******How Nurturing is Our School Survey Response**

**Parent/carer comments –**

* Think my children have been well supported however they have additional support needs. I don't see the same support, or even empathy given to other children. The principles that help my children to get through the day in the classroom should be available to all children
* Do enough to meet targets but don’t push brighter kids to excel
* My eldest child has additional support needs and now attends a support base. When he was at Bankhead the school as a whole were extremely supportive to my child and our family.
* Got good support at first but needs more
* Moderate

**School response –**

Every child at Bankhead works towards their own personal health and wellbeing targets. These targets are reviewed regularly. If your child has additional support needs then the teacher/key worker will have begun the stage intervention process. At this stage our Depute Head Teacher in charge of ASN will provide interventions for the class teacher/key worker for your child. All parents/carers will be contacted at the stage of the process. Health and Wellbeing assessments have been completed for every child within the school as part of our tracking and monitoring wellbeing to enable us to provide support and challenge.

**Q2 What do you value most about your relationship with the school/nursery?**

**Parent/carer comments**

* I feel any concerns I have about my child's wellbeing would be taken seriously and I would be supported
* I value my relationship with the ASN leads and class teachers
* The relationship is pretty good although in these difficult times it’s hard to know how well your child is doing.
* Always follow up any issues going into next level
* The communication between teacher and parent
* Regular contact.
* Good pta
* Being kept informed at all times
* Having staff members who actually listen if you or your child have a problem
* Keeping up to date on what’s happening with the app and google classroom
* The communication between the Nursery/School and parents is frequent, and if we have ever had any issues involving our children they have been addressed quickly by the Head teacher
* The engagement with parents and children is fantastic
* Trust them to look after my child’s education and Wellbeing
* The relationship I build with the staff
* I value the fact that the school are approachable and willing to listen to concerns.
* Information given out
* Approachable & understanding
* If you as a parent/carer contact the school with any issue they as a school support and help you and the child.
* Respect
* I would like to be able to communicate with teachers regarding my child so there is a joint approach to their learning and wellbeing. Unfortunately, this term, I have not felt this is the case.

**School response –**

As a school and nursery our positive relationships with parents/carers is crucial in supporting the learning of our children. Unfortunately, due to COVID restrictions staff are unable to interact with parents/carers as they have previously, however, please be assured that we are available through a range of means, for example, email, to discuss any concerns about your child’s learning. Also, please feel free to approach or contact any member of SMT with information about your child. We will take each comment on board and look at how we can further strengthen our relationships.



**Parent/carer comments –**

* Normally very welcome, but so hard at the present time as there is no interaction with teachers. Since the return to school its hard to even gauge what the teachers is like and I don't think the teachers even know who the children’s parents are.
* Never have a need to visit
* Obviously covid isn’t allowing entry to the building, however there is always a member of staff in the playground available to discuss any issues with
* Under normal circumstances, all staff are extremely welcoming, and even during the current pandemic the staff are doing their best to be welcoming towards parents and children
* It’s disappointing we couldn’t be in the classroom with p1 children when they started or have face to face discussions with the teacher but this is not the fault of the school under the current circumstances
* Moderate
* Some of the office staff not very friendly
* Obviously covid has had an impact.
* Pre-covid the school was quite welcoming but with a tendency to treat the parents like children at times.

**School response –**

As a school we welcome all parents/carers into our grounds. We aim to provide a positive ethos that makes everyone who comes to Bankhead feel welcome. If at any time you have any issues in regards to how your feel that you have been treated then please speak to a member of SMT in the first instance.



**Parent/carer comments –**

* Communication is really good from the school.
* Biased as my partner is a member of the PTA
* Involved as much as possible in the circumstances. The school is excellent at getting messages to parents and carers quickly
* Can contact teachers or friends of Bankhead but feel ideas/suggestions after easily dismissed
* Would like details on how to get more involved. However excellent communication on App
* I would happily approach the management team or class teacher depending on the matter.
* Contact office staff
* The school informs parents/carers of almost everything going on. Also should you ask they will answer your questions
* Friends of Bankhead good at keeping you up to date
* Informed via app however, I find it one sided as there is nowhere to comment or feedback.
* Not very involved. The parent council (friends of Bankhead) is almost solely interested in fundraising for events and discos, with very little other activity. Senior staff attend but mainly to give reports and are not open to ideas in the forum, instead presenting things already decided.

**School response –**

Our parent council play an extremely active role in the life of the school. All parents are part of our parent forum and if you wish to be part of the parent council, please speak to Heather MacDuff who will share the meeting arrangements. The parent council are involved with decisions made in the school and nursery and also fundraise for our children. We inform parents/carers about events that happen in the school via the school app, Twitter, Facebook and newsletters. To ensure we gain the views of all parents/carers we issue surveys and are all always looking to seek opinions to improve our school and nursery.

**Q5 What would need to happen for you to feel more involved with what happens in the school?**

**Parent/carer comments –**

* More surveys and questionnaires to ensure all parents views are considered
* A parent forum for real collaboration and partnership with parents and carers, separate from the fund raising arm. Preferably with a drop in set up so parents who want to raise an issue can take part without feeling they then have to attend every meeting. A way for parents/carers to give feedback to school, perhaps a feedback email address, with prompts to send feedback on plans( rather than on decisions already made).
* Nothing they do all can possible
* More meetings/contact with senior management to discuss issues that are ongoing with child
* Already feel involved
* Better lines of communication, info seems to come out too late or last minute both from school and FOB
* I feel the school are doing as best they can to invest parents in the current circumstances
* I’m happy with the current involvement
* More contact with teacher of child
* Details of parent groups where communication can be made with school to provide suggestions / give feedback on decisions / changes
* Find out how to go about been part of the groups involved in making the decisions
* My reason for not being more involve are due to my family’s needs and not a reflection on the school.
* More communication with teacher and support for child
* Information to be given at the earliest opportunity to allow for meaningful feedback or time to organise for attending anything.
* More communication for school body in general. A detail assessment on child development more often.
* More of a two way forum where if you have an opinion you can express it. PTA isn’t always suitable due to personal circumstances.

**School response –**

* Our newsletter and school app provides all our dates for events planned in advance.
* If you would like to be a member of the parent council, please speak to Heather Macduff or Mrs Easton, DHT.
* Please contact your child’s teacher through their Google Classroom’s email account
* Prior to COVID restrictions we sent our termly snapshot jotters to give parents/carers a snapshot of their child’s learning. We also provide two formal reports this session. One report has been issued and another will be issued in June. Please speak to your child about their target, this will be found in their pupil planner or homework sheet.
* Any concerns with your child’s learning, please contact the school and ask to speak to a member of SMT.

**Q6 What would we need to do for you to find the school a more welcoming place?**

**Parent/carer comments –**

* Nothing
* Thats a hard one given the current climate
* I would say the school is a very welcoming place
* Already is very welcoming
* I feel the school is very welcoming
* Not much that can be done in current climate
* As long as the children continue to feel safe and welcome under the current circumstances that is the main thing
* Under the circumstances I don’t think there is much more the school can do. Safety if pupils and teachers should come first
* More communication
* Find it very welcoming. Teachers friendly and approachable
* Nothing, keep doing what you’re doing. Obviously Covid makes things difficult at the moment.
* A cooler environment in school. Found it to be stuffy and overly warm. So not very comfortable when it comes to temperatures. Otherwise staff is generally happy.
* It's fine how it is know
* Don't know
* Due to rules around covid this is difficult. I have however found many of the notices on the app patronising.

**School response –**

Thank you for your suggestions and positive comments.

Our school app serves the full school community, so we are very mindful that we need to be specific in all of our correspondence.

Please find information out about the school on the app, school Twitter page, website, Google Classrooms, Friends of Bankhead Facebook page and newsletters/letters sent home with your child.

Q7 **Do you think the school feels clean and warm?**

**Parent/carer comments –**

* Clean but far, far too warm temperature wise. Very stuffy in the classrooms. My child is always very warm when they come out of school
* Yes
* I say yes as I have been in the school but again new p1 parents will never know as they haven't had the opportunity during these times.
* Yes x 10
* Yes any time I’ve visited for parents night etc. always look well looked after
* Not actually been inside but I'm confident it is
* 100% yes!
* Difficult to tell as we are not allowed into the building
* School inside always seems clean. But overly warm. Outside is reasonably well maintained but would appreciate leaves and tree debris to be swept frequently as I have had a fall recently due to leaves, sticks lying about.
* Not currently allowed in school so wouldn't know but have had no complaints from the kids
* Previously yes however my daughter gas said she gets cold when the windows are open.

**School response –**

Touch points across the school are cleaned three times throughout the school and nursery day. The cleaners also come in and clean at the beginning and end of each day. We have sanitiser stations placed at each entrance to the school. Also, each class has soap and sanitiser for the children to use throughout the day. Our janitor cleans throughout the school day, for example, spills etc. Our kitchen staff and SMT clean all canteen tables after each class.

Due to windows being open to provide ventilation then the heating has been placed at a temperature that keeps our children warm in school.

We will continue to keep our school grounds tidy through the change is season.



**Parent/carer comments –**

* Again heavily personally involved with ok me of my kids
* I have had different experiences with this
* It’s hard to tell at this stage. Feedback isn’t coming through the way it did pre-COVID (homework morning being marked in jotters etc.) but based on previous years I would have 100% faith that our child was being encouraged well.
* Think brighter kids could be challenged more
* My grandson is always happy to show off his "excellent work" etc. stamps on his work
* Mrs Alexander excels at this and keeps patents involved by proving daily updates on Google classrooms
* Although I’m not keen on things like going for gold or awards for attention. I think these things shame child who through no fault of their own can’t achieve full attendance or manage their behaviour when faced with certain situations.
* Although the school have supported my child through previous years, I do feel that she has become labelled & ignored over the last year so feel our value is not good enough.
* Yes, but we have an instant reward system in place for my son which has worked wonders to this point.
* This question is nonsense when the school uses a behaviour management system like going for gold. Some children will always feel praised while others will always be left feeling like the bad kid who "didn't get gold". Very few children in the middle will be able to change their behaviour in response to this "praise".

**School response –** As a Rights Respecting School we place our children’s rights at the heart of their learning, thus ensuring they feel valued.

Additionally, fortnightly awards are shared at the school virtual assembly to help develop children’s confidence. Class teacher’s also provide daily awards and provide positive praise for your child. Positive recognition boards will be placed in all classes. The school ‘Go for Gold’ system is in place for the majority of our children to reward them for their hard work. However, a minority of children will have another system in place that is specific to their needs.



**Parent/carer comments –**

* Our son has recently undergone a heart operation and the school were extremely supportive to our son and to us. His teacher was fantastic in supporting him through such a difficult time, and gave him the confidence to talk about his feelings and made him feel very welcome when he returned to school
* Sometimes. My child has gained some extra confidence during his time at Bankhead but it’s also been knocked few times too.
* Never had to experience this
* No help at all for my child when going through domestic violence at home had to get outside help come in to the school
* Transition from nursery to school has been seamless
* I have seen the effects in my son.
* Unsure as I haven't had much contact this year.
* Again the behaviour management system interferes with the relationship building needed to develop confidence.

**School response –**

Our school health and wellbeing programme focusses on building confidence in each of our children and provides them with the knowledge and skills to deal with challenges that they may face in life.

The school and nursery have many other programmes in place to support your child to deal with new challenges in their life including change and loss. Four members of staff are trained in the change and loss programme ‘Give us a Break’ for children ages ten years and over. Members of staff also run the ‘staying stronger’ programme to support parents/carers to support their child through change and loss. Staff are trained in nurturing nature for all ages.

The school also has a nurture base, CUSTTAD room, sensory room and safe space for our children who require this intervention.



**Parent/carer comments –**

* My son struggles with his emotions and sometimes fears he can't express them well especially in school.
* Lots of time spent on emotional well-being
* My child is in p1 so difficult to tell yet but it’s definitely a work in progress
* I think it’s important for everyone to realise that some children struggle with emotional intelligence and that this is not bad behaviour. Children who need the most support in this area will struggle to manage their behaviour through no fault of their own and this is where things like going for gold can shame children.
* They have but seemed to concern more with child’s emotions instead of why and who else may be impacting on them.
* As a school you have tried to be patient and diligent in assisting my child with his anger and frustration but it has been a slow process. Also before steps were taken I was informed of the situation by a parent and not teachers. I came forward and requested assistance
* Unsure again as I have has very little feedback on my child.
* A little, I’ve seen lots of good work on feelings and safety but again all diluted by the behaviour management system. I was really excited to see the school commit to the principles of nurture however it seems to amount to teaching the children about nurture! I'd be far more interested in seeing the staff post what they are learning about the weekly principles than the kids.

**School response –** Each morning our children come into school and nursey they complete an emotions check in to see how they are feeling. Teachers and key workers then discuss with your child any concerns that they may have. We also have worry boxes in school called ‘bubble boxes’ where children can write down any of their worries. Each class has a relaxation kit for any child who seems worried. Within the school we have programmes in place that focusses on emotions, these include ‘Emotion Works’. As part of our Boxall assessments of each individual child, we assess their emotions and look at appropriate interventions to put into place.