Self-assessment tool on inclusion and wellbeing

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European Toolkit for Schools

Promoting school success, inclusive education, and well-being at school

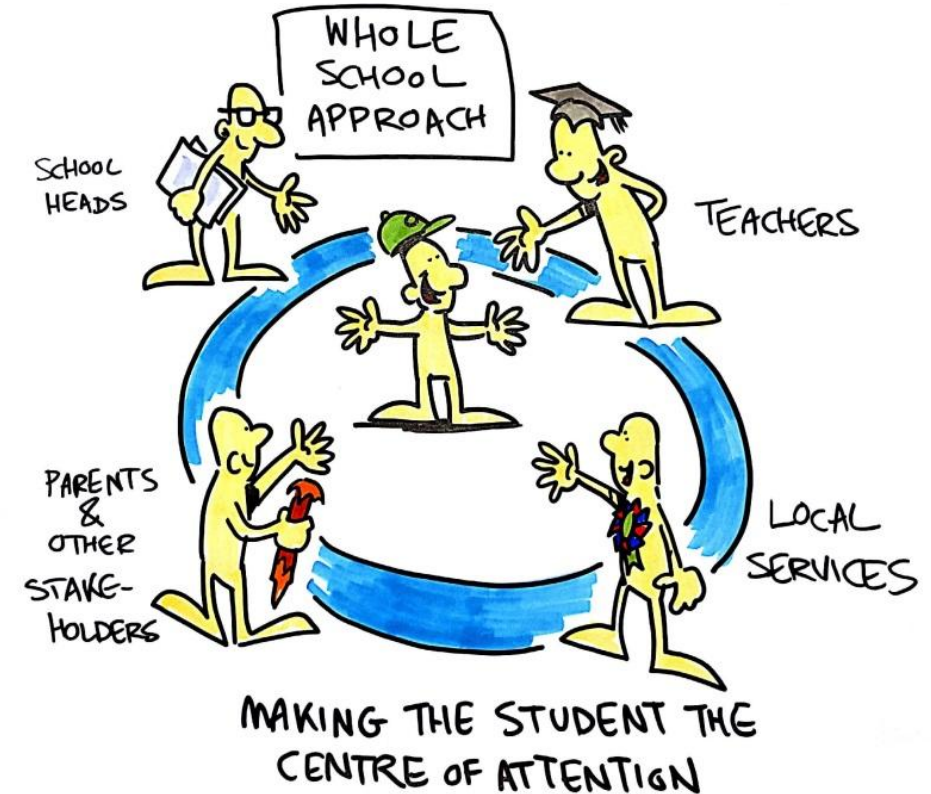# European Toolkit
for School Success

Created in 2016 as part of the former School Education Gateway platform, now relocated to the European School Education Platform.

Aimed for:

- school heads

- teachers

- policy makers

- anybody working with schools

Dissemination of promising practices.

Where all members of the school community engage in a cohesive, collective and collaborative action…

… with strong cross-sectoral cooperation with a wide range of stakeholders.

Self-assessment tool on inclusion and wellbeing – a 'historical' overview

- A self-assessment tool to help reflect on the inclusion policies and practices implemented in schools (former title *Self-assessment tool on inclusion in and around schools*).

- This tool is not directed to policymakers but to school actors (namely school leadership and teachers).

- The purpose of this tool is to provide a snapshot of the current state of a school's inclusion policies and practices and to provide suggestions for further improvement.

- This tool was based on the NESET (Network of Experts working on the Social Dimension of Education and Training) analytical report Structural Indicators for inclusive systems in and around schools, with an emphasis on early school leaving prevention.

- The tool generates a personalised report with the areas where the schools already seems to be working well and others in which there is room for development.

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Self-assessment tool on inclusion and wellbeing – current version

- With insights from the Expert Group on enhancing supportive learning environments for vulnerable learners and promoting wellbeing and mental health at school, the tool was updated to ensure the different indicators and corresponding sections reflect the concern with wellbeing and mental health of all learners (which, although present in the former tool, was not as central).

- Based on the 11 recommendations contained in the guidelines for schools and policymakers, questions were added, removed, merged or reformulated, resulting in a comprehensive self-assessment tool.

- The tool was then tested by secondary school teachers integrating the European Commission testing teachers panel.

- Finally, to ensure usability and effectiveness, the Editorial Board of the European Toolkit for School Success, composed of education experts and practitioners (Cosmin Nada, Daniela Bunea, and Eli Pijaca Plavsic), undertook a final review of the tool.

- In this updated new tool, clarity of the questions was fundamental, as well as their length, to ensure a user-friendly tool. Overall, the number of questions was significantly reduced, as well as the time needed to complete the questionnaire.

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Self-assessment tool on inclusion and wellbeing

To help schools **reflect on and evaluate their current practices** related to inclusion and wellbeing.

To identify areas for improvement and **guide future actions**

Built on research and best practices in European education systems

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Six main indicators/areas

School organisation and pedagogical practice

Inclusion and wellbeing promotion

Teacher and school leadership for inclusive education

Multidisciplinary focus on health and welfare issues in education

Vulnerable individuals and groups

Parental involvement and family support

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School organisation and pedagogical practice

School organisation plays a key role in creating inclusive and healthy environments. This includes having systems for early prevention and intervention, as well as fostering collaboration with stakeholders within and around the school. This section also details the school's organisational and teaching methods, such as whether practices such as grade repetition, early tracking, expulsions, or suspensions are used.

* Is there cooperation to facilitate exchanges of practice on promoting inclusion (e.g. early school leaving, underachievement, wellbeing, social and emotional learning, bullying prevention, children's and parents' voices) between schools in your region/country?

Yes, to a great extent	Yes, to some extent	Yes, but to little extent	No	I don't know	Not applicable

This field is required.

* Does your school have a multidisciplinary team working on an early warning/intervention system for students in need of additional support (e.g. basic skills, diverse learning needs, or mental health needs)?

Yes, to a great extent	Yes, to some extent	Yes, but to little extent	No	I don't know	Not applicable

This field is required.

* Does your school regularly collect and analyse data on students' academic performance and learning needs?

Yes, to a great extent	Yes, to some extent	Yes, but to little extent	No	I don't know	Not applicable

This field is required.

* Does your school regularly collect and analyse data on student and teacher wellbeing (e.g. school experience, mental health)?

Yes, to a great extent	Yes, to some extent	Yes, but to little extent	No	I don't know	Not applicable

This field is required.

* In your school, are students with lower academic results placed in specific classes or academic tracks (e.g. scientific vs vocational)?

Yes, to a great extent	Yes, to some extent	Yes, but to little extent	No	I don't know	Not applicable

This field is required.

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School organisation and pedagogical practice

- **Does your school have a multidisciplinary team working on early warning/intervention systems?**

  Early warning systems are key in identifying students in need of additional support, and further reducing disengagement and early school leaving.

- **Does your school regularly collect and analyse data on student and teacher wellbeing (e.g. school experience, mental health)?**

  Schools that regularly monitor wellbeing tend to achieve better mental health outcomes for students.

- **Does your school provide alternatives to grade repetition (e.g., individualised learning support)?**

  Grade repetition is widely known for its ineffectiveness, hence the importance of providing alternative solutions.

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Inclusion and wellbeing promotion

- **Is a positive school climate explicitly communicated as a value and goal of your school?**

  Positive school climate (Rec. 1) is a foundational step for promoting wellbeing.

- **Is substantial time allocated in your school to social and emotional education?**

  The benefits of social and emotional education are widely recognised (Rec. 2), yet sufficient time needs to be allocated to the development of these competences.

- **Are teachers and school staff trained in social and emotional education?**

  Without sufficient staff knowledge and training (Rec. 4 and 9), the development of social and emotional learning may be jeopardised.

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Teacher and school leadership for inclusive education

- **Do teachers have facilitated and free-of-charge access to professional development programmes (e.g. social and emotional learning, wellbeing, anti-discrimination, bullying prevention, conflict resolution)?**

  > Teachers with specialised training are more effective in supporting learners with diverse needs.

- **Is teacher wellbeing a concrete objective of the school and are there measures in place to promote it?**

  > Recognising the intrinsic relationship between student and teacher wellbeing.

- **Are teacher collaboration and professional learning communities actively promoted in your school?**

  > Professional learning communities (Rec. 3) can improve teaching practices and increase student achievement and wellbeing.

Multidisciplinary focus on health and welfare issues in education

- **Does a clear framework for cross-sectoral cooperation between local services and schools exist in your area (e.g. social, health and/or youth services, outreach care workers, psychologists, nurses, speech and language therapists, career guidance specialists, local authorities, NGOs), to ensure support in areas in which your school does not have the relevant expertise?**

  Acknowledging that schools cannot have all necessary expertise in-house, but can rely on available services inside the community (Rec. 3).

- **Is psychological counselling readily available for all students in your school?**

  Schools with on-site mental health support can identify often invisible needs more effectively and reduce otherwise untreated mental health issues.

- **In your school, are there awareness programmes for parents, teachers and students on the importance of sufficient sleep, physical activity and balanced nutrition?**

  Highlighting core enablers of wellbeing (Rec. 8) and the strong connection between physical and mental health.

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Vulnerable individuals and groups

- **Referring to your school population, is the diversity of learners represented in the school's decision-making bodies?**

  Crucial to ensure all voices are heard (Rec. 10). Decision-making bodies with diverse representation tend to increase the sense of belonging among minority students.

- **Are there free school meals available to those in need?**

  Free school meal programmes were shown to increase attendance and academic performance among disadvantaged students.

- **Are minority and migrant children placed within the same age group as their peers in your school?**

  To alert about potentially segregationist practices, which have a tremendous impact on the wellbeing, mental health, and academic achievement of children with a diverse ethnic/migrant background.

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Parental involvement and family support

- **Does your school actively promote any initiatives and programmes for parental involvement?**

  To account for the importance of parental involvement initiatives, since schools cannot generally act effectively without the collaboration of parents.

- **Does your school implement an outreach approach to individual families of students with high levels of need (e.g. behavioural or family addiction issues, high non-attendance at school)?**

  Targeted family outreach programs were shown to reduce absenteeism and behavioural issues among high-need students (e.g., HSCL - Ireland).

- **Acknowledging the roles of parents and families in the education of their children, are there any programmes for parent literacy and pedagogical training available at your school?**

  Parent education programmes were shown to improve home learning environments and student outcomes, with greatest gains among disadvantaged families (key in the current debate on basic skills underachievement).

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Personalised report

- Not designed to grade the school BUT to help reflect on the current practices in place

- Print in PDF functionality

- Report available for 90 days (in your dashboard for ESEP registered users)

- Relevant resources and example of good practices from the Toolkit for School Success

Self-assessment tool on inclusion and wellbeing

Submitted by Mathilde GROSJEAN on 10 February 2025 at 17:02

This report provides you with personalised input based on your responses to the self-assessment tool on inclusion and wellbeing in and
It helps you reflect on the inclusion policies and practices implemented in your school, and gives you access to relevant resources and e
good practices available on the platform.

Your results

The questionnaire is not designed to "grade" your school or organisation, but to help you reflect on its current work to improve school su
to foster an inclusive environment.

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6   Inclusion and wellbeing promotion

Your score: 59%

Creating an inclusive and supportive school climate is essential for student wellbeing. This indicator assesses the existence of objectives and measures promoting a positive and inclusive school climate, and the active participation of students. It also evaluates the prioritisation of social and emotional education, availability of extracurricular activities, and the implementation of learner-centred practices. Below we suggest some relevant resources to help you enhance your school's efforts in promoting inclusion and wellbeing for all.

RESOURCE | 20 January 2025 | Lower secondary education (ISCED 2) + 1

All Inc! Building LGBT+ friendly schools across Europe

Promoting inclusive education by bringing together pupils, teachers, student teachers and the wider school community to build LGBT+ friendly schools.

RESOURCE | 23 December 2024 | Lower secondary education (ISCED 2) + 1

Kinsale Community School: All together in learning

The school aims to cater to the curricular, personal and physical needs of each student, in a safe and caring environment.

RESOURCE | 13 December 2024 | Primary education (ISCED 1) + 2

Schools for Health in Europe

The Schools for Health in Europe Network (SHE) aims to improve children's health and reduce health inequalities by focusing on health promotion in...

More resources on wellbeing >

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Thank you

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