

Parent Feedback (37 responses)

Wellbeing - Robin Hood Primary School May 2023

Wellbeing is defined as the state of being comfortable, healthy, or happy. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and being able to manage stress. More generally, wellbeing is just feeling well.

We also want to use our wellbeing week (WB 22.5.23) as an opportunity to find out what parents and pupils think about the wellbeing offer at Robin Hood and how we can improve.

1. I am happy with the support for my child's wellbeing and mental health at Robin Hood Primary School:

[More Details](#)

 Insights

	Strongly Agree	14
	Agree	14
	Somewhat Agree	6
	Disagree	3
	Strongly Disagree	0



2. I know what mental health and wellbeing support is available to my child at school (0 point)

[More Details](#)

 Insights

	Strongly Agree	11
	Agree	15
	Somewhat Agree	8
	Disagree	2
	Strongly disagree	1



3. My child has someone to talk to at school if they are upset about something. (0 point)

[More Details](#)

Strongly Agree	14
Agree	13
Somewhat Agree	6
Disagree	2
Strongly disagree	2



5. **Robin Hood Primary School makes a priority:** (0 point)

a) Wellbeing and Happiness

[More Details](#)

 Insights

 Strongly Agree	11
 Agree	17
 Somewhat Agree	6
 Disagree	2
 Strongly disagree	1



6. **Robin Hood Primary School makes a priority:** (0 point)

b) Academic Outcomes

[More Details](#)

 Insights

 Strongly Agree	21
 Agree	13
 Somewhat Agree	3
 Disagree	0
 Strongly disagree	0



7. **Robin Hood Primary School makes a priority:** (0 point)

c) Physical Activity

[More Details](#)

 Insights

 Strongly Agree	18
 Agree	15
 Somewhat Agree	4
 Disagree	0
 Strongly disagree	0



8. **Robin Hood Primary School makes a priority:** (0 point)

c) Healthy Eating

[More Details](#)

 Insights

 Strongly Agree	14
 Agree	17
 Somewhat Agree	5
 Disagree	0
 Strongly disagree	1



9. My child has their needs met during playtime and lunchtime e.g. there are sufficient opportunities to engage in a range of play

[More Details](#)

Strongly Agree	10
Agree	18
Somewhat Agree	6
Disagree	2
Strongly disagree	1



10. My child talks positively about their experience of school (0 point)

[More Details](#)

Strongly Agree	12
Agree	13
Somewhat Agree	6
Disagree	2
Strongly disagree	4



11. My child understands the expectations of behaviour at school (our x3 Golden Rules) and they are supported by the learning charter characters which positively influence my child's wellbeing.

[More Details](#)

Strongly Agree	24
Agree	11
Somewhat Agree	2
Disagree	0
Strongly disagree	0



12. Staff at school have good relationships with parents / carers of pupils (0 point)

[More Details](#)

Strongly Agree	20
Agree	15
Disagree	1
Strongly disagree	1



13. Staff have good relationships with pupils at school (0 point)

[More Details](#)

Strongly Agree	15
Agree	21
Disagree	0
Strongly disagree	1



14. Is there anything you think we could do or should know to improve how we support your child's wellbeing at school?

Keep up the good job. It would be nice during cold season to isolate pupils with cough or runny nose. If cough is persistent, you can ask parents to keep them at home, to protect other pupils.

Focusing on the fact sharing feelings is OK and they they don't have to keep things in even if they think they might be in trouble

Monthly informal chats with children to check how they are feeling.

My child is very unhappy at school at the moment , issues that are majorly impacting on their mental health , they are engaging with Place to be ,but the other issues are not being addressed to solve this ongoing problem. My child begs me not to say anything to their teacher as "I'll be the one to be told to do something else or moved " this cannot continue ...

To listen more when children are being bullied by others lies are being told when parents are repeatedly bringing it to staffs attention as my child loves school but this is making him not want to go

Parents be told more if any issues or incidents at school.

Exemplary enrichment offer

Allow more choices in the ways to meet the learning outcomes in every lesson, and have a staff member or sendco build relationships with children who are known to mask or bottle have issues at school and or have social issues, gather more pupil voice via surveys or anonymously so children can share in a way they don't feel pressured or singled out, could have Pupil voice reps, confident children who can share concerns with staff if others aren't confident to share themselves, normalise disabilities and have speakers come in so children can ask questions.

Provide more services, stop focusing on academic achievement and attendance, make lessons more interesting, support children with a range of disabilities rather than isolating them and victimising them and their parents

14 cont.

Introduce the nurturing team to the children on a regular basis to enable them to feel comfortable in approaching them should they feel the need to. I understand this may be tricky due to time restrictions etc. To be sure to allow children the space for a time out to collect themselves should they be feeling overwhelmed or emotional. The reassurance that they will be listened to and supported appropriately. If a child is consistently upset and emotional throughout the school day parents should be notified of such as this mental state is not conducive of a positive working school day and mental health should be a priority as a healthy mindset will ultimately lead to a better day of working on their academics. If a child is acting out of character they should be approached in a sensitive manner and allowed the space to explore their emotions and come back to the classroom in a healthier mindset. Children must be listened to with regards to their feelings and allowed time potentially worked into the curriculum to explore how to express their emotions in a healthy manner as many children don't have this kind of support at home unfortunately.

My answers are child dependent. I have one child who I would say the school values wellbeing with however one child who is really struggling and it seems to be up to me as the parent to inform the school and ask for help even when they're the ones identifying certain issues, it's been up to me to ask what can we do about it rather than the school saying here's how we can help. I think communication isn't always the best either.

Shorten the time children have to wait for support, sometimes being young waiting makes it more difficult to handle.

Breakfast club could offer activities for a wider age range (activities often for younger year groups in my child's opinion. There has been times when my child has confided a small problem or worry with me and I have spoken to staff members about the issue only to find out that the staff member then 'told them off' for not saying something about it at school. Whilst I understand fully that issues need to be raised at school for them to be dealt with, it must be considered WHY the child didn't feel they could say something at the time. I feel it is important this is addressed as it will stop children from confiding any bigger issues in the future. If a parent raises an issue, it is not a personal criticism of the care they are receiving. I have felt really happy this year- Mr Cole really understands my child and deals with different issues in a way that really suits him.

Younger teaching assistants. My little one is in the younger years and I feel the teaching assistants aren't as patient with the children nor can they keep up with the energy from the children.

Take the time out to sit down with children and specifically ask if they are happy. Some children don't feel comfortable saying stuff. My child specifically has to be asked personally if she's having a good day or not.

My child is only in nursery so I'm personally not aware of much that's available to help support wellbeing.

make the pupils to respect each other

Q15 Anything else you would want from school to support parent wellbeing?

Support leaflets that go out regularly to parents. An informal group talk once every term about how parents are feeling.

I spoke to Dianna regarding my child and I myself was advised how to support my own mental health

The parent support was amazing with FSW previously, shame that has been taken away as it offered support, resources and guidance as well as courses to improve employability and money management was there and help to parents and strengthen the parent/carers-school relationship, that was wonderful and it's sad it is gone. Also having a support staff like when Ms Moore was available as it supported parents and children with mental health and wellbeing. Robin Hood should be joining the mental health support team from Nottingham City to support more children's mental health and wellbeing as it is free. Having a list or contact to recommend support or next steps of support and contacts for parents for those with SEND children would help parents who can't access the local offer or are overwhelmed.

I'm aware of the coffee mornings the school has undertaken recently which is fantastic. The school could potentially send children out with a wellbeing pack for parents with numbers/sites to visit for their mental well-being and some information with how the GP and local mental health team/ crisis team can be helpful with helping to manage mental health for adults. There could potentially be a separate pack which includes useful information with regards to bereavement and how to help our children cope with the loss of a loved one.

No, very happy with the offer from school.