

Pupil Wellbeing Survey – Summary and Key Actions

(63 pupil responses, April 2026)

Overall picture

The pupil survey shows that **most pupils feel cared for, listened to and supported by staff**, particularly by teachers and tutors they know well. Scores across most questions are **secure (amber to green)**, indicating generally positive experiences of wellbeing support in school.

Pupils recognise that the school talks openly about feelings and emotions, mainly through **PSHE lessons, daily check-ins and one-to-one support**. Many pupils report that staff are good at noticing when they are upset and that help is available when needed.

Key strengths

- **Caring relationships with staff**

Pupils consistently say that teachers ask how they are feeling and try to support them when they are worried or unhappy.

Average scores around 3.4–3.6

- **Regular focus on emotions and wellbeing**

Pupils are aware that talking about feelings is important and say this happens frequently through PSHE, form time and daily check-ins.

Average score: 3.6

- **Feeling listened to**

Many pupils feel they can share their opinions and that adults take their views seriously, particularly when they speak up directly.

Average score: 3.5

Areas for development

- **Confidence to talk about feelings**

Some pupils said they do not always feel comfortable opening up, especially depending on their mood, the situation, or who they are talking to.

Average score: 3.2

- **Peer support and empathy**

Pupils are less confident about being able to help others who are feeling

unhappy, particularly if they do not know the person well.

Average score: 3.1

● **Awareness of the Wellbeing Award for Schools**

This was the **lowest-scoring area**. Many pupils said they had never heard of the award or did not understand what it means.

Average score: 2.2

Key actions moving forward

1. **Increase awareness of wellbeing support**

- Clearly explain the **Wellbeing Award for Schools** in assemblies, posters and tutor time.
- Share simple messages with pupils about what the award means for them.

2. **Strengthen trusted relationships**

- Continue to prioritise strong key-adult relationships so pupils know exactly *who* they can talk to.
- Provide more informal opportunities for pupils to talk (for example, calm check-ins or quiet support spaces).

3. **Build pupil confidence in peer support**

- Develop activities that help pupils practise empathy and supporting others in safe, structured ways.
- Reinforce that helping others is optional and supported by staff.

4. **Improve consistency of response**

- Support staff training focused on “reading the room” and responding sensitively to pupils’ emotional needs.

5. **Celebrate what is working well**

- Share positive pupil feedback with staff and pupils to reinforce the strong caring culture already in place.

Conclusion

The survey shows that **Southern Cross School has a strong foundation of care, listening and emotional support**. By improving communication around wellbeing initiatives, strengthening trusted relationships and helping pupils feel more confident to speak up, the school can continue to develop an environment where every pupil feels safe, valued and heard.
