

School Environment Questionnaire (SEQ) 2024

Information and Guidance for School Survey Lead

PLEASE DOWNLOAD AND/OR PRINT FOR FUTURE REFERENCE

Purpose of the School Environment Questionnaire

The information you provide in the questionnaire will be used for two main purposes:

1. To support research into different aspects of the school environment and how they influence student health and wellbeing.
2. To provide monitoring data to the Health and Well-being Promoting Schools programme.

The answers you provide will be shared with the Health and Well-being Promoting Schools programme in a non-anonymised form to support planning, monitoring and development of local Healthy School Schemes and the national network. It is important that the School Health Research Network and Health and Well-being Promoting Schools programme work together to effectively and efficiently advance school health and wellbeing in Wales. Sharing the school environment questionnaire data in this way reduces duplication of effort and burden on schools as it means the Health and Well-being Promoting Schools programme will not have to undertake further data collection to meet their information needs. Information you provide about your school will be held in strictest confidence by Health and Well-being Promoting Schools programme and no data that could be linked to an individual school will ever be published.

Format of the Questionnaire

The questionnaire will be accessible via an online link sent by the School Health Research Network (SHRN) team from 16th September to 20th December 2024. There are seven sections in the questionnaire, ranging from six to 21 questions.

Completing the Questionnaire

There is one questionnaire per school and it should be completed by a member of the senior management team or they should review the responses before the questionnaire is submitted. Other staff may need to be consulted in order to answer all the questions.

The questionnaire can be completed on a computer, tablet or smart phone and can be accessed multiple times, so it does not have to be answered in one attempt.

You can complete the questionnaire in Welsh or English by selecting your preferred language on the welcome page.

Please answer all the questions in each section and provide a written answer where requested. If you need to unselect an answer option you can click the '**Reset**' button at the bottom of the page.

You will not be able to submit the questionnaire until all the questions have a response, but all questions have an option to say 'Not applicable' and/or 'Don't know'. Use 'Not applicable' if a question is not relevant to your school or if the response options do not capture the circumstances at your school.

If you want to move backwards, use the 'Back' button at the bottom of each page. If you are part way through a section and want to exit the questionnaire, click the 'Save' button. This will save any answers you have given on that page. To return to the menu page immediately or at a later time, use the link to your questionnaire in the email from SHRN.

Sharing the questionnaire with colleagues

You can share the link to your questionnaire with colleagues if you want their help answering particular questions. Please ensure the questionnaire is saved if someone else completes a section.

Please give this document to any colleague you share the questionnaire link with. You can access it here:

<https://www.shrn.org.uk/school-environment-questionnaire-information/>

Submitting your questionnaire

Once all the sections are fully completed please ensure you press the 'Submit' button on the final page. Once you click this button, your answers will be submitted and your questionnaire will be closed.

Using the word version of the SEQ

We have provided you with a copy of the questionnaire in word format, so that you can see the content of the questionnaire before you start. This is to support you in identifying which colleagues you will need help from to complete it. You can also use a printed copy of the pdf to collect information from colleagues if you do not want to share your questionnaire link.

Please do not use a printed copy of the pdf to return your questionnaire to us.

Data can only be submitted using the online version.

Some schools like to keep a copy of their School Environment Questionnaire responses for self-evaluation and to support their Healthy School actions. If you want to do this, please make a record using a printed copy of the pdf. Alternatively, on submission for the questionnaire your answers will be returned to you via email.

If you have any questions or if you experience any technical difficulties with the online questionnaire, please email: **primaryshrn@cardiff.ac.uk**

Please submit your questionnaire by **5pm on Friday 20th December**.

Thank you.



Y RHWYDWAITH YMCHWIL
IECHYD MEWN YSGOLION
SCHOOL HEALTH
RESEARCH NETWORK

SCHOOL HEALTH RESEARCH NETWORK
SCHOOL ENVIRONMENT QUESTIONNAIRE (SEQ) 2024

SEQ is submitted online only: this is a copy of the questions asked

Thank you for agreeing to participate in this survey. The information you provide in this questionnaire will be used to support research into different aspects of the school environment and how they influence learners' health and wellbeing. Your answers will only be looked at by the research team.

Please read each of the sentences below and tick each box to show you have read, understood and agree with them:

	I agree to taking part in this School Environment Questionnaire on behalf of my school.
	I have read and understood the information sheet (provided by email).
	I know what the research is about and that I do not have to take part or answer any questions I do not want to.
	I understand I can stop participating at any point during the questionnaire and that I can withdraw the submitted questionnaire data up until 20 th December 2024 without giving any reason.
	I understand that the data from this research will be aggregated and used for research reports, publications and presentations.

1) GENERAL QUESTIONS ABOUT YOU AND YOUR SCHOOL

Q1 Which of the following best describes your current professional role within the senior management team / senior leadership team?

PLEASE SELECT ONE BOX ONLY

- Headteacher / Acting headteacher
- Deputy headteacher
- Assistant headteacher
- Head of year
- Health and well-being lead
- Other member of senior management team
(SPECIFY BELOW)

.....

Q2 In the 2022/23 and 2023/24 school years, in which of the following areas did the Senior Management / Leadership team focus their efforts to make improvements?

SELECT UP TO **FOUR** PRIORITY AREAS ONLY

- Staff health and well-being
- Staff relationships with learners
- Learner physical health
- Learner emotional and mental well-being
- Learner educational attainment
- Estyn report and categorisation
- The physical condition of the school buildings and grounds
- The provision of extra-curricular activities
- Your school's relationships with parents and carers
- Your school's relationships with the local community

Q3 Does your school have a single strategic lead for learner health and well-being?

SELECT ONE OPTION ONLY

- Yes (Go to Q3a)
- No (Go to Q4)
- Don't know (Go to Q4)

Q3a What is the professional role of the learner health and well-being lead?

SELECT ALL THAT APPLY

- Headteacher / Acting headteacher
- Deputy headteacher
- Assistant headteacher
- Head of phase
- Head of year
- Head of department
- Class teacher
- School nurse
- Other (SPECIFY BELOW)



Q4 Is your school a member of its local Health and Well-being Promoting Schools programme (previously known as the Welsh Network of Healthy School Schemes)?

SELECT ONE OPTION ONLY

- Yes (Go to Q5&6)
- No (Go to Q7)
- Not applicable (Go to Q7)

Q5	Which of the following Health and Well-being Promoting Schools programme activities have taken place in the 2022/23 and 2023/24 school years? SELECT ALL THAT APPLY	
	<input type="checkbox"/>	School has received topic-specific advice and guidance from the local Health and Well-being Promoting School team
	<input type="checkbox"/>	School has completed a self-evaluation, audit or review
	<input type="checkbox"/>	School has developed an action plan
	<input type="checkbox"/>	School has accessed training via their local Health and Well-being Promoting School team
	<input type="checkbox"/>	School has engaged in local or national health and well-being initiatives to support their health and well-being priorities
	<input type="checkbox"/>	School has participated in network events or cluster meetings facilitated by their local Health and Well-being Promoting School team
	<input type="checkbox"/>	Local Health and Well-being Promoting School team has signposted school to further resources of expertise to support their health and well-being priorities
	<input type="checkbox"/>	None of the above
	<input type="checkbox"/>	Don't know

Q6 How important is your membership of your local Health and Well-being Promoting School team to your school's health and well-being work?
SELECT ONE BOX ONLY

Not very important Very important

1 2 3 4 5

Q7 To support school health and well-being action plans or targets, does your school have any of the following?
SELECT ALL THAT APPLY

A written health and well-being action plan (GO TO Q8)

Written health and well-being targets (GO TO Q8)

- Agreed school ethos and principles (GO TO Q11)
- None of these (GO TO Q11)

Q8 Are your action plan or targets included in your current School Development Plan?
SELECT ONE BOX ONLY

- Yes
- No
- Not applicable

Q9 Does your school have an action plan or targets which includes commitment to improvements in any of the following topics?

SELECT ALL THAT APPLY

- | | |
|--|--|
| <input type="checkbox"/> Tobacco use | <input type="checkbox"/> Personal development and relationships |
| <input type="checkbox"/> Emotional and mental well-being | <input type="checkbox"/> Promoting environmental awareness and behaviour |
| <input type="checkbox"/> Food and nutrition | <input type="checkbox"/> Preventing bullying |
| <input type="checkbox"/> Physical activity | <input type="checkbox"/> Active travel |
| <input type="checkbox"/> Phone use and internet safety | <input type="checkbox"/> Vaping |
| <input type="checkbox"/> Play | <input type="checkbox"/> Other |

Q10 Does the Senior Management / Leadership Team formally assess progress against the action plan or targets?

SELECT ONE BOX ONLY

- Yes, at least annually
- Yes, less than annually
- No
- Don't know

Q11 Which of the following sources of health and well-being data does your school use to update its policies and practices on creating a healthy school?
SELECT ALL THAT APPLY

- | | |
|---|---|
| <input type="checkbox"/> Our own learner surveys | <input type="checkbox"/> Local authority data |
| <input type="checkbox"/> School Health Research Network (SHRN) Student Health & Well-being Report | <input type="checkbox"/> Routinely collected school data |
| <input type="checkbox"/> The PASS survey | <input type="checkbox"/> Other (SPECIFY BELOW) |
| <input type="checkbox"/> Estyn learner survey | <div style="border: 1px solid black; height: 80px; width: 100%;"></div> |
| <input type="checkbox"/> Other external learner surveys | |
| <input type="checkbox"/> Our own staff surveys | <input type="checkbox"/> Our school does not use data in this way (GO TO Q14) |
| <input type="checkbox"/> Our own parent/carer surveys | |
| <input type="checkbox"/> School Sport Survey | |

Q12 Who uses the health and well-being data?
SELECT ALL THAT APPLY

- | | |
|---|---|
| <input type="checkbox"/> Senior management / leadership team | <input type="checkbox"/> School cluster |
| <input type="checkbox"/> Well-being / pastoral care teams | <input type="checkbox"/> Professional learning communities (PLCs) |
| <input type="checkbox"/> School council or other learner voice groups | <input type="checkbox"/> Parent/Carer forums |
| <input type="checkbox"/> School governors | <input type="checkbox"/> Other |
| <input type="checkbox"/> Class teachers | <input type="checkbox"/> Virtual head |
| <input type="checkbox"/> Health and well-being promoting school coordinator (in school) | <input type="checkbox"/> None of the above |

Q13 How does your school use the health and well-being data?

SELECT ALL THAT APPLY

- Identify need and set health and well-being priorities
- Measure the impact of our work on creating a healthy school
- Look at how health and well-being at our school compares with other local schools or schools within our school family
- To develop our curriculum
- To understand the needs of specific groups of learners
- To inform our cluster work (e.g. primary and secondary clusters)
- To communicate our priorities with the school community
- To provide evidence to key stakeholders (e.g. governors) on areas where change is needed
- To support our school improvement work
- None of the above

Q14 Does your school use isolation to manage learner behaviour?

SELECT ONE BOX ONLY

- Yes No Don't know

Q15 How often does your school use the following restorative practices in your approach to learner discipline?

SELECT ONE BOX ON EACH ROW

	Never	Rarely	Sometimes	Often (at least weekly)	Don't know
Circle time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restorative conference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer mediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other restorative practices (Go to Q16 if used)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16 Which other restorative practices do you use?

If you don't know, leave this section blank.

WRITE BELOW



Q17 Have you introduced Universal free school meals within your school for the following year groups?

SELECT ONE BOX ON EACH ROW

	Yes	Not yet	Don't know
Reception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q18 What academic year did you introduce Universal free school meals for these year groups?

SELECT ONE BOX ON EACH ROW

	2021/22	2022/23	2023/24	2024/25	Don't know
Reception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19 What academic term did you introduce Universal free school meals for these year groups?

SELECT ONE BOX ON EACH ROW

	Autumn	Spring	Summer	Don't know
Reception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20 What activities does your school undertake to support Year 6's transition to secondary school?

SELECT ALL THAT APPLY

- Support pupil visits to the secondary school
- Share data on Year 6 learners with secondary school cluster leads
- Secondary pupils visit our primary school
- Secondary staff visit our primary school
- Hold joint events with local secondary school
- None of the above

Q21 What activities does your school undertake to support Year 6's transition to secondary school for learners with additional learning needs?

If you don't know, leave this section blank.

WRITE BELOW



2) LEARNER, PARENT/CARER & COMMUNITY INVOLVEMENT IN HEALTH AND WELL-BEING

Q22 In what areas are learners involved in decisions regarding health and well-being at your school?

SELECT ALL THAT APPLY

- | | |
|---|---|
| <input type="checkbox"/> Identifying priority areas | <input type="checkbox"/> Policy development |
| <input type="checkbox"/> Action planning | <input type="checkbox"/> Other |
| <input type="checkbox"/> Developing and delivering action/initiatives | <input type="checkbox"/> Learners are not involved in these decisions |
| <input type="checkbox"/> Reviewing progress/evaluating action and initiatives | <input type="checkbox"/> Don't know |

Q23 How many times a year does your School Council or similar learner-led body meet?
SELECT ONE BOX ONLY

- Less than 6 times
- 6 times
- More than 6 times
- Do not have a School Council or similar body

Q24 Which health and well-being topics have your learner voice groups worked on in the last two years?

SELECT ALL THAT APPLY

- Food and nutrition
- Climate change

<input type="checkbox"/> Physical activity	<input type="checkbox"/> Vaping
<input type="checkbox"/> Smoking	<input type="checkbox"/> Other (SPECIFY BELOW)
<input type="checkbox"/> Bullying	<input type="checkbox"/>
<input type="checkbox"/> Emotional and mental wellbeing	
<input type="checkbox"/> Phone use and internet safety	<input type="checkbox"/> Don't know
<input type="checkbox"/> Active travel	
<input type="checkbox"/> Family and community health	

Q25	Does your school have a written family engagement action plan or family engagement targets included within your current School Development Plan? SELECT THE STATEMENT THAT BEST DESCRIBES YOUR SCHOOL	
	<input type="checkbox"/>	No, our school does not have a written action plan or targets
	<input type="checkbox"/>	Yes, our school has a written action plan or targets only
	<input type="checkbox"/>	Yes, our school has a written action plan or targets included in our School Development Plan
	<input type="checkbox"/>	Don't know
	<input type="checkbox"/>	Not applicable

Q26	Does your school have a written community engagement action plan or community engagement targets included within your current School Development Plan? SELECT THE STATEMENT THAT BEST DESCRIBES YOUR SCHOOL	
	<input type="checkbox"/>	No, our school does not have a written action plan or targets
	<input type="checkbox"/>	Yes, our school has a written action plan or targets only
	<input type="checkbox"/>	Yes, our school has a written action plan or targets included in our School Development Plan
	<input type="checkbox"/>	Don't know
	<input type="checkbox"/>	Not applicable

Q27 In what areas are parents & carers involved in decisions regarding health and well-being improvement at your school?

SELECT ALL THAT APPLY

- | | |
|--|--|
| <input type="checkbox"/> Identifying health priority areas | <input type="checkbox"/> School facilities |
| <input type="checkbox"/> Health and well-being curriculum | <input type="checkbox"/> School environment |
| <input type="checkbox"/> School health policy | <input type="checkbox"/> Other |
| <input type="checkbox"/> Family and community health | <input type="checkbox"/> Parents & carers are not involved in these decisions (GO TO Q29) |

Q28 In what ways are parents & carers involved in health and well-being improvement decisions?

SELECT ALL THAT APPLY

- | | |
|--|---|
| <input type="checkbox"/> PTA meeting | <input type="checkbox"/> As parent/carer governors |
| <input type="checkbox"/> Surveys | <input type="checkbox"/> Contact initiated by parents/carers on health issues |
| <input type="checkbox"/> Forums | <input type="checkbox"/> Other |
| <input type="checkbox"/> Information evenings for parents/carers | |

Q29 In what ways are parents & carers informed about health and well-being improvement decisions?

SELECT ALL THAT APPLY

- | | |
|--|--|
| <input type="checkbox"/> PTA meeting | <input type="checkbox"/> Letters home |
| <input type="checkbox"/> One-to-one meetings with parents/carers | <input type="checkbox"/> Social media |
| <input type="checkbox"/> Information evenings for parents/carers | <input type="checkbox"/> Via parent governors |
| <input type="checkbox"/> Website | <input type="checkbox"/> No decisions are shared |

Parent app or equivalent

Other

Q30 Which of the following has your school done to support staff knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC)?

SELECT ALL THAT APPLY

Training for all staff

Accredited as a rights respecting school

Training for some staff

None of the above

Developed policies relating to children's rights

Other

Provided guidance

Q31 To what extent has the United Nations Convention on the Rights of the Child (UNCRC) informed your school's approach to the following?

SELECT ONE BOX ON EACH ROW

	1 Not at all	2	3	4	5 To a large extent
Teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other aspects of school policy and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q32 Which of your school's facilities are available for groups in the local community to use and when?

SELECT ALL THAT APPLY ON EACH ROW

	In the evenings	At week ends	In school holidays	Not available	School does not have	Don't know
Outdoor sports/play facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indoor sports/play facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Catering/dining facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q33 Does your school have partnerships* with any of the following individuals or groups to help improve learner health and well-being?

SELECT ALL THAT APPLY

- Other schools
- Professional sports clubs
- Local sport clubs
- Sport development officers (from national or regional organisations or the Local Authority)
- Faith organisations
- Private sector businesses or organisations
- Local public health teams e.g. Health and Well-being Promoting School team
- National third sector organisations / charities, e.g. Barnardo's, Brook, Alcohol Concern, Pet therapy
- Regional third sector organisations/ charities
- Local third sector organisations / charities
- Health professionals other than the local Health and Well-being Promoting School team, e.g. child health, school nursing, health visiting, GP
- Youth Workers (statutory or non-statutory)
- Police / PCSOs
- CAMHS In-Reach
- Other

** Partnerships are any formal or informal relationships which exist for a period of time or on an on-going basis and which, in the case of local authorities and health boards, go beyond statutory requirements.*

3) HEALTH AND WELLBEING EDUCATION

Q34 For each year group, on average, how much opportunity for physical activity is timetabled weekly within the formal curriculum?

Please note down the answer in minutes e.g. 45.

	Minutes per week	Don't know	Not applicable
Year 3	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q35 Who is responsible for **coordinating** relationships and sexuality education (RSE) in the school?

SELECT ONE BOX ONLY

- | | |
|---|---|
| <input type="checkbox"/> Headteacher / Acting headteacher | <input type="checkbox"/> School nurse |
| <input type="checkbox"/> Deputy headteacher | <input type="checkbox"/> Health and well-being lead |
| <input type="checkbox"/> Assistant headteacher | <input type="checkbox"/> Other |
| <input type="checkbox"/> Other teaching staff | <input type="checkbox"/> No single individual coordinates RSE |
| <input type="checkbox"/> Pastoral staff | <input type="checkbox"/> Not applicable |

Q36 How do learners access free period products at your school?

SELECT ALL THAT APPLY

- | | |
|--|---|
| <input type="checkbox"/> From reception | <input type="checkbox"/> From family inclusion officer |
| <input type="checkbox"/> From welfare office/nurse | <input type="checkbox"/> From community room or similar |
| <input type="checkbox"/> From a teacher | <input type="checkbox"/> Other
(SPECIFY BELOW) |
| | <input type="text"/> |
| <input type="checkbox"/> From toilets | <input type="checkbox"/> We do not provide free period products |

4) PHYSICAL ACTIVITY & ACTIVE TRAVEL

Q37 On average, how many days a week does your school offer extra-curricular sport or other structured physical activity led by staff, volunteers, other learners e.g. football club, dance club?

SELECT ONE BOX ON EACH ROW FOR AUTUMN TERM AND THEN SUMMER TERM

Autumn term	0 days	1-2 days	3-4 days	5 days	Don't know	Not applicable
Year 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer term	0 days	1-2 days	3-4 days	5 days	Don't know	Not applicable
Year 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q38 Who delivers extra-curricular sports and physical activity in your school?

SELECT ALL THAT APPLY

- | | |
|--|---|
| <input type="checkbox"/> PE teachers | <input type="checkbox"/> Externally contracted coaches |
| <input type="checkbox"/> Other school staff | <input type="checkbox"/> Local authority or community sports staff, e.g. 5x60 officer |
| <input type="checkbox"/> Parents/carers | <input type="checkbox"/> Class teachers |
| <input type="checkbox"/> Sport Wales Young Ambassadors | <input type="checkbox"/> Other |
| <input type="checkbox"/> Other volunteers | <input type="checkbox"/> School has no extra-curricular sports |

Q39 Which groups of learners receive education on the health benefits of physical activity (other than during PE) within the new curriculum?

SELECT ALL THAT APPLY

- | | |
|------------------------------------|---------------------------------|
| <input type="checkbox"/> Nursery | <input type="checkbox"/> Year 4 |
| <input type="checkbox"/> Reception | <input type="checkbox"/> Year 5 |

Year 1

Year 6

Year 2

None of these

Year 3

Don't know

Q40 How many Sport Wales Young Ambassadors does your school currently have?
SELECT ONE BOX ONLY

My school is not in the Sport Wales Young Ambassador scheme

0 (Joined scheme, but yet to recruit Ambassadors)

1

2

3

4

5 or more

Don't know

Q41 Does your school monitor learners' body weight?

SELECT ONE BOX ONLY

Yes [GO TO Q42)

No [GO TO Q43)

Don't know [GO TO Q43)

Q42 What actions do you take when you identify concerns?

SELECT ALL THAT APPLY

- Discuss the matter with learners' parents/carers on an individual basis
- Provide advice or a leaflet to parents/carers
- Refer the learner to the school nurse
- Implement individual-focused programme(s) to improve health and well-being issue
- Consult learners on how to improve health and well-being
- Other actions
- No actions

Q43 Does your school promote active travel in any of the following ways?

SELECT ALL THAT APPLY

- Identify and promote safe walking and cycling routes
- Storage for bicycles and scooters
- Promotion of helmets for cyclists
- Walking promotions, e.g. 'Walk to School Week'
- Cycling proficiency training
- Pedestrian/cyclist entrances
- Collaboration with police/PCSOs to address community/transport safety
- Other
- None of the above

Q44 Does your school:

SELECT ONE BOX ON EACH ROW

	Yes	No	Don't know
Monitor the number of learners walking or cycling to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set goals to increase the number of learners walking or cycling to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage physical activity through active learning methods (e.g. outdoor learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5) HEALTHY EATING

Q45 Does your school do any of the following to promote healthy eating?

SELECT ALL THAT APPLY

- Monitor and set goals to increase uptake of free school meals
- Clearly identify healthier options in the school canteen
- Ensure healthier options are clearly positioned for all learners during lunchtime
- Limit the use of foods high in saturated fat, sugar or salt for celebrations or as rewards
- Incentivise healthier options through other means
- Engage with Welsh Local Government Association 'certificate of Compliance' process for the Healthy Eating in Schools regulations (or similar process)
- Teach nutrition as part of the curriculum
- None of the above
- Don't know

Q46 Does your school or any other organisation provide any extra-curricular programmes for learners to learn about food and healthy eating, e.g. cooking clubs?

SELECT ONE BOX ONLY

- Yes, regularly
- Yes, ad hoc or one off events
- No

Q47 Does your school or any other organisation provide any extra-curricular programmes for parents/carers to learn about food and healthy eating, e.g. cooking clubs?

SELECT ONE BOX ONLY

- Yes, regularly
- Yes, ad hoc or one off events
- No

Q48 Does your school offer a breakfast club before the start of the morning school session?

SELECT ONE BOX ONLY

- Yes, to all learners throughout the year
- Yes, to some learners and/or at certain times of year
- No
- Don't know

Q49 How long do learners have for their lunch break at your school?

SELECT ONE BOX ONLY

- | | |
|---|---|
| <input type="checkbox"/> Less than 30 minutes | <input type="checkbox"/> 50 or 55 minutes |
| <input type="checkbox"/> 30 or 35 minutes | <input type="checkbox"/> 60 or more minutes |
| <input type="checkbox"/> 40 or 45 minutes | |

Q50 Does your school have a policy that includes healthy eating?

SELECT ONE BOX ONLY

- Yes (GO TO Qs 51)
- In development (GO TO Q53)
- No (GO TO Q53)

Q51 Does your school's healthy eating policy include guidance or requirements on the types of foods and beverages that learners can bring into school, e.g. in packed lunches?

SELECT ONE BOX ONLY

- Yes, guidance (GO TO Q52)
- Yes, requirements (GO TO Q52)
- No (GO TO Q53)

Q52 Does this include food taken on school trips?

SELECT ONE BOX ONLY

- Yes
- No
- Don't know

6) MENTAL HEALTH & WELL-BEING

Q53 Does your school have written policies that include the following?

SELECT ONE BOX ON EACH ROW

	Yes	In development	No
Emotional and mental well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suicide prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disordered eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bereavement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neurodiversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile phone use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q54 How many staff have received training in recognising and responding to the impact of childhood trauma, e.g. abuse, parental substance misuse, parental incarceration?

SELECT ONE BOX ONLY

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> All staff | <input type="checkbox"/> Less than half |
| <input type="checkbox"/> Most staff | <input type="checkbox"/> No staff |
| <input type="checkbox"/> About half | <input type="checkbox"/> Don't know |

Q55 Does your school have a dedicated nurture/safe space for learners?

SELECT ONE BOX ONLY

- Yes, available to all learners at all times
- Yes, available to all learners, but only at particular times
- Yes, available to some learners at all times
- Yes, available to some learners, but only at particular times
- No


Q56 Does the school support staff in accessing specialist emotional and mental well-being support (i.e. a counselling service)?
SELECT ALL THAT APPLY

Yes, on site


Yes, off site

No

Don't know

Q57	Does your school deliver any emotional and mental well-being interventions for staff? SELECT ONE BOX ONLY	
	<input type="checkbox"/>	No
	<input type="checkbox"/>	Yes (SPECIFY BELOW) 
	<input type="checkbox"/>	Don't know

Q58 Does your school deliver any of the following emotional and mental well-being interventions for learners?
SELECT ALL THAT APPLY

<input type="checkbox"/> Thrive	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Emotional Literacy Support Assistants (ELSA)	<input type="checkbox"/> Mental Health First Aid
<input type="checkbox"/> Trauma Informed Schools (TIS)	<input type="checkbox"/> Other (SPECIFY BELOW) 
<input type="checkbox"/> Mindfulness	<input type="checkbox"/> Don't know (GO TO Q60)

Q59	Were these interventions introduced prior to the Framework on Embedding a Whole School Approach to Emotional and Mental Well-being?	
	SELECT ONE BOX ONLY	
	<input type="checkbox"/>	Yes, all
	<input type="checkbox"/>	Yes, some
	<input type="checkbox"/>	No
	<input type="checkbox"/>	Don't know

Q60	Do you have a named person within your local Child and Adolescent Mental Health Service (CAMHS) In-Reach programme who you can contact for help and support?	
	SELECT ONE BOX ONLY	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Don't know
	<input type="checkbox"/> No	

Q61	In the last two years, approximately how often has your school been in communication with your local CAMHS In-Reach practitioner?	
	SELECT ONE BOX ONLY	
	<input type="checkbox"/> Weekly (GO TO Q62)	<input type="checkbox"/> About once a term (GO TO Q62)
	<input type="checkbox"/> Fortnightly (GO TO Q62)	<input type="checkbox"/> Less than once a term (GO TO Q62)
	<input type="checkbox"/> Monthly (GO TO Q62)	<input type="checkbox"/> Never (GO TO Q63)
	<input type="checkbox"/> About once a half term (GO TO Q62)	<input type="checkbox"/> Don't know (GO TO Q63)

Q62	How many referrals to your local CAMHS (either directly or through your CAMHS In-Reach practitioner) for assessment have you made in the last two academic years (2022/23 and 2023/24) for individual learners?						
	SELECT ONE BOX IN EACH ROW						
	School cannot make referrals	None	One	Two to five	Six to ten	11 or more	Don't know
2022/23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2023/24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q63 To what extent do you feel supported by your local CAMHS In-Reach programme?

SELECT ONE BOX ONLY

Not at all
supported

1

2

3

4

Very
supported

5

Don't
know

Not
applicable

7) Whole School Approach to Emotional and Mental Wellbeing

These next questions are about the Welsh Government Framework on Embedding a Whole School Approach to Emotional and Mental Well-being (the Framework). This section should be completed by a member of the Senior Management / Leadership Team with support from those responsible for any actions relating to the Framework.

Q64 Has your school started to deliver the Framework on Embedding a Whole School Approach to Emotional and Mental Well-being? Please identify the stage that most closely matches your current position:

SELECT ONE BOX ONLY

- My school has not begun to deliver a Whole School Approach (WSA) [Go to 67]
- Scoping: Self-evaluating the school's strengths and needs [Go to 65]
- Action planning: Creating a new or developing an existing action plan to build on the school's strengths and address gaps [Go to 65]
- Implementing: Implementing the action plan [Go to 65]
- Evaluating: Reviewing the effectiveness of the measures in place [Go to 65]
- Continuous improvement: Using key learning from evaluation to improve the school's approach [Go to 65]

Q65	Have you been supported in this process by any of the following? SELECT ALL THAT APPLY	
	<input type="checkbox"/>	Public Health Wales WSA Implementation Lead / Health and Well-being Promoting Schools coordinator
	<input type="checkbox"/>	Local Authority
	<input type="checkbox"/>	Other
	<input type="checkbox"/>	We have completed this process without external support
	<input type="checkbox"/>	Don't know

Q66	Within school, to what extent have the following groups been involved in your work on the Framework on Embedding a Whole School Approach to Emotional and Mental Well-being? SELECT ONE BOX ON EACH ROW						
		Not at all	A little	Moderately involved	Quite a lot	Very much involved	Don't know
	Senior management/leadership team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pastoral and support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Wider community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q67	Do you expect to start implementation of the Framework in the next academic year? SELECT ONE BOX ONLY
	<input type="checkbox"/> Yes [Go to Q68]
	<input type="checkbox"/> No
	<input type="checkbox"/> Don't know

Q68 Do you expect to carry out a self-evaluation in the next year?

SELECT ONE BOX ONLY

- Yes [Go to Q69]
- No
- Don't know

Q69 Who do you plan to work with on this (if any)?

SELECT ALL THAT APPLY

- Public Health Wales WSA Implementation Lead / Health and Well-being Promoting Schools coordinator
- Local Authority
- Other
- None of the above
- Don't know

Thank you for completing the questionnaire. Please ensure you press the 'Submit' button below to submit your response.