

Wellbeing Award for Schools (WAS)

Reassessment Report

School name:	British School of Barcelona
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Head teacher:	Neil Tetley
Award coordinator:	Carol Coleman
Award verifier:	Mark Jennett
Date of reassessment:	28 May 2026

Commentary on the mini-portfolio of evidence:

The written evidence provided was exemplary. In particular, it demonstrated how the coordinator and other staff have used the Award to audit BSB's provision. It also included a number of practice examples clearly developed in response to needs identified via stakeholder evaluations and the school's SWOT analysis. This proactive approach was further underlined by the clear accountability framework for supporting emotional wellbeing and mental health (EWMH) and the school's understanding of some of the characteristics that might lead its cohort to experience mental health challenges. Stakeholder feedback is broadly positive.

Commentary on the tour of the school:

The meeting was conducted virtually and the school kindly sent a helpful booklet showing its key facilities. These include displays celebrating children's work and achievements, visual reminders of the '7 steps' principles (see below), and other key wellbeing messages, a variety of indoor and outdoor calm and quiet spaces - and others designed to support emotional regulation - examples of emotional 'check ins' and visual tools for supporting self-regulation, attractive staff rooms and a number of community events and activities designed to support a sense of belonging across the whole school community.

Commentary on discussions with stakeholders:

Both primary and secondary students described how they regularly talk about wellbeing in PSHE, assemblies etc. They say that there are plenty of adults who will help them if they have a problem. Primary students cited the playground friendship bench as another example of support for their wellbeing. Younger and older children both value their roles as '7 steps leaders', supporting peers to resolve conflicts. They have received training to support them and also deliver presentations to other students and staff. Older children have buddied other pupils and one described how quickly she felt welcome at the school after joining part way through her secondary career.

Staff say that leaders are very supportive. There are regular wellbeing sessions ranging from Yoga practice to nutrition advice. They described how staff rooms have been significantly improved and are now much more relaxed spaces. They were enthusiastic about the new reflective supervision programme (see below) and other support for their wellbeing. They talked about some of the different kinds of support they deliver for students of all ages, including interventions around social and emotional skills, and how the school frequently tries out and evaluates different approaches. They are very clear about the link between supporting EWMH and learning.

BSB's school improvement partner stressed the importance the school places on stakeholder voice - which was borne out by examples of its own surveys and responses to feedback in the written evidence - and how BSB has contributed significantly to the development of the Cognita group's approach to supporting EWMH across all its schools.

Parents said that the school is quick to respond to concerns and that staff are open and welcoming. Those I spoke to described significant developments in provision in the time their children have been at the school, including how staff have helped students to develop the skills to support their own and other's wellbeing and to know when to seek support both for themselves or for other pupils about whom they have concerns.

Strengths identified during reassessment:

BSB has made several significant additions to its provision since verification. Over 40 staff have been trained in 'accidental counselling'. These include Heads of Year and other primary, secondary and 6th form teaching staff and members of the admin team. The school conducts annual wellbeing surveys of both children and staff which, as well as allowing them to identify emerging trends, helps to identify individuals in need of additional support.

The school has continued to embed EWMH across its provision and culture. 'Hard thinking' informs curriculum planning. Students are encouraged to consider objects and concepts from others' point of view - a growth mindset approach which also serves to develop empathy. As well as accompanying staff CPD, the school has also run related parent workshops. There has also been a focus on oracy and staff noted how 'no pens day' enabled some more vulnerable students to express themselves without the pressure of writing.

BSB regularly communicates with stakeholders - via newsletters, social media etc - regarding its focus on wellbeing. Its 'culture tree', a visual representation of the schools' ethos, stresses the importance it places on supporting students to contribute to the wider community. This is further

reflected in the number of events run by the school as well as its signposting to outside activities. One particularly interesting development is the plan to introduce a 'community brochure' aimed at parents to share information about local culture and encourage families to take part in activities outside the school. In-school events and activities – such as fairs and a parent/staff choir - have also focused on developing a sense of belonging within its relatively transient community.

The school's own '7 steps' emotional intelligence programme is designed to support conflict resolution and is led by students across both junior and senior schools. Initially developed to support the resolving of playground issues, it is now used throughout the school and supported by CPD, assemblies and parent workshops. It aims to help students to identify what they are feeling - and why - and to identify positive responses. Both pupils and parents described how this has helped them to support both their own and others' EWMH and, in particular, to identify when others may need support. 61 students from Ys 5, 6, 12 and 13 are currently trained as 7 steps leaders.

In response to staff concerns about, for example, an increase in playground incidents, the school is also introducing both Zones of Regulation and ELSA to support self-regulation and social development in primary. Learning Assistants are being trained as ELSAs and the school is also trialling social detective/explorer approaches as part of the PSHE curriculum.

In addition to existing general provision, including an EAP and sporting facilities, the school has developed its targeted support for staff wellbeing with the introduction of reflective supervision whereby staff support each other. Leaders were trained by Anna Freud and have, so far, coached 18 colleagues in active listening and other skills. Communication platforms have also been streamlined and BSB is exploring how AI could support scaffolding and other aspects of lesson planning.

The school has positive relationships with external therapists and other sources of additional support and the portfolio included examples of how joint working has led to improvements in individual student's wellbeing.

Areas for development:

Stakeholder feedback indicates that a significant number of students feel that staff don't always notice if they are worried or unhappy. Address this by encouraging all staff to individually 'check in' with students. Simple approaches such as always speaking with students who are on their own in corridors or ensuring that staff personally check in with at least 5 students every day may help to identify pupils who would appreciate more regular interaction or are less likely to come forward with concerns on their own. Aim for a consistent approach to this by all staff and encourage colleagues to share information about approaches that are effective with particular children, especially those who they may have identified as less likely to actively seek support.

Consider how the wellbeing-related links and information currently shared on posters etc could be made accessible via the website. Primary and secondary pupils, staff and parents could be allocated logins to allow them to access information appropriate to their needs both in and outside of school hours.

Evaluate the impact of Zones, ELSA, social detective approaches to learning etc. Consider whether any of these strategies could also be usefully employed with secondary students both generally and on an individual basis.

Survey staff who have received support from colleagues trained in reflective supervision. Share positive stories and feedback to encourage more to engage with the process and, as discussed, consider referring individual staff for support as part of the appraisal and other relevant reviews.

Reflect on the gender imbalance amongst 7 steps leaders. Consult with students and staff to identify reasons for this. As well as possibly encouraging more boys to apply for the roles, this may lead to useful discussions about gender stereotypes etc. Develop opportunities which may appeal to different students – for example, acting as mentors to younger pupils – while stressing that such activities are open and suited to all genders.

Verifier recommendation:

I am delighted to recommend that The British School of Barcelona retain the Wellbeing Award for Schools for an additional period of three years.

Head teacher comments:

Many thanks for this report. It is great to receive this positive endorsement of what we are doing in the area of Wellbeing but, beyond that, it has been a really positive experience to reflect on our provision to remind ourselves of the progress we have made but also to identify where we want to focus next. We fully appreciated the way the day of meetings were handled by Mark, ensuring an honest exploration of our provision and allowing useful feedback from a range of stakeholders. The whole process has felt supportive and professional throughout. Many thanks.

May we use your comment for website/marketing purposes? **Yes**