

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Bunny C of E Primary School
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Head teacher:	Victoria White
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Award verifier:	Angie Moore
Award adviser (if applicable):	Angie Moore
Date of verification:	8 th July 2026

Commentary on the evidence provided:

The portfolio of evidence was comprehensive, thorough, and clearly addressed all the requirements necessary to achieve this prestigious Award. Throughout the initial, interim, and final verification stages of the Award process, it was made clear to me that this is a school which is passionate about and fully committed to making wellbeing a central element of its best practice. I was particularly taken with the Coordinator's meticulous attention to detail in compiling and presenting the evidence required to achieve this Award, which is highly commendable. Added to this, the school's achievements since beginning the Award process, as outlined in the presentation, are also commendable and worthy of recognition. It is also particularly worthy of note that the Headteacher, Victoria, took on the role of Award Coordinator herself, demonstrating her personal commitment to ensuring that emotional wellbeing and positive mental health becomes fully and successfully embedded in the culture and values of the school. The School's Wellbeing Vision Statement, which is Biblically rooted in line with the Christian ethos of the school, was drafted with input from pupil voice and shared with parents, demonstrating even further its commitment to involving all stakeholders in the Award process. It was also made patently obvious to me from the conversations I had with staff, parents, pupils and the Chair of Governors, that Bunny Primary School is clearly focused on ensuring that emotional wellbeing plays a central role in its best practice, which has led to its pupils, staff and parent body feeling valued and supported. Overall, it was made clear to me, from the presentation, the extensive evidence provided and from my tour of this lovely school, that Victoria and her team have worked exceptionally hard to ensure that positive wellbeing and mental health is now a firmly embedded feature in the ethos, values and culture of the whole school.

Strengths identified during verification:

The school has always been bright, cheerful and welcoming, but, since embarking on the Award, many changes have taken place to ensure that there is now very definitely a sense that the themes associated with positive wellbeing and mental health have become much more prominent. Bunny's vision for mental health and emotional wellbeing 'Do Everything in Love', aligns closely with the tenets of the Christian faith and it is pleasing to note that some of the wording in this Vision Statement were created using suggestions gathered from pupil voice. Added to this, the numerous colourful displays that I witnessed during my tours, such as the 'Wellness Wall'; 'The Kindness Quilt; the rainbow coloured 'SCARF' affirmations and 'Recognition' boards, to name but a few, bear witness to the fact that this is a school which recognises the impact that positive mental health and emotional wellbeing can have, not only on the outcomes and life chances of its children, but on the happiness and positivity of the whole school community. Added to this, the determination and commitment of Victoria and her team has ensured that the whole school has been involved in the process of achieving this prestigious Award, as evidenced by the positive responses to the Stakeholder Evaluation Form questions and confirmed to me during the interviews I had with parents, staff and pupils later in the day:

Parents:

The parents I had the pleasure of talking to confirmed that they are absolutely delighted with all the school does to ensure the happiness and wellbeing of their children. One parent in particular impressed me greatly with her description of the school's wellbeing vision by telling me that 'wellbeing at this school feels like it has been planted into every child and they are blossoming as a result.' Other parents told me about how much they appreciate the support their children receive from the school's ELSA, telling me that 'she recognises them and their anxiety immediately when they arrive at school and responds quickly to their needs.' They confirmed that the school really knows and understands their children and that 'every member of staff goes above and beyond to support them.' Another parent added that 'this is a school which genuinely cares and this does not go unnoticed by us parents.' They went on to say how much they really appreciate the support and kindness they receive as parents, with one parent telling me that the changes in her son have been 'phenomenal and life changing' since he came to the school and how this has in turn, 'improved my own mental health and wellbeing.' She went on to tell me about the kindness of the children at the school towards one another and how moved she was when 'some older boys who were singing a pirate song in front of the whole school, got my son up to sing with them'. She continued by telling me that this would never have been the case at his previous school. Another parent told me that 'the way that the staff at this school are able to navigate my son's emotions is unbelievable and I can't thank them enough for this.' Parents continued by telling me that Bunny is 'more like a family' and that they love the way that the staff 'treat our children as individuals and encourage every child's little quirks.' Parents are also delighted with the wellbeing boxes in classes into which children can add the names of other children who have been particularly kind or helpful during the day. They are also delighted with the other awards the school has in place, such as the kindness, courage, aspiration and respect awards which are presented to children every week, 'which makes our kids feel a real sense of pride'. It was made evident to me that the parents at Bunny Primary are absolutely delighted with all the school does to ensure the happiness and wellbeing of them and their children, which is commendable.

Staff:

The staff I spoke to confirmed that they feel supported and valued at the school and are appreciative of the measures that are in place to support their wellbeing. They went on to confirm that, because of the fact that Bunny is such a small school with a very definite open-door policy, they are always aware of each other's feelings and feel able to support each other very well as a result. They continued by telling me that 'we talk much more openly now about mental health and see it as

having the same importance as physical health.’ They told me that ‘Vicky’s door is always open and she is always very approachable and kind.’ Added to this, they confirmed that every meeting or training session opens with Victoria asking them if everything is okay and, because of this, they feel able to share anything with her in the knowledge that they will never be judged. One member of staff went on to tell me that ‘I’ve worked for other headteachers who certainly aren’t like Vicky and the difference is tangible – she is human and totally approachable.’ Staff went on to confirm that they have had much training in the field of wellbeing and mental health and that the school really encourages them to attend any specific training that they feel they would benefit from. Staff went on to tell me about the signposting that is available to them via the information board in the staffroom and how much they appreciate the fact that this room has been made much more comfortable and welcoming over the past few months. The staff finished by confirming that they definitely feel that they have a voice at the school and that they really appreciate the incentives that are in place to support their wellbeing, such as flexible working opportunities and the choice to complete PPA at home which have helped ‘massively’ with child care and other family commitments. They finished by telling me that whilst the school has always been focused on supporting wellbeing, embarking on the Wellbeing Award has made them even more aware of its importance and more aware of the impact that positive wellbeing and mental health has on staff and pupils alike. All in all, the staff I spoke to could not speak highly enough about all the school does to support them and to ensure that they feel happy, trusted and valued.

Pupils:

I had the opportunity of meeting a really delightful group of children who impressed me greatly with their ability to articulate their feelings about the importance of wellbeing in a confident and knowledgeable manner. When asked, for example, about what they understood about mental health, one child told me that ‘if you sleep well and eat good food and have a positive mindset, you will learn better and be a lot happier.’ They went on to talk about the importance of resilience and how ‘having resilience and confidence helps us to take risks and be the best we can be.’ Another child told me how ‘it’s good to know that we have our friends by our side because they help us to be kind and happy.’ They went on to confirm that they know what to do if they ever feel in need of support with their wellbeing, telling me that they would talk to a teacher, friend or one of the Mental Health Champions. They continued by telling me about the mental health displays in the corridor which reminds them what they can do to help their wellbeing, such as the affirmation board which ‘helps us know what’s good about us too.’ They confirmed that they also learn about their feelings and emotions in PHSE lessons and in SCARF lessons, which is ‘all about being kind and having self-awareness.’ They also told me about the celebration assemblies which take place every Friday and how children are rewarded for ‘treating others the way we want to be treated.’ When asked what they love most about the school, the children gave examples, such as ‘Bunny is a kind and caring school and it’s fun to be here’; ‘Everyone will make you feel included and happy here.’ And ‘We learn about the importance of kindness and love at this school.’ I was extremely impressed with the way the children at Bunny Primary were able to express their feelings about the school so confidently and openly. They are a credit to their parents and to the school.

Governors:

I had the pleasure of meeting with the Chair of Governors who confirmed that the Headteacher’s decision to embark on the Award has enabled the school to really focus on the importance of wellbeing and positive mental health. She continued by confirming that, although, Governors have always been aware of the fact that Bunny is a ‘lovely school with very talented and caring staff who genuinely love the children here’, since beginning the Award process, they have witnessed wellbeing becoming a much more embedded and school-wide focus of its practice. She went on to say that the Change team have been instrumental in getting everyone much more aware of the importance of positive emotional wellbeing and mental health and that this has had a genuine impact on the happiness and on the can have on the impact that positive mental health can have on children’s

learning and happiness. When asked whether she felt that the Wellbeing Strategy had met with her expectations, she confirmed that it had, explaining that it has become increasingly more embedded in everything they do, because of the enthusiasm of Victoria and the Change Team members in getting everyone involved. She also confirmed that the children are noticeably more confident when talking about wellbeing and feel more able to share their ideas. She went on to tell me how such things as the worry boxes in classrooms; the introduction of the Wellbeing mentors and Ambassadors and the school's focus on different types of play have made it much easier for children to express their feelings and emotions. When asked about her vision for the Award going forward, she explained that what works now may not always be effective, so the school should regularly monitor outcomes and continue to develop and adapt its best practice as necessary. She confirmed that plans to embed the strategy include maintaining the school's already good practice in this area, whilst also continuing to learn and improve. When asked about how the Governors support the wellbeing of the Headteacher, she confirmed that she is in regular contact with Victoria and that they have also looked outwardly for support in the local area. With this in mind, the school has established strong links with the Rushcliffe Maintained Schools Alliance (RMSA) and that Victoria has the opportunity of liaising with the other 13 Headteachers in the Alliance on such things as policy writing and sharing best practice. Finally, she confirmed that, as Chair, her role is more about facilitation whilst the Vice Chair has taken the lead with the Wellbeing Award, having had sight of the results of the questionnaires and being involved in the strategic side of things.

Finally, a major strength of the school has been its determination to ensure that the importance of positive wellbeing remains embedded in its culture and central to its ethos and values. As a result of this, staff recognise the value of calm, mindful classrooms and the positive impact this can have on pupils' wellbeing and academic outcomes; playtimes are calmer, with less low-level disruptions and children are better able to take responsibility for their own emotional wellbeing. Mental Health Champions are also in place and available to support other children during lunchtimes. Added to this, staff relationships and staff retention have improved and there is now a clear sense that the whole school community has a much stronger understanding of the importance of positive mental health and wellbeing. Overall, the school has been enthusiastically proactive in its determination to improve its practice in this field and has much to be proud of as a result.

Impact: Taken from the Presentation:

Staff:

- Staff Wellbeing and Stress Management Policies are in place
- The staffroom has been refurbished to include a Wellbeing Wall and links to relevant outside support agencies.
- Flexible working is available and PPA can be completed at home if required.
- There is a high quality CPD provision in place which includes training on mental health issues.
- Wellbeing is now a standing agenda item at all staff meetings and staff appraisal meetings include a wellbeing check-in.
- There are two Wellbeing Governors in place, one with responsibility for staff and the other with responsibility for pupils.
- Attendance at twilight staff meetings lead to day(s) off in lieu in the summer term.
- Report writing can be completed at home.
- Breakfast is provided on inset days and treats are regularly available in the staffroom.
- Staff are encouraged to progress with the opportunity to undertake NPQs.
- Regular staff nights out in place.

Parents:

- There is an ELSA in place who regularly supports children and their families.
- Parent voice surveys have been increased to twice a year, using the 'We asked, you said, we did' model to gather and respond to feedback.
- An increase amount of workshops are in place with input from outside agencies such as ESHAWH (mental health and technology); ESHAWH (Body Image) and SCREENWISE (impact of smartphones on children's mental health), which have been very well received.
- The resources on the school website in relation to emotional wellbeing and mental health have been updated.
- An increase in community and Friends of Bunny School events for the whole family.
- There has been an increase in whole family engagement with the school, for example, grandparents are invited to attend craft mornings.
- The Wellbeing Parent Forum is now firmly established.
- There has been an increase in engagement with support services on a 1-1 basis for families.

Areas for development:

Continue to ensure that the good practice you already have in place in the field of wellbeing and mental health remains a priority going forward. You have worked hard and deserve to feel proud of your achievements.

However, you have outlined the following areas that you would like to focus on for next time:

- To increase the number of Mental Health Champions across the school and achieve the Silver Award.
- To achieve a positive Ofsted grading for personal development, behaviour and attitudes.
- To continue to develop your partnership working opportunities.
- To increase the workshops and signposting support mechanisms available to parents.

Verifier recommendation:

I have thoroughly enjoyed working with this excellent school and have no hesitation whatsoever in recommending that Bunny Church of England Primary School be granted the Wellbeing Award for Schools for a period of three years.