

Parent Survey Feedback

Autumn 2023



Behaviour & Bullying

We sent out a parent survey in November 2023 and had **457** anonymous responses. This was a new style of survey, asking just a few questions to make it quicker and easier for all parents to respond. We also surveyed students about the same topics and had **987** anonymous responses and we have included reference to these in this report as well.

Having considered all responses, we have published this summary, building on the responses to the same questions in the previous year's parent questionnaire. We hope you appreciate our transparency about the positive feedback we have received, as well as the areas those of you who responded felt we need to improve. There were between **90** and **126** responses representing the parental views for each year group.

On the following pages you will find a summary of where we were in May 2022 and an update for Autumn 2023 with a chart showing the views of parents. These will include some background information or rationales for why we have certain priorities and our next steps.

For fuller responses, please click on the links at the bottom of each page. All comments were read and discussed. However, please be aware that not all **457** respondents commented, many comments made were based on a similar theme, some comments were very personal about an individual and so not all comments are included in this document.

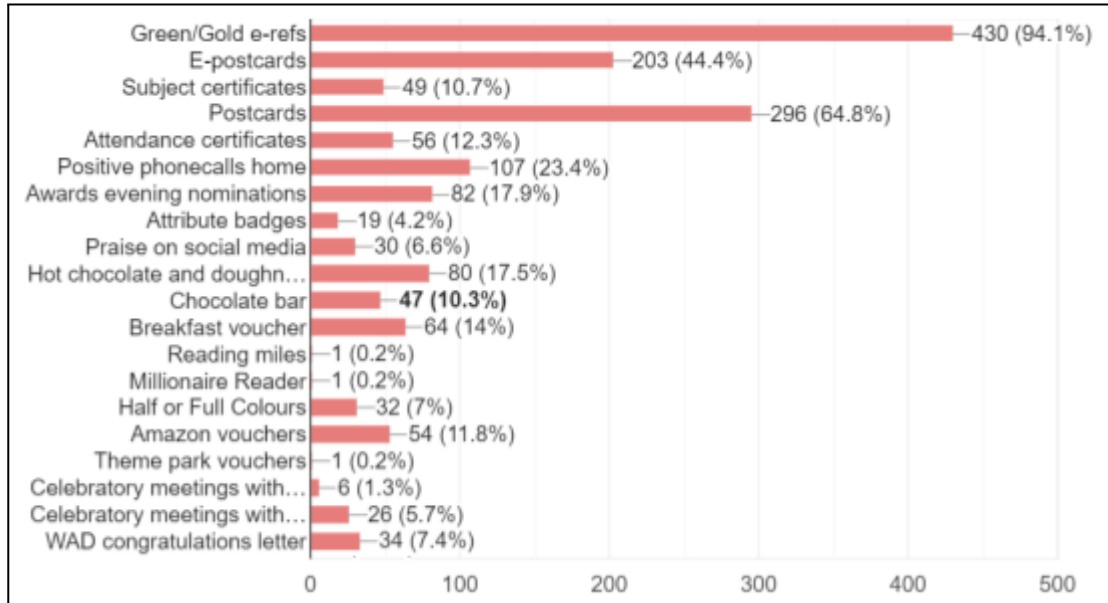
Contents:

Positive praise	Page 2
Embracing diversity	Page 3
Safe environment for learning	Page 5
Dealing effectively with behaviour	Page 7
Bullying	Page 9
Recommending Wildern to other parents	Page 11



My child has received the following forms of positive praise

Parents said:



In 2022-23, students were rewarded with...



69692 Gold and Green Erefs



4646 postcards

1556 Celebratory chocolates from Heads of house



1108 Celebratory breakfasts with Mr Chance and Mrs Cowan

246 Celebratory lunches with Mrs Oakley



So far this term, we have given out:

- 45016 Gold erefs and 118,136 Green erefs
- 1023 Postcards
- 960 chocolate bars or dairy free sweets from Heads of House

A huge well done to all students for showing such an impressive start to this academic year!



Wildern fully embraces diversity



Background:

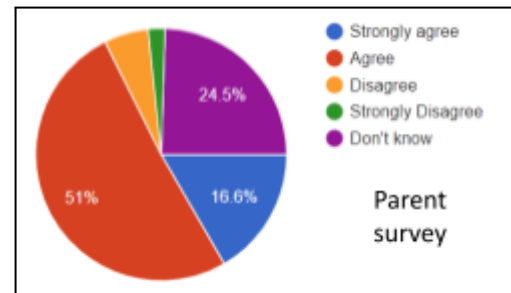
- In 2021-22 we launched a our #it'snotok campaign to educate our students about diversity and that we should show kindness and understanding to all. This was through a series of tutor time sessions and assemblies is revisited throughout the year.
- The new Relationships and Sex Education (RSE) curriculum was implemented from September 2021 and our Education for Life curriculum was launched in September 2022 This was written in consultation with the DfE RSE guidance as well as speaking with our students about the issues they face to ensure that these are being raised in an educational way at the age students are coming across these and has been reviewed termly in consultation with students and parents.
- This was also the focus of a department review in March 2023 where we observed over 26 lessons and tutor time sessions, spoke with over 100 students and met with the subject leaders as well as teachers to quality assure what is being taught to students, when and how effective this is in supporting students personal development.
- October is Black History Month and this year we have celebrated our cultural diversity throughout many subjects as well as highlighted racism and why this is not acceptable.
- Staff have participated in training on diversity and inclusion, and how to address students when they are unkind to each other or make comments of a phobic nature.



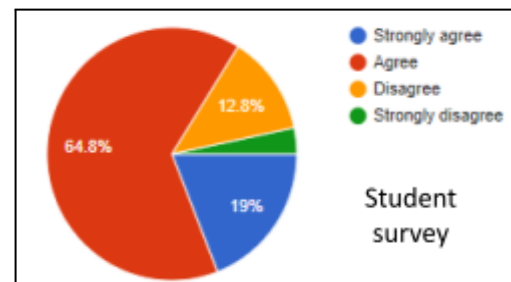


Our response / next steps from Autumn 23:

➤ Nearly 90% of parents who felt they could answer this question felt that we support diversity within Wildern. There were around a quarter of parents who didn't feel they could answer this question; we will continue to provide updates via the Wildern Weekly on what is being covered in our Education for Life curriculum each half term as well as other events that support awareness of this.



➤ Nearly 84% of students felt that Wildern supports diversity (an increase of 12.2% since May 22) which is testament to the success of the Education for Life programme and the CPD staff have received to ensure that students uphold our values and show respect to others.



- We acknowledge that there has been a small number of racist incidents this term. Those that have been reported to us have been investigated and sanctioned in line with school policy and national guidance. We have also implemented a highly successful education programme that students involved have completed and this has led to zero repeat incidents by these students.
- We have sought guidance on cultural and religious piercings from Hampshire's Ethnic Minority and Traveller Achievement Service (EMTAS) as well as The London School of Islam and a Sikh Secondary School. All advise that there is no cultural or religious reason that facial piercings cannot be replaced with clear retainers and therefore for health and safety reasons, no facial piercings are allowed.
- We will continue to promote inclusivity and acceptance for all and address any comments or behaviours that go against this when they are reported to us.

Read more parental responses [here](#)



Wildern provides a safe environment for my child to learn

"My son feels safe and especially likes to go to Learning Support when he feels anxious. The staff always take good care of him."

"My son worries about going to the toilet as naughty kids hang out in there. He has seen them vaping in there."

"I'm told fights happen frequently at school. At least once a day."

"Both of my children are very happy at Wildern and have never felt unsafe"

Background:

- Each September we have focussed on educating students about how they are to behave in school, including in lessons, break and lunch times and on the way to and from school through our Education for Life programme. Expectations are clear as well as how we expect students to speak to each other and adults, with respect and kindness at the heart of this. This has included working with students, staff and communicating with parents to ensure that *all* students feel safe both in lessons and at break times.
- Our Anti Bullying Ambassador team was created in September 2022 and has led on a number of events to support other students.
- All staff have received training on addressing student behaviour when it doesn't meet our expectations and having restorative conversations to support students in making better choices in the future.
- Tracking of incidents has shown an increase this term in identification of these showing that more are being picked up and addressed. We have also tracked students who have accessed support from Student Services and so far there have been 1265 student visits this term.
- All staff have received up to date safeguarding training that is supported with ongoing safeguarding training throughout the year.

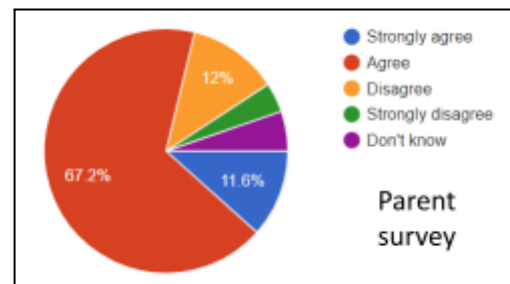




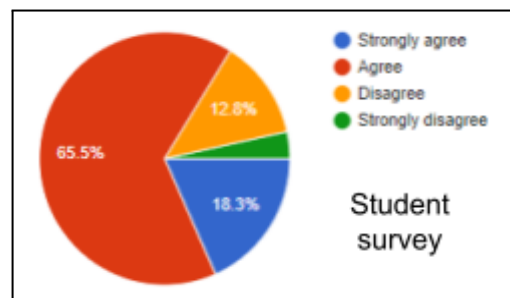
- We are a community site and throughout the day and into the evening have community users accessing these facilities. On the few occasions where there have been incidents of anti-social behaviour or theft by unwanted visitors, we work closely with Hedge End Police, liaising with them and providing CCTV footage. This partnership has continued to grow ever stronger over the last few months.
- Staff have worn green hi-visibility vests whilst on duty so that students are aware and can easily see staff on duty.
- There are two toilet blocks open all day and available for student use. At break times, students have a toilet block to use per year group and teachers are on duty outside toilets to address any behaviour that doesn't meet our expectations.

Our response / next steps from Autumn 23:

- Nearly 79% of parents felt that we provide a safe environment. Of those who disagreed, a number of comments centred around the perception that there are regular fights - this is categorically not the case and in fact, when unfortunately there has been a physical altercation, it is heavily talked about by students due to the unusual nature of this.



- Over 83% of students told us that they know where to go to get help if they need it and they have an adult they trust in the school to help if required. This shows the strength of the relationships between our students and staff, but also that we still have some way to go to build the trust that we act on all incidents reported to us.



- We will continue to respond to student concerns and challenge students who are being unkind or not meeting our expectations of behaviour for learning.
- Student surveys and interviews have highlighted the toilets as being the area that students feel least safe in - student conduct here is something we have been working on with students, with clear expectations outlined, staff on duty outside every toilet at break and lunch and follow up sanctions for students found to be flouting the rules. We will continue to monitor this situation as well as student views on this.

Read more parental responses [here](#)



Wildern deals effectively with behaviour

"Had issues in the past where my son was bullied and it was dealt with very quickly and professionally."

"I think my child gets away being rude to staff when they should be disciplined more."

"When the school is made aware of behaviour issues I feel it is dealt with well."

"From what I have heard from my son the behaviour really isn't good. I think it's a very hard thing to fix if the parents don't care, and the children don't care about punishments."

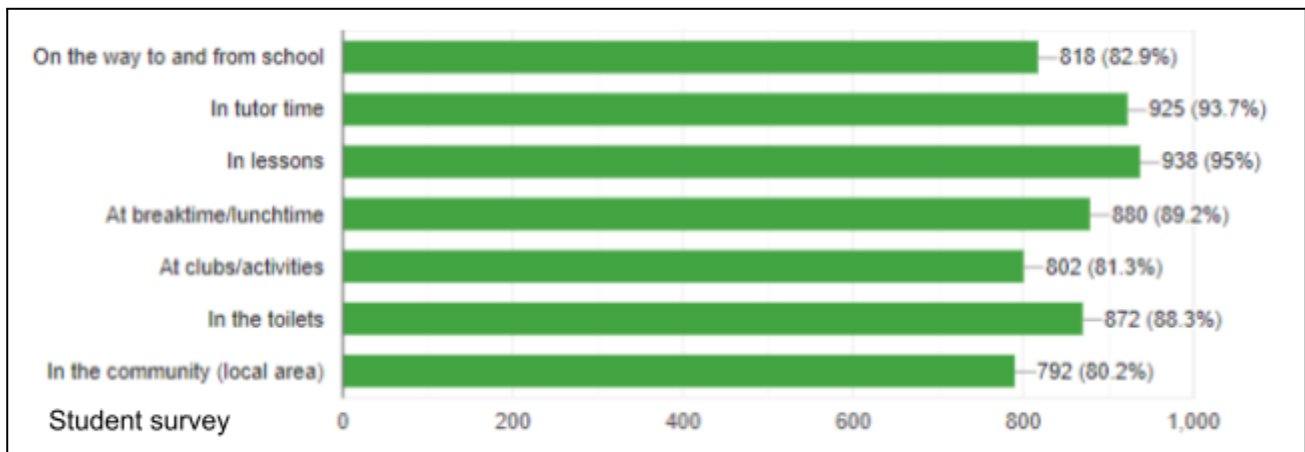
Background:

- Since September 2022, we have re-focussed on behaviour for learning, what our expectations are for our students and how we communicate these to them. Staff have received training to support this focus and students had a day at the start of the year to go through these expectations and what this looks like for them so that this was clear.
- This included how students are to behave in school, including in lessons, break and lunch times and on the way to and from school through our Education for Life programme. We have made our expectations clear to them as well as how we expect them to speak to each other and adults, with respect and kindness at the heart of this. 2500 erefs have been given for kindness alone showing recognition for seeing these traits in students.
- This year we have tweaked our uniform guidance to ensure this allows students more individuality whilst still wearing the school uniform and looking smart. This move was to support students in expressing themselves and to allow staff to focus on conversations with students about learning. We know that students in full Wildern uniform behave better, learn better and feel proud to be part of our community.
- We have streamlined our eRef system to allow greater communication of identified student behaviours between students, parents and staff. This allows these to be tracked and students to be identified for interventions to address repeated behaviours. 92% of the Erefs issued have been positive (greens and golds) which is phenomenal!



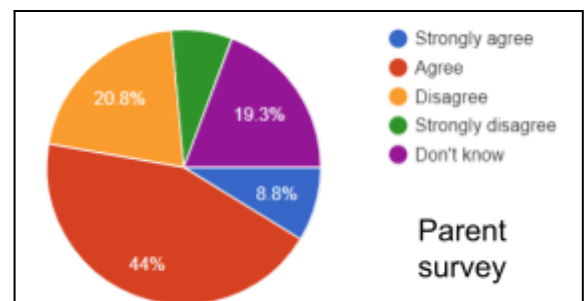


- We have been addressing behaviour from students that doesn't meet our expectations.
- We have updated our detention processes to implement quicker sanctions that are now more in line with the behaviours they are for and to act as a greater deterrent to students. Thank you to parents for supporting these - the attendance at detentions has increased in recent weeks and we believe linking them to the INSIGHT system has helped students and parents know when these are happening.
- We have updated and reviewed our behaviour management policy in line with identified need and DFE national guidance.
- When students were asked they confirmed that they know how they are expected to behave in places throughout school.



Our response / next steps from Autumn 23:

- We will continue to implement our behaviour and detention policies.
- We are working closely with students who are receiving sanctions for repeated behaviours to work with them to change their behaviour in future. Examples of this include our racism education programme which has been completed by students who have been involved in racist incident - following this, no students have repeated this behaviour showing it has had great impact.



Read more parental responses [here](#)



My child has been bullied and Wildern dealt with the bullying quickly and effectively

"One child had verbal bullying in class over a few weeks but didn't report for fear of rocking the boat in worry that the bullying would worsen. The bullying stopped a couple of weeks ago. We had assumed that a class teacher had reported it in some way. We agree that Wildern deals swiftly with events."

"This is the first term my child has not faced direct bullying. Racist comments still made about pupils if not directly to them."

"Daughter says she is continually bullied but no longer reports as she has lost confidence in school"

"My child hasn't been bullied"

Background:

- In 2021 we launched our #it'snotok campaign which highlights our expectations of behaviour linked to topics such as bullying, racism, homophobia, sexism.
- Following discussions with students, we have launched the #talktome (previously #Needsupport form) in the Wildern Wellbeing Hub (which can be found on the front page of the school website) for students to be able to report an incident without having to verbalise this. Staff respond to ensure this is addressed and 100% of these also have had a follow up check in with the student too.
- Our intention is always to address any reported incident that occurs, however sometimes we are not the first to be told. Any concern needs to be reported to us via wildern@wildern.org, contact with DOPA and/or Student Services as soon as possible.
- September 2022 saw us begin our work with the Anti Bullying Alliance, exploring their strategies and resources for schools and receiving training. This has helped us audit where we can improve, change policy and develop our approaches. This also saw the launch of our Anti Bullying Ambassadors scheme which has been nationally recognised with a bronze award from The Diana Award.

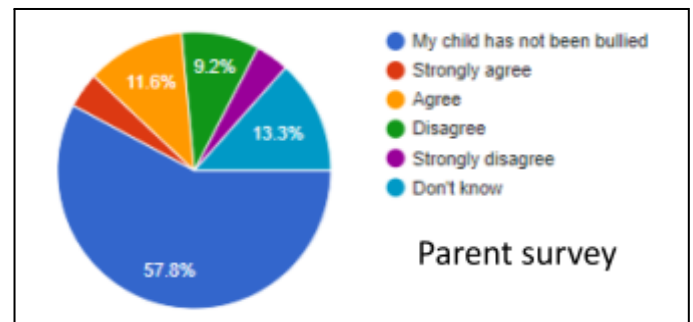




- In Spring 2023 we reviewed how we report and analyse bullying behaviours to allow us to identify particular areas and respond to this need.
- A review has also taken place of all the duty points for break/lunch times so that areas students were concerned about have more staff around.
- Part of the newly developed Education for Life curriculum include sessions on addressing bullying behaviours. This includes explicit assemblies on what bullying is and more recently on the difference between bullying and banter.
- Members of SLT have met with representatives from all tutors groups over the last year and spoken to students about bullying, their experiences and how it is dealt with in school. This has in turn informed more interventions such as making ways to inform us of any concerns easier for students.
- We have also added in more review points to check in with families when bullying behaviours occur.
- In September 2023 changes were made to the pastoral structure so that there is greater scope to address behaviours and more importantly add intervention.

Our response / next steps from Autumn 23:

- Nearly 85% that could answer this question felt that their child has either not been bullied or it has been dealt with effectively and students echoed this over 80% saying the same. However, this is still too low and we are striving to reduce the number of students that are affected by this and ensure that our response is both timely and effective.
- We are continuing to embed the results of our student voice/Anti Bullying focus group in policy and practise at Wildern including celebrating Anti Bullying Week
- Constantly review and analyse patterns of bullying behaviours through the revised EREF systems in school to inform support and intervention.



Read more parental responses [here](#)



I would recommend Wildern to other parents

"My Son comes home often to say that there are children vaping in the toilets which is a totally different issue to bullying but if we're discussing behaviour, this shouldn't be happening."

"Wildern is too big. Going from a primary school where every teacher knows every Child's name, to a secondary school where even within populations it feels like the teachers don't know the children is quite a shock (this isn't the teacher's fault, the school is just too big)."

"I am really pleased with the care and support my son has received at Wildern. He has a diagnosis of autism but no EHCP. Despite this, the SEN dept have done everything they can to support him. Any concerns I have are dealt with incredibly quickly and appropriate support put in place."

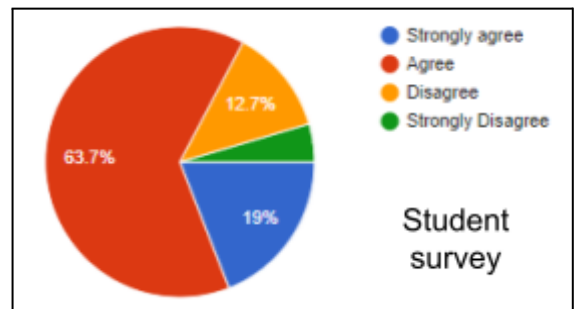
"The current issues in Secondary education are nationwide, not specific to Wildern. Wildern gives students more opportunities than other schools. Learning support are amazing."

Background:

- As a large school, we work tirelessly to give all our students the very best opportunities and outcomes. We pride ourselves on being able to work with students on an individual basis as required, and that we can personalise our approaches despite our size.
- Over recent years we have increased the number of students who attend Wildern so that children living in our local area can attend their catchment school and not have to travel miles for their education. With the opening of Deer Park we can now reduce our Pupil Admission number back to our original size.
- We recognise that social media is a very powerful tool that when used well can support both you and your child. However, we are aware that on occasions it has been used negatively and this can be at the detriment of what we are trying to achieve as a school. Often, what is being discussed on social media are things that we are unaware of as a school and therefore are unable to support families and individuals as you would expect us to. We ask that anything that parents believe needs to be addressed should be reported to the school so we can work in partnership with you and your child.
- Since returning to school after two lockdowns, schools locally and nationally, including ourselves have all experienced an increase in unsettled behaviour. However, as last academic year progressed and with our focus on our expectations this term, our school once more is calm and focussed. During the second half of the Spring term we will be again offering you the opportunity to tour the school and see this for yourselves.

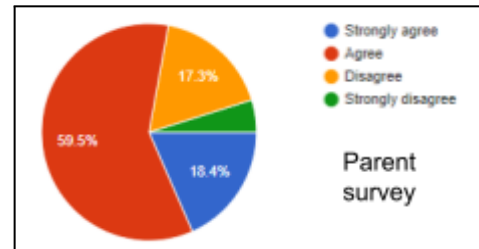


- We have continued to focus on raising student aspiration, praise and rewards and it was phenomenal to give out so many of these over the course of last year. You can see from the figures on page 2 that we are already on the way to another highly successful year.
- Where student behaviour does not meet our expectations we are continuing to address this, both through sanctions but crucially through education and restorative work as well. We believe in high challenge high support, where we work with students to change their behaviours and meet our expectations.
- We are excited to be planning a new student centre called The Student Hub, to further support student wellbeing and more information about this will be shared with parents in the Spring term.
- Building relationships with students has been at the centre of staff CPD over the last 18 months and this approach has led to a decrease in escalated situations. Nearly 83% of students (an increase of over 12%) feel if they needed it there is an adult they trust to help them in school. This illustrates the shift in culture of students speaking to staff, reporting incidents and experiencing that when we know about an issue, we take action.
- June 2022 saw the launch of the Wildern Weekly which was designed to streamline our communication with parents so that you are more informed about what is happening. Important information concerning your child is still emailed directly to you but the introduction of a weekly bulletin has minimised the number of emails parents receive.
- We celebrated our students' fantastic GCSE results in 2022 placing us 4th in Hampshire based on the progress students have made during their 5 years at Wildern. This included fantastic results for students with SEND. In 2023 we were in the top 20 schools in Hampshire for our results and over 95% of students go on to study at college or complete an apprenticeship.
- Since the return to extra curricular opportunities following the covid years, we have seen our offer of this expand, having had over 60 extra curricular clubs on offer each week this term. On top of this we have had many day trips, residential trips, sports fixtures, theatre visits, opportunities to listen to outside speakers and take part in workshops.



Our response / next steps from Autumn 23:

- Over 75% of parents would recommend us which is great to hear, but we would love this to be far higher.
- A number of the comments regarding this centred around wanting tougher sanctions for disruptive behaviour and feeling that we are too big a school. As you can see from above, we are returning to our previous size over the next few years and our focus on educating students how to behave is having an impact with analysis of incidents highlighting a decrease.
- Research suggests that changing a culture doesn't happen overnight but takes at least 24 months and can be up to 60 months for this to be embedded. We are really pleased with the shift we are seeing after only 18 months.
- We will continue to focus on building relationships with students and working in partnership with parents
- Alongside this we continue to ensure students are receiving a high quality education with fantastic opportunities for all students
- Staff will be receiving training in the Spring term on working with neurodivergent students so there is a greater awareness of how our teaching and approaches can be adapted to better support students with ASC and ADHD for example.



Read more parental responses [here](#)

