type="checkbox"/>				
7. I am able to take sufficient breaks	<input type="checkbox"/>				
8. I am not pressured to work long hours	<input type="checkbox"/>				
9. I am not subject to bullying at work	<input type="checkbox"/>				
10. I do not have unrealistic time pressures	<input type="checkbox"/>				
11. I can rely on my line manager to help me out with a work problem	<input type="checkbox"/>				

12. I am clear what my duties and responsibilities are	<input type="checkbox"/>				
13. I get help and support I need from colleagues	<input type="checkbox"/>				
14. I have some say over the way I work	<input type="checkbox"/>				
15. I have sufficient opportunities to question managers about change at work	<input type="checkbox"/>				
16. Staff are always consulted about change at work	<input type="checkbox"/>				
17. I can talk to school leadership about something that has upset/annoyed me about work	<input type="checkbox"/>				
18. My colleagues are willing to listen to my work-related problems	<input type="checkbox"/>				
19. I am supported through emotionally demanding work	<input type="checkbox"/>				
20. Relationships at work are not strained	<input type="checkbox"/>				
21. My line manager encourages me at work	<input type="checkbox"/>				
22. When changes are made at work, I am clear how they will work out in practice	<input type="checkbox"/>				