

Wellbeing Award for Schools (WAS)

Verification Report

School name:	British School of Barcelona
School address and postcode:	Carrer Ginesta, 26, 08860 Castelldefels, Barcelona, Spain
School telephone:	+34 936 65 15 84
School website:	www.britishschoolbarcelona.com
Head teacher:	Jon Locke
Head teacher's email:	jon.locke@cognita.com
WAS coordinator:	Laura Usher / Carol Coleman
WAS coordinator's email:	laura.usher@bsb.edu.es / carol.coleman@cognita.com
Award verifier:	Mark Jennett
Award adviser (if applicable):	
Date of verification:	24 January 2022

Commentary on the evidence provided:

The portfolio evidence was concise, considered and well presented. It was clear from this, the comprehensive presentation and discussions with stakeholders that the school is committed to supporting the wellbeing of all its stakeholders. It is also evident that BSB takes a thoughtful and informed approach to its provision which is both needs led and evaluated for effectiveness.

Strengths identified during verification:

The school has used the Award effectively to audit its provision, identify gaps and assess the needs of its stakeholders. It has, in turn, incorporated developments into its central planning mechanisms to ensure that they will continue to be monitored going forward. EWMH is embedded in the SIP and the school is currently in looking at how this can be more widely shared with pupils in particular. For example, they have thought carefully about language and vocabulary to make communications as accessible as possible to the 75 nationalities they work with.

The school has engaged pupils, staff and families in their approach to wellbeing through annual questionnaires and other means. One example is the extensive involvement of stakeholders in the development of the school's wellbeing vision statement. The school analyses stakeholder feedback carefully as is evidenced, for example, by their considered responses to the evaluative elements of the Award.

The school has capitalised on the fact that it takes students from 3 to 18 years of age to share effective practice across different phases – for example by expanding the time spent on personal development issues in primary staff meetings to better match the provision at secondary and developing a range of strategies to support pupils through transition to secondary and 6th form. Following a successful trial, the school is embedding Affective Social Tracking to further support social and emotional development (currently in years 6, 7, 9 and 10).

A range of wellbeing related curriculum provision includes PSHE lessons, P4C, themed weeks, wellbeing days, assemblies etc. Pupils can all site examples of opportunities they have had to learn about wellbeing as well as talking about strategies they have learned to support their own wellbeing including mindfulness.

Students enjoy a range of leadership opportunities with regard to EWMH. They are currently looking at how to make the school's wellbeing vision accessible to the youngest pupils and the school council is surveying pupils around safety at school. Year 12 students run peer education sessions with year 7s around wellbeing – and rewrote the whole programme in order to deliver it online during lockdown. Year 6 students run celebration assemblies and provide support on the playground as well as leading on wellbeing advocate awards for students who contribute to their own or others' wellbeing.

There is a clear accountability framework for wellbeing and recording and reporting mechanisms are well developed. Staff have a good understanding of the links between, for example, behaviour and communication and between achievement and self-esteem. They are aware of a significant increase in the number of wellbeing concerns since the beginning of the pandemic and have a broad range of strategies in place to address these. Pupils are confident about reporting concerns and where they can go for help. They identified a range of strategies from talking to tutors, Heads of Year and other staff to worry boxes which are checked daily. There are check-ins in primary classrooms which, for example, link colours with feelings to help younger children to recognise and manage emotions.

Pressure on staff has been intense during the pandemic but the school has succeeded in maintaining levels of staff confidence around the school's commitment to their own wellbeing while acknowledging that these could always be improved. Individual staff report a very positive and supportive culture and the school has plans to do further staff check-ins based on Anna Freud surveys during the summer term. A range of optional wellbeing activities and support are available to staff including regular webinars. The appraisal system includes a focus on staff wellbeing and the school is creating guidance for line managers to ensure that this process is as effective as possible.

Relevant CPD includes both whole school training and personalised training pathways which are monitored by line managers. The school will shortly be trialling 'accidental counsellor' training with Heads of Year with a view to cascading the principles across the school.

Displays around school promote wellbeing and there are both primary and secondary wellbeing centres which, as well as being used for 121 and small groups, act as quiet spaces which children can access during break times. These are attractive and include a range of resources and wellbeing messages – I especially like the poster about the positive traits of people with anxiety!

Outdoor spaces are attractive and include 'natural areas' to provide additional calm spaces and promote social interaction.

The school website includes links to useful resources and support as well as video materials accessible to a range of stakeholders. Staff and parents report that wellbeing is regularly addressed via bulletins, newsletters and meetings. Feedback from parents is very positive with one commenting that "wellbeing is not only a 'topic' the school is addressing, it is part of its identity, one of its strong pillars."

Wellbeing is a priority across Cognita and the school is actively sharing its knowledge and skills around EWMH with partners in the organisation. Leaders meet regularly to share concerns.

Areas for development:

Strengthen the commitment to EWMH related CPD in the SIP by including reference to resource allocation and information on how you will evaluate the impact of training on both staff knowledge, skills and confidence and pupil outcomes.

In light of stakeholder feedback, conduct further research to identify the minority of students and staff who don't feel as well supported as they should in terms of their EWMH. As well as your annual surveys and AS tracking, you could also consider repeating the STEFs with particular year groups or types of staff to identify what their concerns are.

To further enhance practice, seek brief feedback from some of your partners (for example, those identified in your evidence for KPIs 6.5 and 8.1)

Key questions could include:

- How well do we as a school engage with you as an external partner?
- What works well?
- Even better if?

Include findings and any identified next steps in your new SIP. This can also be used as evidence for KPI 8.5 at reassessment in three years' time.

Verifier recommendation:

I am delighted to recommend that the school be awarded the Wellbeing Award for Schools for a period of three years.

Head teacher comments:

We are really pleased with the outcome of the review to recommend BSB for the Wellbeing Award for Schools. We were also really impressed with the whole process, from the initial self-review materials to the final review meetings. The WAS process encourages genuine reflection and reinforced our view that we need to make the wellbeing of our families, staff and students an ongoing focus.

May we use your comment for website/marketing purposes? **Yes / No** (please delete)