

Wellbeing for Education Return Training

Evaluation from Sessions 1 and 2

The Wellbeing for Education Return training is a nationally developed and government funded package, produced by the Anna Freud Centre to support wellbeing as part of the Covid-19 pandemic. In Somerset, sessions one and two were completed in October 2020 in four regional areas with 224 delegates booked on in total. The training team consisted of a collaborative partnership between the Educational Psychology Service, Public Health, School Nursing Service and Young Somerset.

Key Findings

- **96%** of delegates reported that the training was relevant to their role, with an average rating of **4.2** (where 1 is not relevant and 5 is very relevant).
- Delegates valued many aspects of the training, but **practical strategies** were most valued, followed by information on **bereavement** and **anxiety**.
- The percentage of delegates indicating a good level of knowledge about wellbeing (identified as rating 4 or 5 out of 5) rose from **47%** prior to the training to **96%** after the training.
- When asked about the impact this would have in the workplace on a scale of 1-5 (where 5 is high impact), **95%** rated this as 3 or above, with **74%** rating 4 or above. The average rating was **4.04**, suggesting that on average, delegates felt it would have a **high impact** on their practice.
- Delegates gave many examples of how this would impact their practice in their setting. **32%** of delegates reported they would review whole-school policy and procedures and **26%** mentioned cascading the training to other staff.
- When asked what additional support would be valuable, **additional virtual training** was the most popular choice, with 80% of delegates having this in the top 3 choices. **Additional support and consultancy to schools** to cascade training and embed learning in the setting was also popular, as was the option to **extend support for students** (e.g. therapeutic support).

The wide range of strategies offered through the delivery of the course and through encouraging chat from participants was very useful and has given me lots of ideas to try to embed within school.

Full Survey Findings

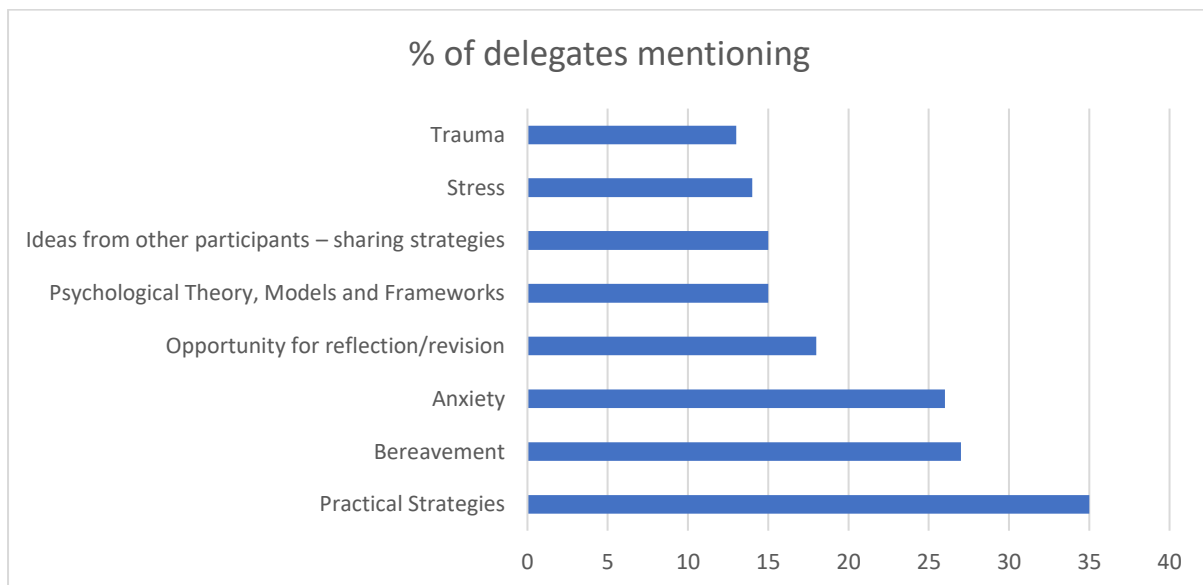
It brought together many aspects of previous training and new ideas to share with the rest of the staff team and young people I work with

How useful was the training to your role?

96% of delegates reported that the training was relevant to their role, with an average rating of 4.2 (where 1 is not relevant and 5 is very relevant)

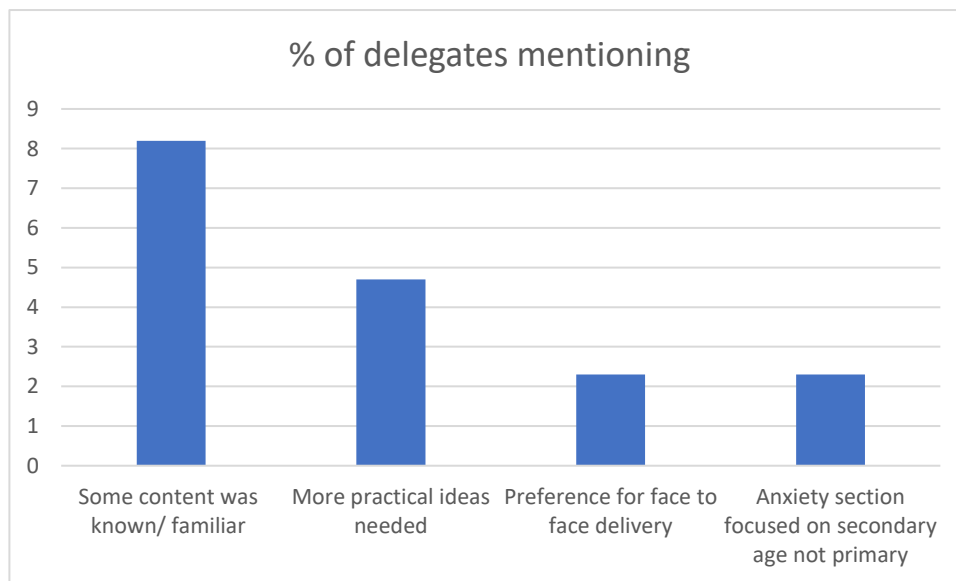
What aspects / topics did you find most useful?

The responses to this question reflected a diverse range of views in relation to the aspects of the training that were most useful. However, there were several strong themes as indicated in the chart below, highlighting that practical strategies were most valued, followed by information on bereavement and anxiety.



What aspects / topics did you find less useful?

73% answered 'n/a' or 'none' to this question. Of those who did respond, many comments reflected individual preferences and were standalone comments, for example somebody saying they did not like the mindfulness exercise and another person who did not find the 'hand model' helpful. There were four themes which were mentioned by multiple people and these are indicated below.



How would you rate your knowledge of wellbeing prior to this training and after the training?

Delegates rated their knowledge on a scale of 1-5 where five was high levels of knowledge about wellbeing. Apart from those who had already rated themselves as 5/5 for their knowledge before the training, 92% of delegates reported an increase in their knowledge. The average rating of knowledge prior to training was 3.47 and this was 4.38 following training.

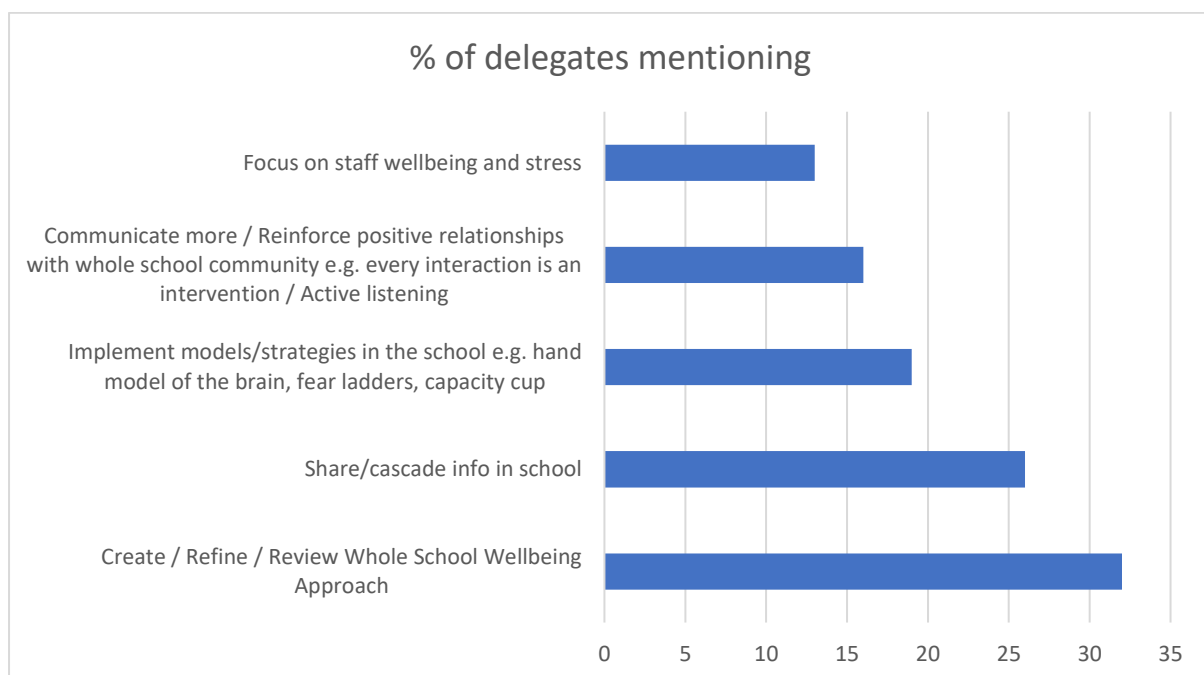
The percentage of delegates indicating a good level of knowledge about wellbeing (identified as rating 4 or 5 out of 5) rose from 47% prior to the training to 96% after the training.

To what extent will this training impact on your practice in the workplace?

On a scale of 1-5 (where 5 is high impact), 95% rated this as 3 or above, with 74% rating 4 or above. The average rating was 4.04, suggesting that on average, delegates felt it would have a high impact on their practice.

What will you do differently as a result of this training?

The responses to this question reflected a diverse range of views in relation to what they would do differently following the training, for example with some saying they would use the wellbeing audit tool or make use of the links and resources provided. There were also five stronger themes mentioned by more than 10% of the delegates and these are shown in the chart below. This indicates a high impact at the whole-school level particularly, including through reviewing the approach to wellbeing and cascading the training to other staff.



As part of the Wellbeing for Education Return package of training and support, Somerset county council will be providing further support until the end of March. We would like your help with choosing how best we can support you during this period. Please rank these below with most preferred at the top

- **Additional virtual training** was the most popular choice, with 38% of delegates ranking this as first choice and 80% of delegates having this in the top 3 choices.
- **Additional support and consultancy to schools** and senior leaders to cascade training and embed learning in the setting was also popular, with **62%** of delegates choosing this in the top 3 choices and **35%** choosing it in the top 2.
- **Extend support for students** (e.g. therapeutic support) was also popular, with **56%** of delegates choosing this in the top 3 and **41%** choosing it in the top 2.
- **Group supervision** for staff was next (**45%** in top 3) followed by **face to face training** (**41%** in top 3) and continuing the **wellbeing helpline** (**28%** in top 3).

Please tell us more about what services or support you would find most helpful?

Many delegates in this question mentioned specific areas of training they were wanting more support with, such as resilience, ACES and school refusal. A small number also made reference to domestic abuse support for children and the need for them to have support and advice around individual children. As well as these, there were four stronger themes and these are outlined in the table below.

